

Methodologies

1. Cooperative learning – student-student dialogue – sum exercises (Investigating/discussing communities)
2. Problem-based-Learning
3. Pair work
4. Field work
5. Group work
6. Individual work
7. Project work (case work)
8. Formal debate - end of the course

PURPOSE OF THE UNIT:

Our youth all around Europe seems to be a little disconnected from politics both at national and European levels. They see institutions as something they don't understand and which is no longer their responsibility. We want to change this point of view making politics and institutions something reachable and a bit easier to understand.

For that reason, we will try to approach the subject from many different perspectives (and different subjects in school). Ideas mainly from a social studies perspective. We will start with an approach to local, regional and national approach to what politics entails and how it affects our everyday: mass media and mass communication, social media's impact on democracy, the decline of and threats to democracy (fake news), active citizenship, different media systems in different countries, the lack of separation of powers, forms of democracy, Interest groups and grassroots movements, forms of political participation, the legislative process (nationally and in the EU). The main idea underlying the project is to make students aware that politics shapes their everyday life, so they cannot longer avoid taking responsibilities as voters in the short term.

Ideas to have in the lesson plan

- Benefits of being in the EU
- What do we know about our institutions? Do they work?
- We belong to the EU, how their fellow peers feel about the EU ?
- Make a comparison (in the past) perspective on the EU (ask parents and grandparents)
- Let's see what Europe can provide us and how can we help Europe to get bigger and stronger.
- Ask different generations: Do you plan to vote for EP election (5 people you know)

Main Points considered in the project

- Institutions and levels of power: Division between Legislative and Executive power
- The EU as an organization including its institutions.
- Party and voter behavior. The different parties and their importance in the European Parliament
- Our partners and their democracies.
- The inner market and the economic union
- Legislation from the EU: Directives and regulations and their relationship with our national politics.
- Forms of power: Direct power, indirect power, discursive power and institutional power.
- Mass media and social media
- Fake News and medialization
- Digital regulations in the EU.
- The democracy in Europe and the citizen rights.
- Citizenship rights (civil, social and political rights), rights and duties
- Political participation
- The EU's role in the fight against social media, climate change, equality.
- The EU's role in Ukraine: Diplomacy, sanctions and support.
- Citizen involvement in the EU

PBL 2 DEMOCRACY IN EUROPE

SESSIONS	CONTENTS	TASKS DESCRIPTION	METHODS	EVALUATION
Session 1- Local level Previous knowledge and basic considerations (Local Major)	1.What does it suggest to you the Word “democracy”?	The students will be checked previous knowledge about what a democracy is and how it works. This will be done by means of questions such as...what does the word democracy means to you? Where does the power come from in a democracy? Is Spain a democracy? What type of democracy are we?	Brainstorming	The evaluation Will be done by means of direct observation and record.
	2.How are we governed?	We will explain the students how the democratic elections work at a local level (Local Council) and how our representatives are chosen. Then we will see how things are done at a regional level. Document attached	Lecture by a representative of the Local Town Hall. THE MAJOR	Survey to be completed at the end.
	3. Does all you have learnt matched with your previous ideas?	In groups of 5 they will write down a reporting sheet with 4/5 conclusions in which they will analysize the way in which we choose our representatives in Castilla La Mancha. They will read this article first. https://elpais.com/espana/elecciones/municipales/07/02/73/	PBL Approach	Reporting conclusions.

<p>Session 2- Regional Level (Politicians and Civil Servants from our Regional Parliament)</p>	<p>Look, experience and learn. Visit Toledo and the Institutions.</p>	<p>The students will enjoy a whole day trip to Toledo, the Capital city of our región, Castilla-La Mancha, where politicians and high representatives of our political government will teach us how they work, take decisions and govern their citizens from there.</p> <p>During the morning we will watch and learn how our representatives assemble, discuss and finally decide and vote the proposals. We will be guided during the whole visit by some representatives of the government, our mayor and the secretary of the Local Council and finally we were received by the Local Representative from castilla la mancha in the EU.</p> <p>The visit Will go on during the evening, when the students Will learnt history and culture of our capital, Toledo, melting pot of cultures throughout the centuries. https://www.castillalamancha.es/clm/instituciones</p>	<p>Group work: The students were asked to take notes during the whole morning lectures and they have to translate all the important info to a cooperative Padlet to explain the rest of the school what they have learnt.</p>	<p>Collaborative Padlet PBL</p>
<p>Session 3- From regional to national and European level (Raúl) Living our Democracy today</p>	<p>1. Our government. What type of Democracy do we have in Spain?</p>	<p>Brainstorming: Approaching by checking previous knowledge. Raúl will start by checking the previous knowledge that the students have regarding democracy at a national level (Congreso de los Diputados y Senado)</p> <p>We will show the students an infographic about the two Powers at a national level (Congreso de los Diputados and El Senado) and We will explained them what are the main functions and responsibilities</p>	<p>Brainstorming. Let the students freely talk about their guessing related to how the Spanish Democracy work</p> <p>Homework: Write a report about the advantages and</p>	<p>Check hwk and assess it with a mark.</p>

		Do you have to vote things? How many times a week? Discussion time in big group:	disadvantages of the democracy in our country.	
Session 4- Our partners and their democracies. (Cristina)	Let's learn about our partners.	The five countries involved in the Project are democratic, but they have things in common and different ones. Read and Investigate about them. We will provide the students with different literacy and short videos to get information about the different countries within the Project, so they will be able to show the rest the different things we have in common and what others are the same.	The students will be split up into 5 groups and every one of them will be given the same task. The aim of the class will be to analyze in depth what kind of democracy rules the 5 different countries involved in the project. Think about the different advantages and disadvantages of the different ways of proceeding.	PBL approach: After reading the documents and watching the videos tell us... What is different between Denmark and Spain? What is similar? Find at least 5 of each

		<p><i>We are Europe!</i></p>  <p>España</p> <p><i>Miembro UE</i> Desde 1 de enero de 1986 <i>Modelo de Gobierno</i> Democracia Parlamentaria. Soberanía Nacional, división de poderes y Sistema Parlamentario. <i>Presidente del Gobierno</i> Pedro Sanchez <i>Jefe del Estado</i> Felipe VI (actos reservados por el gobierno) <i>Cámaras</i> 1 Congreso de los diputados 2 Senado <i>Constitución</i> <i>Lanzó</i> Enero 2002 <i>Ciudades</i> 59 diputadas</p> <p><i>Cristina Cuartero</i> <i>J. E. S. José Isabel</i></p> <p>Italia</p> <p><i>Miembro UE</i> Desde 1958 (quinto ingreso) <i>Modelo de Gobierno</i> República Parlamentaria (poder del pueblo) <i>división de poderes</i> y Sistema Parlamentario. <i>Partido del Gobierno</i> Partido ultraderechista Fratelli de Italia <i>Jefe del Estado</i> Giorgio Meoni <i>Jefe del Gobierno</i> Presidente <i>Lanzó</i> 1 enero 1999 <i>Ciudades</i> 20 regiones. 5 de ellas con estatuto especial de autonomía. 76 diputados en el Parlamento Europeo</p> <p>Eslovaquia</p> <p><i>Miembro UE</i> Desde 1 de mayo de 2004 <i>Modelo de Gobierno</i> República democrática parlamentaria <i>Jefe de Gobierno</i> Primer ministro, mayor parte del poder ejecutivo (Robert Fico) <i>Presidente</i> Zuzana Caputovic, Socialdemócrata afín a Rusia <i>Lanzó</i> Desde 2009 <i>Ciudades</i> se unieron al Espacio Schengen en 2007. El país está dividido en 8 regiones (desde 2002 gozan de cierto grado de autonomía), el país cuenta con 14 eurodiputados.</p> <p>Dinamarca</p> <p><i>Miembro UE</i> Desde 1 de enero de 1973 <i>Modelo de Gobierno</i> Monarquía Constitucional (más de 1000 años) <i>separación de poderes</i> y sistema parlamentario <i>Partido del Gobierno</i> Socialdemócrata <i>Jefe de Gobierno</i> Mette Frederiksen <i>Jefe del estado</i> Frederico X (Comandante de las Fuerzas Armadas) <i>Sistema Parlamentario</i>—poder legislativo poder ejecutivo <i>Moneda</i> Corona danesa <i>Ciudades</i> 14 diputados</p> <p>Rumania</p> <p><i>Miembro UE</i> Desde 2007 <i>Modelo de Gobierno</i> República Semipresidencial <i>Jefe del Estado</i> Klaus Iohannis <i>Jefe del Gobierno</i> Primer ministro <i>Ciudades</i> 41 provincias (consejo provincial) En proceso de adhesión al Espacio Schengen <i>Moneda</i> Leu Rumano (RON)</p> <p>https://european-union.europa.eu/institutions-law-budget/institutions-and-bodies/types-institutions-and-bodies_es</p> <p>https://denmark.dk/society-and-business/government-and-politics</p> <p>https://freedomhouse.org/country/romania</p> <p>https://freedomhouse.org/country/italy/freedom-world/2020</p> <p>https://freedomhouse.org/country/slovakia</p>		
<p>Session 5- Internal Market and Freedom of</p>	<p>-The real situations of</p>	<p>- Watch the following video: España y la UE .Show a visual map with the main ideas.</p>	<p>-Based on projects.</p>	<p>-Visual map</p>

<p>Trade, Capital and free movement of People. Challenges and benefits of the economic Integration. Dependency on the Outer Economies (Ana Belén)</p>	<p>Democracy around the world.</p> <ul style="list-style-type: none"> -Reasons why democracy improves the economy -Relationship between the growth of the PIB y the years of Democracy within a country. -Fundamental values within the UE. - Democracy as an essential value within the UE. - Participative Democracy. -Compromise of the UE with the Democracy in other countries. 	<p>-Read the following article: PRINCIPIOS DE LA UE The task will consist on Reading in pairs the different Treaties and Laws and order them in a time line. Select the 3 most important according to your opinión and summarize them in a short paragraph.</p> <p>-We suggest a problem that directly affects to the students. Once analyzed in depth the situation, different solutions will be proposed and one of them will be chosen among all the options and the most widely voted will be the petition the students raise to the European Parliament.</p> <p>-We show a map where you can see in blue the areas where democratic systems are taking place in order to be able to establish a relationship between democracy and economy RELACIÓN ENTRE DEMOCRACIA Y TERRITORIOS Realizar una descripción de la relación que existe entre régimen político y desarrollo económico.</p>	<p>-Based on PBL.</p> <p>-Cooperative.</p> <p>-Research for facts methodology.</p>	<p>-Time line containing the main Treaties signed within the UE and values which are contained in them.</p> <p>-They will design a project with a petition that the Youth from Spain will elevate to the European Parliament.</p> <p>-Description of the relationship established between the political power in the government and the economic growth.</p>
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<p>Session 6- Citizenship and Rights. Active political participation. Parties and voters. Challenges for the Democracy in the EU. (Leticia)</p>	<p>-Relationship between the different national politics and the EU politics - State the need to raise awareness among the younger ones of the importance of their vote in the European elections.</p>	<p>- Our students will attend a video conference with a Young Spanish worker in Brussels. She is an expert in International relationships and works there in Brussels for the government of Castilla-La Mancha. -There would be a previous presentation dealing with how we are affected by the decisions taken in Europeand, the relationship between these politics and our day by day. - The students watch the videos.. - The students ask questions and curiosities to the speaker about how the institutions work and what possibilities they may have of working in Europe one day. https://what-europe-does-for-me.europarl.europa.eu/. ¿En qué me influye la UE? https://youtube.com/shorts/p3HNuP5F1jg?si=6hWx5neNjuYX2VjK. Más del 50% de las leyes vienen de la UE https://youtube.com/shorts/X3xy1JgzmY0?si=7rj82SccOIJuzK1. La carrera de Cristiano Ronaldo nunca hubiera existido sin la UE.</p>	<p>-JOURNALISTS FOR ONE DAY: The students will ask the speaker several questions that they have elaborated before the presentation. - As a final conclusión the students will draw their conclusions and they will establish the differences between their previous expectations and if they conform to reality.</p>	<p>-Evaluation of the accuracy of the questions. -Rubrics to value conclusions</p>
<p>Session 7- Mass Media and their use in Spain. Their connexion with democracy. Europe and the media.</p>	<p>-Presentation of the main sources of information that we have available nowadays (TV Channels, TikTok, digital newspapers,etc)</p>	<p>Group work: Where do you get the information from? Are the media you use trustworthy? Do you contrast the information or just believe what you are told straight away? Look for one breaking new and try to find as much as you can in at least 4 different media. Are they all the same? Or they differ quite a lot?</p>	<p>-Cooperative Learning (group work- 4 people) -Reseaching through the Media. -They will present in front of the class the development of</p>	<p>-Self-assessment at the end of the class. -Visual exposition in group (Canva, Genially, PowerPoint,etc)</p>

			the investigation and their conclusions	
Session 8- The EU and the digital Era. The Digitalización. Digital rights and Data protection for the EU citizens.	The students are given the following articles concerning digital rights and protection.	https://www.europarl.europa.eu/topics/es/article/20210414STO02010/transformacion-digital-la-estrategia-de-la-ue Brainstorm the most important concepts you have read and clasify them. Which ones are the most important regarding digital transformation according to most of the students? VIDEO ABOUT WHAT DATA SHOULD EU BE ALLOWED TO USE. Are we being controlled by the EU? https://youtu.be/1jH76hcSIag Decide what data can be controlled or used for security or health purposes and what other should be totally private	Homw: Answer the following questions. -Should our economic data be freely used by the EU or should they be private?	Direct Observation
Session 9- Impact of the democratic policies of the E.U on the labour market (Carlos)	Investigate and analyse on how the E:U policies influence the labour market Guided investigation Comparative analysis Debate and reflexion	TEACHER PRESENTATION (Show material) TASK:- -Split up the students into three groups: Each group will be given one focused on a specific aspect: <ul style="list-style-type: none"> • Laboral legislation • Employment protection • Gender equality at work -They will see the material and later they will analyse the topic the are working on. -The different groups will analyse the data compiled and and how these results affect the different aspects related to the labor market. -The groups will show the results to the rest of the groups, sharing key results, conclusions and recomendations. -Final debate and discusion: Interchanging results, perspectives and ideas.	Projects PBL Methodology Cooperation Researching Methodology	Showing results. Discussion in big group. Efective use of examples and arguments. Effective use of data and evidence. Express themselves in public. Final reflexión of each group.

<p>Session 10- Lobbies, Citizenship and grassroots movements in Europe and Spain.</p>	<p>Lobbying and citizen involvement in the EU?</p> <p>Each group briefly presents their points to the rest of the class (approx. 15 min in total)</p> <p>Teacher presentation (5 min) on social studies methods - special focus on comparative method.</p> <p>Compare and discuss: (35-40 min) Group work 4 and 4. The students are given the opinion poll from Eurobarometer.</p>	<p>Balance between lobbying and citizen involvement in the EU? The groups are given 10 minutes to prepare and write points on the board for the rest of the class.</p> <p>https://www.google.com/search?q=eurobarometr SPAIN</p> <p>Group 1-2: The policy level</p> <ul style="list-style-type: none"> • What is the citizens' initiative about? • Which criteria apply for a citizens' initiative to be raised? <p>https://citizens-initiative.europa.eu/how-it-works/regulatory-framework_es</p> <p>Group 3: The Polity level</p> <ul style="list-style-type: none"> • How can the protection of interests in the EU be said to be corporatist? And what significance does this have for the EU's decision-making processes? • How can the protection of interests in the EU be said to be pluralistic? And what significance does this have for the EU's decision-making processes? • How can lobbyists seek to advance their interests at different times in the EU's decision-making processes? <p>https://www.europarl.europa.eu/at-your-service/es/transparency/lobby-groups</p> <p>Group 4: The Politics level</p> <ul style="list-style-type: none"> - What is the EU's Transparency Register? - What do the terms corporate capture and revolving door hiring mean? What significance do the phenomena have for the Commission's work? 	<ol style="list-style-type: none"> 1. Balance between lobbying and citizen involvement in the EU 2. Teacher presentation – social studies methods 3. Comparative work 4. Padlet (collection) 	<p>Padlet supervisión</p>
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	<p>Tasks:</p> <p>Compare first:</p> <ol style="list-style-type: none"> 1. Spanish' trust in the EU with the rest of the EU27. 2. The Spanish' view of the EU's biggest challenges compared to the rest of the EU27. 3. The Spanish' view of whether the country will be better able to cope with the future outside the EU with the EU27. 4. The Spanish' view of the EU's measures in relation to Russia's invasion of Ukraine with the EU27. <p>Then discuss:</p>	<p>- How many citizens' initiatives have resulted in new legislative proposals from the Commission until 2019?</p> <p>- What are the challenges and opportunities for the Citizens' Initiative going forward?</p> <p>https://commission.europa.eu/about-european-commission/service-standards-and-principles/transparency/transparency-register_es</p> <p>Each group briefly presents their points to the rest of the class (approx. 15 min in total)</p> <p>Teacher presentation (5 min) on social studies methods - special focus on comparative method.</p> <p>Compare and discuss: (35-40 min)</p> <p>Group work 4 and 4.</p> <p>The students are given the opinion poll from Eurobarometer.</p> <p>Tasks:</p> <p>Compare first:</p> <ol style="list-style-type: none"> 1. Spanish' trust in the EU with the rest of the EU27. 2. The Spanishs' view of the EU's biggest challenges compared to the rest of the EU27. 3. The Spanishs' view of whether the country will be better able to cope with the future outside the EU with the EU27. 4. The Spanishs' view of the EU's measures in relation to Russia's invasion of Ukraine with the EU27. <p>Then discuss:</p>		
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Comentado [cc1]:

	<p>1. Does the EU's citizens' initiative strengthen democratic legitimacy in the EU? (define the word legitimacy for the students)</p> <p>Each group writes their points into a common one Padlet (15 min each)</p>	<p>1. Does the EU's citizens' initiative strengthen democratic legitimacy in the EU? (define the word legitimacy for the students)</p> <p>Each group writes their points into a common one Padlet (ca. 15 min)</p>		
<p>Session 11- Climate and environment. Challenges we have to face.</p>	<p>Does Spain match the EU's climate goals: What do you think? Brainstorming ideas.</p>	<p>The EU's climate goals: pairs in class - 15 min Go into https://www.miteco.gob.es/es/cambio-climatico/temas/mitigacion-politicas-y-medidas/objetivos.html#:~:text=2021%20%2D%202030&text=En%20materia%20de%20reducci%C3%B3n%20de,absorci ones)%20en%20comparaci%C3%B3n%20con%201990</p> <p>1. Investigate whether if we in Spain must reduce our emissions in order to meet the EU's targets? - Write down the answers. - Are we implementing green energies in an effective way?</p> <p>Find the answers (discuss for 10-15 minutes)</p> <p>1. What are the objectives for sustainable development? Do you know any? 2. Discuss what you think?</p>	<p>Cooperative learning and researching in the web:</p> <p>1. The EU's climate goals 2. Nuclear power? 3. Sustainability in Sp. 4. The EU's role in the climate fight 5. Summarizing main ideas</p>	<p>Checking the summaries and add the main conclusions to a Cooperative Wall</p>

		<p>https://www.un.org/sustainabledevelopment/es/climate-action/ Read the article and find the answer The discussion ends with a vote: - Yes or no to more nuclear power in the EU. Look for the concept The NIMBY effect. The students first discuss in pairs and later they are given the chance of looking for it.</p> <p>The EU's role in the climate fight: 35-40 min.</p> <ol style="list-style-type: none"> 1. Which instruments does the EU use in the fight against climate change? 2. Discuss whether the climate battle is best resolved under the auspices of the EU or whether it is instead up to the individual member states. <p>Summarize in a few lines if you think that the EU is doing enough to stop Climate Change.</p>		
<p>Sesión 12-Main challenges and expectations in the EU: Immigration, Field Politics, the European Funds for the development</p>	<p>Get information about the topics the students have chosen as the main ones.</p> <p>Compare and decide if they are really the main problems or not.</p>	<p>PROBLEMS: What are in your opinion the main problems that Europe has to face nowadays? War in Europe (Ukraine), Immigration and Racism, the extreme right parties. Debate in big group for 5 minutes . Then decide the four main problems that we have to face within the EU. After we split the class in 4 groups of five which will analyse in depth how the problems they have chosen as the main concerns affect their own countries and the whole of the EU: Group 1: The war in Ukraine Group 2: Immigration and Racism Group 3: Funding Group 4: Political power and Decision Making</p>	<p>Brainstorming for ideas: They Will vote to choose the four main ones.</p> <p>The students will be provided with some literacy in order to get accurate information. They Will also have a look at their usual sources of information.</p>	<p>Direct observation Taking notes for evaluation.</p>

<p>CLOSING SESSION: The European elections have been held: Let's see the results. The participation among the younger.</p>	<p>Analyse the elections results and state your opinion about the future of the E.U. Will we succeed on the long term or the UE will fade sooner than later?</p>	<p>The teacher show the students some information about the results of the las European Elections, including the parties votes and the participation split into ages: https://results.elections.europa.eu/es/0005.png https://www.eldiario.es/politica/demografia-9j-vota-grupo-social-elecciones-europeas-espana_1_11426957.html</p> <p>Brainstorming: The students speak freely for about 5 minutes about their first impressions concerning the elections results.</p> <p>Group work:</p> <ul style="list-style-type: none"> - Within every group they decide which topic are they going to base in (2 groups will concéntrate on the results 2 groups will concentrate on the Youth vote) - The groups will be given 15 minutes for some research and clarify ideas. - Select your main points and arguments. Explain them. - Choose the order of participation from 1 to 5. - Offer reasons, examples and analysys which help audience to understand the points of your argument. <p>Debate: The 2 groups exposition dealing with the elections results will give their conclusions to the audience in 1minute per group member. So each group will enjoy 5 minutes in total.</p> <p>There will be time afterwards for questions and against responses, once every group has finished their expositions.</p> <p>At the end every group will get 2 minutes to expose the final conclusions</p>	<p>Teacher brief presentation Brainstorming Debate Final Exposition</p>	<p>Final rubric for debate</p>
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Videos:

<https://youtu.be/O37yJBFRfq>

[España y la UE](#)

<https://www.google.com/search?q=eurobarometr+SPAIN>

<https://youtu.be/XxutY7ss1v4>

<https://canal.uned.es/video/667e858dc45c42eff501e59b>

https://multimedia.europarl.europa.eu/en/video/what-has-the-eu-ever-done-for-me_B01-ESN-171124. ¿Qué ha hecho la UE por mí?

<https://what-europe-does-for-me.europarl.europa.eu/>. ¿En qué me influye la UE?

<https://youtube.com/shorts/p3HNuP5F1jg?si=6hWx5neNjuYX2VjK>. Más del 50% de las leyes vienen de la UE

<https://youtube.com/shorts/X3xy1JgzmY0?si=7rj82SccOIJuzK1>. La carrera de Cristiano Ronaldo nunca hubiera existido sin la UE.

<https://youtu.be/1jH76hcSIag>

MEDIA LITERACY:

<https://elpais.com/espana/elecciones/municipales/07/02/73/>

https://european-union.europa.eu/institutions-law-budget/institutions-and-bodies/types-institutions-and-bodies_es

<https://www.castillalamancha.es/clm/instituciones>

<https://denmark.dk/society-and-business/government-and-politics>

<https://freedomhouse.org/country/romania>

<https://freedomhouse.org/country/italy/freedom-world/2020>

<https://freedomhouse.org/country/slovakia>

PRINCIPIOS DE LA UE

RELACIÓN ENTRE DEMOCRACIA Y TERRITORIOS

<https://www.europarl.europa.eu/topics/es/article/20210414STO02010/transformacion-digital-la-estrategia-de-la-ue>

<https://www.google.com/search?q=eurobarometr+SPAIN>

https://citizens-initiative.europa.eu/how-it-works/regulatory-framework_es

<https://www.europarl.europa.eu/at-your-service/es/transparency/lobby-groups>

https://commission.europa.eu/about-european-commission/service-standards-and-principles/transparency/transparency-register_es

[https://www.miteco.gob.es/es/cambio-climatico/temas/mitigacion-politicas-y-medidas/objetivos.html#:~:text=2021%20%2D%202030&text=En%20materia%20de%20reducci%C3%B3n%20de,absorciones\)%20en%20comparaci%C3%B3n%20con%201990.](https://www.miteco.gob.es/es/cambio-climatico/temas/mitigacion-politicas-y-medidas/objetivos.html#:~:text=2021%20%2D%202030&text=En%20materia%20de%20reducci%C3%B3n%20de,absorciones)%20en%20comparaci%C3%B3n%20con%201990.)

<https://www.un.org/sustainabledevelopment/es/climate-action/>

<https://results.elections.europa.eu/es/0005.png>

BIBLIOGRAFÍA

Mammarella, Giuseppe Historia de Europa contemporánea desde 1945 hasta hoy. 2ª ed. Barcelona: Ariel, 1996. (Ariel Historia). 440 p. ISBN 84-344-6582-5

<https://www.europeana.eu/es/stories/a-history-of-democracy-in-europe-from-ancient-greece-to-the-european-union>

último informe de aplicación de la Carta Europea de Derechos Fundamentales https://ec.europa.eu/info/aid-development-cooperation-fundamental-rights/your-rights-eu/eu-charter-fundamentalrights/application-charter/annual-reports-application-charter_en

Breve historia de Europa. Carpentier, Jean, dir; Lebrun, François, dir. Madrid: Alianza, 2004 754 p. (Humanidades ; 4225)
ISBN 84-206-5723-9

