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## Outline...

- MEP Definition
- Links with Cyprus
- MEP Sessions
- 1<sup>st</sup> National Session
- Delegate preparation
- How to register

What is the  
Model  
European  
Parliament  
(MEP)  
leadership  
programme?



- Set up in 1994 with a secretariat in the Hague, Netherlands
- Since 2014 MEP has been coordinated by a multi-national board with an association based in Madrid

## ***AIMS***

What is the  
Model  
European  
Parliament  
(MEP)  
leadership  
programme?

- Educate young people about European integration and cooperation
- Develop youngsters' understanding of common issues
- Provide them with knowledge about EU institutions
- Develop their political awareness
- Develop their understanding for Europe's cultural diversity
- Build skills in addressing high level international issues



28+ sessions per year  
in European capitals

- International sessions
- Regional sessions
- National sessions
- Alumni sessions



# MEP links with Cyprus

- Representation by the Ministry of Education, Sport and Youth
- Coordinator  
Mrs Maria Iacovidou
- Participation in International Sessions
- Participation in Euroregional Sessions
- Organising the 2008 iMEP session
- Organising the 2019 MedMep session



# 2008 iMEP Cyprus

## House of Representatives





House of Representatives

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9 Countries / 35 Schools



MEP Sessions  
involve....

## ***Opening Ceremony***

- Keynote Speakers
- Presentation of participating countries
- Cultural moment



# MEP Sessions involve....

## ***Committee Meetings***

- Ice breaking activities
- Countries' stance on the issue at hand
- Debating and resolution writing

## ***Ambassador meeting with delegations***

- Reception

# MEP Sessions involve....

## *Delegation meetings*

Country delegations study the final resolutions

Find strengths and weaknesses to prepare speeches for and/or against

Find clauses for textual changes

Consider and write amendments



MEP Sessions  
involve...

## ***Lobbying***

- delegates gather signatures to have their amendments debated at the GA
- Prepare speeches in favour of their amendments



## ***Cultural Evening***

- Hosting and participating countries celebrate traditions and culture





MEP Sessions  
involve....

## ***General Assembly***

- Presentation of resolutions by committees
- Amendments
- Speeches
- Debating
- Voting of the resolutions

## ***Closing Ceremony***

- Keynote speakers



# *CP Evaluations*

- Knowledge/research
- Contribution to committee debating and resolution writing
- Communication
- Leading abilities
- Tolerance/Respect
- Personality
- GA constructive participation - All GA topics (resolutions/speeches/amendments/debating)

***\*to be also considered when selecting delegates***

# 1<sup>st</sup> National Session

23<sup>rd</sup>-25<sup>th</sup> February

Pancyprrian  
Gymnasium Nicosia

## Day 1 – Friday 23/02

- 08.00 – 08.30: Registration
- 08.30 – 10.00: Teambuilding / Committee meetings
- 10.00 – 10.40 Coffee break – AGRI+LEGE 20 mins  
ITRE+CULT 20 mins
- 10.40 – 12.00 Committee Meetings
- 12.00 – 13.00 Opening Ceremony
- 13.00 – 14.00 Lunch
- 14.00 – 16.00 Committee meetings
- 16.00 – 16.40 Coffee Break (see above)
- 16.40 – 18.00 Committee meetings

# 1<sup>st</sup> National Session

23<sup>rd</sup>-25<sup>th</sup> February

Pancyprrian  
Gymnasium Nicosia

## Day 2 – Saturday 24/02

- 08.30 – 10.00 Committee meetings
- 10.00 – 10.20 Coffee break
- 10.20 – 12.00 Committee Meetings
- 12.00 – 12.20 Coffee Break
- 12.20 – 14.00 Committee Meetings – submission of resolutions
- 14.00 – 15.00 Lunch
- 14.00 – 15.00 Correction Panel
- 15.00 – 15.30 Printing of resolutions
- 15.30 – 16.30 Delegation meetings
- 16.30 – 17.50 Lobbying
- 18.00 – Submission of proposed amendments to the presidency



# 1<sup>st</sup> National Session

23<sup>rd</sup>-25<sup>th</sup> February

Pancyprrian  
Gymnasium Nicosia

## Day 3 – Sunday 25/02

- 08.15 – 8.30 General Assembly Instructions by the Presidency
- 08.30 – 10.30 Debating (Resolutions 1+2)
- 10.30 – 10.45 Coffee break
- 10.45 – 12.45 Debating (Resolutions 3+4)
- 12.45 – 13.30 Closing Ceremony
- 13.30 – Departure of delegations

# *Committees / Issues*

## **1. Committee on Agriculture and Rural Development**

**AGRI**

### **The question of innovations to feed the world:**

With global demand for agricultural products such as food, feed and fuel rising, how should the EU expand agricultural knowledge and innovation systems around the world?

## **2. Committee on Legal Affairs**

**LEGE**

### **The question of the rise of Big Data and the danger of a surveillance state:**

Although data is used for the development of knowledge and scientific progress, there are many examples in history of its misuse by the public sector. Given the potential violations of privacy by government agencies are becoming easier with ongoing digitisation of services, how can the EU ensure the responsible use of big data within the EU Member States?

# *Committees / Issues*

## **3. Committee on Industry, Technology and Research**

**ITRE**

### **The question of The Digital Mind:**

AI development has caused concerns regarding privacy, liability, consent, agency, identity, augmentation and bias. How should the EU address the issue at hand, ensuring that human rights are by no means violated?

## **4. Committee on Culture and Education**

**Cult**

### **The question of youth empowerment and active participation:**

How can young people – at school, work and in civil society – be educated to become active citizens and contribute to the solution and decision-making processes in their societies and in the EU.

# Delegate training

## ***Part A – ICs preparation***

- **Define** the issue at hand
- **Consequences** of the problem
- **Country's stance** on the issue  
(Position Paper)

## ***Part B – OCs preparation-***

- Suggest numbered **solutions**
- Notes on **why** the issue should be tackled
- **How** it should be tackled
- **EU bodies** that will implement solutions
- **NGOs**

**\* Published Evidence Required**  
*treaties/conventions/agreements/statements...*



# *Example resolution presenting the set structure*

## **Committee on Employment and Social Affairs**

### **The question of the harmonisation of social policies within all Member States.**

The Model European Parliament,

- A. Establishing four objectives, distinguished by the Committee on Employment and Social Affairs, to which all social protection systems should respond:
- a. to make work pay and provide secure income
  - b. to make pensions safe and pension systems sustainable
  - c. to promote social inclusion
  - d. to ensure high quality and sustainability of health care,
- B. Taking into account the wish to maintain national identity when making decisions about social questions,
- C. Aware of the high rate of unemployment among minorities and marginalised groups,

# *Example resolution presenting the set structure*

1. Strongly recommends that the European Union should have a common terminology for social policies;
2. Proclaims that the E.U. should not set down absolute standards for common social policies but rather minimum standards and guidelines around which each Member State determines social policy;
3. Supports the investment into social initiatives, for instance:
  - a) Life-long learning / educational training,
  - b) Family protection
    - i) Child benefit,
    - ii) Parental leave,
    - iii) Day care;
4. Instructs the President to forward the resolution to the European Parliament, the European Commission and the Council of Ministers.

# *Part C – Practise Writing Resolution Clauses*

## **Introductory clauses (ICs)**

Affirming

Guided by

Convinced

Having received

Declaring

Keeping in mind

Contemplating

Noting with regret

Fully alarmed

Taking into account

Confident

Having studied

Alarmed by

Having adopted

Contemplating

Convinced

Approving

Having considered

Deeply concerned

Observing

Aware of

Having considered further

Deeply conscious

Referring

Believing

Having devoted attention

Deeply disturbed

Further deploring

Bearing in mind

Having examined

Realising

Recognising ...

# *Part C – Writing Resolution Clauses*

## **Operative clauses (OCs)**

Accepts	Confirms	Further proclaims	Reaffirms
Affirms	Considers	Further recommends	Recommends
Approves	Declares accordingly	Further resolves	Reminds
Authorises	Designates	Further requests	Regrets
Calls	Encourages	Further requests	Requests
Calls upon	Endorses	Have resolved	Solemnly affirms
Condemns	Encourages	Notes	Supports
Congratulates	Endorses	Proclaims	Urges...

# *Part D – Practise Debating Language*

## **Useful Language**

### **Addressing**

Honourable/Distinguished/Venerable

Madam/Mister President, Presidency, Excellencies, Ladies and gentlemen

### **Beginning**

I would like to begin by.../To begin with.../At the outset.../

I would like to make a few remarks concerning...

### **Introducing a new point**

I would like to comment on the point of.../I would now like to draw your attention to...

I would now like to turn briefly to the problem (question) of.../The next issue I would like to focus on is...

Turning to.../I would like to mention briefly that...



# Part D – Practise Debating Language

## **Ordering**

First of all, we must bear in mind.../

There are a few points which should/must be borne in mind.

Firstly, ... Secondly, ... Thirdly, .../First, ...Second, ..., Third, ...

In addition to that.../Additionally.../I might add that...

I'd like to add something here, if I may?/I'd just like to point out that...

Before we go any further, may I point out that.../If I could just say a word about...?

Furthermore.../Moreover.../As well as..., there is also.../Not only..., but also...

## **Giving an example**

Let me give an example...

To give/name an example...

A case in point is...

To illustrate this point, let us...

# Part D – Practise Debating Language

## **Balancing**

On the one hand..., but on the other hand...

Although..., we mustn't forget.../Whereas..., we have to remember...

Despite/In spite of..., I still think/believe.../Despite the fact that..., I...

## **Generalising**

On the whole.../Generally speaking.../By and large.../All in all

## **Stating preferences**

I'd rather..., than.../I (would) prefer to...

I tend to favour...as opposed to.../...has an advantage over... in that...

The main/principal advantage of... is that...

# *Part D – Practise Debating Language*

## **Agreeing**

I (completely) agree./I agree entirely with your point of view.

I'm of exactly the same opinion./I think we are in agreement on that.

I'm fully in favour of...

This proposal has my full support./I entirely approve of...

I think I can/could accept your position on that./I see no objection to that.

## **Partial agreement**

I would tend to agree with you on that, but seen from another angle...

I agree in principle/on the whole, but it could/should/must be said that...

By and large I accept your views, but if we look at it in another light...

Although I agree with most of what you have said,.../I agree to a certain extent/up to a point, but...

You have a point there, but...I see/take your point, honourable delegate, but have you considered...?

# *Part D – Practise Debating Language*

## **Disagreement**

I'm afraid,/With all due respect, I completely/totally disagree with you.

Frankly,/To be quite frank,/ To put it bluntly,/ With respect, I don't agree at all.

I disagree entirely./What you are saying is just not feasible.

Under no circumstances could I agree to that./I can't help feeling that...

I'm not totally convinced by your argument.

## **Proposing**

I (strongly) recommend/propose/suggest that...

My proposal/suggestion is/would be that...

I advise you (most strongly) to...

In my opinion/view, the only viable solution is...

I just wonder if we shouldn't think about...

Actually, to my mind/ in my opinion...

# *Part D – Practise Debating Language*

## *Asking for more information*

Could you/the honourable delegate from... (please) be a little more specific/precise?

I'm sorry, but could you/the honourable delegate from... (please) explain in a little more detail?

Could you give us some details about...?

Would you care to elaborate/expand on that?

I'm afraid I'm not quite clear what you mean by that.

I'm (terribly) sorry, I didn't quite follow what you were saying about...

Would I be correct in saying that...?/Correct me If I'm wrong, but...

If I understood the honourable delegate form... correctly, he/she was saying that...

Am I correct in assuming that...?

I'm sorry, but when you say..., do you mean that...?

So, basically, what the honourable delegate was saying is...



# *Part D – Practise Debating Language*

## **Misunderstandings**

I'm afraid there seems to have been a slight misunderstanding.

Perhaps I should make that clearer by saying.../Perhaps I haven't made myself clear.

Basically, what I'm trying to say is...

With all due respect, that is not what I said/ that isn't quite what I meant.

## **Making time**

That's a highly/very interesting/complex question/topic and...

I'm afraid I'm not in a position to comment on that just yet, but we were actually talking about...

I think we can leave the problem of...aside for a moment, the real issue/problem is...

I don't think we have enough time to consider all aspects of this broad/complex problem.

# *Part D – Practise Debating Language*

## **Summarising**

In short...

To sum up there seems to be...

If I could just sum up the discussion...

To summarise, I think we are in agreement on...

Briefly, the main points (that have been made) are...

## **Concluding**

Let me conclude by saying...

I'd like to conclude by saying/stating that...

Allow me to conclude by highlighting (the fact) that...

In conclusion, I would like to reiterate that...

I would now like to conclude my comments by reassuring you that I/we are fully aware of the fact that...

# General Assembly

Presidency opens/runs  
the procedure

- **Textual changes** *read out by a member of the Committee*
- **Resolution** *read by a member of the Committee*
- **Opening Speech** *held by a member of the Committee*
- **Short factual questions** *answered by the Committee*

- **Amendment**

Presentation of the amendment by the submitter

Questions answered by the submitter

Speech against the amendment held by a Committee member

Vote: Yes/No (no abstentions)

- **Open Debate**
- **Speech against the resolution** *held by a member of the assembly*
- **Speech in favour of the resolution** *held by a Committee member*
- **Vote:** Yes / No / Abstentions

# *How to register and help...*

- Select your delegates (B and C Lyceum)/ Minimum yearly grade 18/20
- Return the committee form completed by 16<sup>th</sup> December to [echatzikonstantinou@schools.ac.cy](mailto:echatzikonstantinou@schools.ac.cy) / number your delegates in terms of excellence (1 highest...4...lowest)
- Country allocation
- CP contact with delegates (Fact files / Position Paper)
- Training begins
- Teachers/MEP directors accompany school delegations
- Teacher allocation in working groups prior and during the session (food and beverage / media team / correction panel / safe persons ...)

# Delegation form

## COMMITTEE FORM

SCHOOL:

MEP Director:

Tel. number:

Email:

DELEGATES

COMMITTEES

Name:

(AGRI)

Tel. Number:

email:

Name:

(LEGE)

Tel. Number:

email:

Name:

(ITRE)

Tel. Number:

email:

Name:

(CULT)

Tel. Number:

email:





**MEPEUROPE**  
MODEL EUROPEAN PARLIAMENT

*Enjoy the MEP Journey*

*Thank you for your attention*