

# Template for Classifying Best Practices in Teaching E U Matters

## 1. Basic Information

- Title/Name of the Best Practice: Europeans of Tomorrow (EoT)
- Country/Region of Origin: Italy, Piedmont, Alba
- Institution/Organization Implementing the Practice: Apro Formazione scarl
- Kind of activity: Integration of European topics into class lessons as part of the formal curriculum (dedicated 40-hour training module) and non-formal activities with partners during extracurricular hours.
- Target Audience: Second-year VET students (15-18) and VET teachers from key subjects. Sectors involved: Mechanics, Electricians, Beautician, Hairdresser, Digital Communication, Cooks and Waiters.
- Duration of the activity:

40 hours per class per year, divided as follows:

- 4 hours of didactic unit on interculture during Italian class
- 2 hours of didactic unit on interculture during English class
- 4 hours of didactic unit on EU History during History class
- 2 hours of didactic unit on EU institutions during Citizenship education class
- 2 hours of didactic unit on single currency and single market during Economy class
- 4 hours of didactic unit on EU green transition during Science class
- 2 hours of didactic unit on EU opportunities for young people during Guidance class
- 2 hours of workshop on school participation during Italian class
- hours of workshop on school participation during Citizenship education class
- 3 extracurricular hours workshop on democratic participation in collaboration with Voluntary Service Centre (CSV) and the Municipal Voluntary Council
- 2 extracurricular hours of workshop on EU Institutions in collaboration with Europe Direct Cuneo
- 6 hours of virtual cooperation "Foreign friends" with the Finnish school KPEDU during English class

- 2 extracurricular hours of peer to peer activity on Erasmus+ mobility
- 3 hours of interdisciplinary final evaluation during Italian class

Additionally the project foresaw the participation of the students in the European event organised from our VET school every 9th of May, which doesn't count towards the teaching hours.

- Accessibility: Free for all APRO students
- Year of Implementation: 3 years, from September 2022 to June 2025
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## 2. Description of the Practice

### Objective:

- To increase the sense of belonging to EU felt by VET students
- To increase the participation of VET students in democratic life

### • Description of Activities:

- To bring the European Union and the topics of participation and active citizenship into the didactic activities of Apro Formazione, through a dedicated 40-hour training module.
- Our methodology combines both the curricular teaching embedded into 7 didactic subjects (Italian, History, English, Science, Citizenship education, Economy, Guidance) and learning activities with external organizations
- Overall we aimed at implementing lectures in class, distance-learning as homework through our e-learning platform and as virtual cooperation, flipped classroom, role playing games, debates, groups work and peer-to-peer activities.

### • EU Citizenship Focus Areas:

EU Institutions, Civic Participation, European Values and Principles, Democratic Participation, Sustainable Development and Green EU, Social Inclusion and Equal Rights, Democratic Participation and Elections in the EU, European values and Fundamental Principles, European Identity and Cultural Diversity

Strong points	Weak points
Integration into the curriculum (flexibility)	Planning

Co-teaching (presence of external experts)	Financial sustainability
Involvement of local associations	Risk of topic repetition, requiring informal coordination among teachers
Engagement of multiple teachers from various disciplines	

### 3. Pedagogical Details (if these data are available)

- **Teaching Methodology:**

Lectures in class, distance-learning as homework through our e-learning platform and as virtual cooperation, flipped classroom, role playing games, debates, groups work and peer-to-peer activities.

- **Resources and Tools Used:**

- Meetings with external educators and witnesses from the world of associations, digital games, activities and exercises on our e-learning platform, role-playing games, debates, group works, peer-to-peer activities, videos and apps.
- The main online resources we used to prepare and implement our activities are listed below. In most cases they formed the basis on top of which we created our own materials and teaching methods for the classes.
  - The official websites of the European Union: [https://european-union.europa.eu/index\\_it](https://european-union.europa.eu/index_it)
  - The European Youth Portal: [https://youth.europa.eu/eu-initiatives\\_it](https://youth.europa.eu/eu-initiatives_it)
  - YouTube: <https://www.youtube.com/>
  - Canva: <https://www.canva.com/>
  - Activities from European Union learning corner: [https://learning-corner.learning.europa.eu/learning-materials\\_it](https://learning-corner.learning.europa.eu/learning-materials_it)
  - Kahoot: <https://kahoot.com/>
  - Quizzizz: <https://quizizz.com/admin>
  - Toporopa: <https://www.toporopa.eu/it/>
  - ChatGPT: <https://chatgpt.com/>
  - Activities from the website of the British Council: <https://www.teachingenglish.org.uk/>
  - Padlet: <https://padlet.com/>
  - Wordwall: <https://wordwall.net/it>
  - Mentimeter: <https://www.mentimeter.com/>
  - Self-made quiz to help students identify the EU mobility programme best suited for them on GoogleForms: <https://forms.gle/9NVi2HsXAJa78D8N9>
  - PowerPoint presentations
  - Puzzles of EU monuments
  - Web browsers to allow students to do small researches by themselves

- Board game on Sustainable Development Goals “La scalata” made from the students of Liceo Artistico Alessandro Serpieri in Rimini
- Self-made “Taboo” board game alike cards on the topics of EU Green Deal
- Self-made group game on the overall political functioning of the European Union
- Self-made crossword about the language of migration in the European Union
- Self-made group game based on the “prisoner’s dilemma” from Merrill Flood and Melvin Dresher

- **Innovative Aspects:**

- The integration of European topics into the curriculum follows a structured and gradual approach, ensuring both effectiveness and sustainability. Through co-teaching, subjects are enriched with a European perspective, embedding these themes naturally within standard coursework. For instance, in a 20-hour history module, four hours are dedicated to European history, reinforcing the interconnectedness of national and continental narratives. This model not only supports teachers who may not feel fully prepared to tackle these topics independently but also fosters a collaborative learning environment. Initially implemented in two classes, the initiative expands to four and then seven, allowing time for refining methodologies and developing comprehensive teaching materials. Over time, as teachers gain confidence and experience, the need for co-teaching diminishes, leaving behind a rich repository of educational resources—games, simulations, videos, timelines, and maps—ensuring that European themes remain an integral part of the curriculum long after the initial implementation phase.
- The creation of a didactic module that is transversal on many subjects and also open to the territory (both local and European), as it is realized in collaboration with other stakeholders.
- The combination of traditional and curricular lessons with activities and workshops realised in collaboration with third organizations (Eu Direct, CSV, Consulta Giovanile, others), will provide a varied panorama of teachers, operators and educators to our young people in the accompaniment towards the knowledge of the EU and towards an active citizenship.

- **Adaptability to VET Settings:**

- Very adaptable
- Structuring a cross-subject European module is meaningful in vocational training curriculums, which often devotes less than 50% of the total annual hours to basic subjects, in favour of vocational subjects (480 hours of basic subjects out of a total

of 990). Furthermore, combining traditional and curricular lessons with activities and workshops realised in collaboration with third organizations, will provide a varied panorama of teachers, operators and educators to young people in the accompaniment towards the knowledge of the EU and towards an active citizenship

#### 4. Outcomes and Impact (if these data are available)

- **Measured Outcomes:**

- Increased number of our students who apply for EU activities (in 2022-2023 we received 58 applications, in 2023-2024 we received 52 applications, in 2024-2025 we received 55 applications.
- Increased number of Erasmus+ students who got a level  $\geq 4$  out of 5 on key competences on European citizenship: in 2022-2023 the participants in the mobility scored 77% on the social ones and 82% on the personal ones
- Increased number of teachers involved in EoT project: we had 4 teachers at application phase and they were 17 in the academic year 2024-2025.
- Increased number of teachers who participated in training courses on EU matters (0 at application phase, +4 in the 1st year, +8 in the 2nd year, +12 in the 3rd year) – quantitative
- Improved competences of teachers on EU topics
- Increased number of our students who participate to social and civic activities (voluntary, civil service, ESC+): 10% of our 2nd grade students do participative actions in the 1st year, +5% in the 2nd year, +8% in the 3rd year. – quantitative
- Increased number of students who commit in school participation: 0 application as school representatives at application phase, 6 applications in the third year of the project

- **Student/Teacher Feedback:**

Overall the teacher showed a big appreciation for the project and its methodology. They highlighted how the topic of the European Union was very broad and adaptable to all the subjects usually taught in APRO with a traditional didactic approach and strongly believed in its positive impact on the learning life of the students.

Nevertheless they also identified some issues that needed to be addressed. For example they thought that the connection between the subject of the lesson and the European Union might have not been immediately clear to the students. They themselves sometimes felt like being thrown inside without having an overall perspective on the programme. As a matter of fact the workload of the teachers at APRO is quite high and the project put even more work in their daily schedules. They felt sometimes the amount of hours for Jean Monnet lessons was thus very high and were afraid not to have enough time to complete the curricular plan foreseen for each class.

However they judged the teaching method as extremely suitable for APRO students and able to grant the maximum involvement possible of the pupils during class. They assumed if not all at least most of the content we touched upon during our programme has been successfully absorbed from the students.

For what concerns the students they also expressed very positive feedbacks at the end of the project. Adopting a non-formal approach and using activities as well as games to transmit content seems to have paid back. As a matter of fact the students stated their enjoyment for this kind of activities, while they didn't hesitate to classify the classical frontal lessons we had as boring and tedious making them unruly and unwilling to participate.

Of all the lessons the most appreciated ones were those with the partner students abroad. This led the students to express the wish they could have met them in person or take part in some other form of mobility to physically visit the places we dealt with during our classes, like the headquarters of the European institutions or the settings of recent European history.

- **Evidence of Success:**

The election of student representatives emerged from a bottom-up initiative: students' participation in these courses fostered their civic engagement, leading to the establishment of student representatives—a role that previously did not exist in our school.

At the same time, the school strengthened its connection with the local community by actively involving stakeholders and building solid, long-lasting relationships with associations, institutions, and local entities.

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## 5. Inclusivity and Accessibility (if these data are available)

- **How Inclusive is the Practice?**

The practice is designed to be inclusive and adaptable to diverse learning needs and cultural backgrounds. It incorporates support measures such as differentiated instruction, simplified exercises and the presence of cultural mediators in the classroom, ensuring accessibility for all students. These inclusive strategies mirror those used in regular lessons at APRO, fostering an equitable learning environment where every student, regardless of their background or abilities, can actively participate and benefit.

- **Accessibility of Resources:**

All the materials used for the project can be found online from the students, when they enter their personal area of Apro Formazione's Moodle (FAD). Teachers can find on their personal page as well all the materials they need to prepare their lessons.

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## 6. Alignment with EU Citizenship Education Goals (if these data are available)

- **Relevance to EU Citizenship Topics:**

The Europeans of Tomorrow (EoT) project promotes EU understanding by integrating EU topics into multiple subjects, ensuring a cross-disciplinary approach. It combines formal lessons with interactive methods like role-playing, debates, and peer-to-peer activities, enhancing student engagement. Collaboration with external stakeholders (e.g., Europe Direct, local NGOs) connects students to real-world EU participation. Virtual exchanges with international partners foster intercultural awareness and European identity. Lastly, it encourages active citizenship by involving students in democratic participation and EU mobility programs.

- **Policy Alignment:**

The practice aligns with EU and national education policies by promoting EU citizenship education, democratic participation, and sustainability, key priorities in EU frameworks. It integrates EU values and institutions into the curriculum

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## 7. Additional Notes or Recommendations

- **Challenges in Implementation:**

- Lesson Planning & Scheduling: Bureaucratic delays and difficulties in integrating lessons into existing timetables.
- Workload & Curriculum Balance: High number of hours required, making it challenging for teachers to reach the study goals envisioned in the standard educational curriculum.
- Teacher Engagement: Limited involvement of standard teachers in designing and delivering lessons.
- External Coordination: Difficult coordination with partners outside of the school
- Language Barriers: Low English proficiency among students, affecting participation in international activities.
- Student Engagement: Lack of interest in lecture-style lessons, leading to distraction and low participation.
- Abstract Content: Students struggle with non-technical subjects and perceive EU topics as distant from their experience.
- Underestimation of Content: The abundance of games and non-formal activities may lead students to undervalue the lessons.
- Financial Constraints: Funding challenges affecting the sustainability and scalability of the project.

- **Suggestions for Improvement:**

- Better Planning & Scheduling: Early coordination with the headmaster and planning office to integrate Jean Monnet lessons into school timetables.
- Stronger Teacher Collaboration: Encourage teachers to actively participate in lesson design and implementation.
- Decentralization & Teacher Empowerment: Give teachers more autonomy in organizing and managing activities with international partners.
- Language Support: Improve students' English skills through ongoing practice and participation in exchange programs.
- Engaging Teaching Methods: Use more games and interactive activities to make lessons enjoyable and effective.
- Breaking down of the topics into near to life activities that could make the student experience in a direct way the place and role of EU issues in their everyday life
- Adoption of an outcome-first approach inherent to a non-formal teaching method that favours end results. The assumption was that no matter how lighthearted the students approach the lessons, with a good methodological planning it was still possible to convey them content anyway.
- Adaptability and creative reuse of already acquired resources for the innovative design of learning activities

- **Additional Resources (if applicable):**

<https://erasmus-plus.ec.europa.eu/projects/search/details/101085093>

<https://international.aproformazione.it/en/international-projects/blog/europeans-of-tomorrow-eot-2022-2024-en>