

EUCLASS Alliance: bridging EU Vocational Schools for EU Education

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Report on Effective Implementation and Best Practices in EU Citizenship Education within the VET Context

From Principles to Practice: Best Practices and Quick Wins from the EUCLASS Alliance



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Description	<p>This report, developed by Eurocultura in collaboration with the EUCLASS Alliance partners, presents the methodology and findings of a transnational study on the implementation of EU Citizenship Education across six European countries, with a particular focus on the VET context. Based on the guidelines and templates provided by Eurocultura, each partner identified and documented best practices within their national framework. The collected findings were compiled into a comprehensive catalogue featuring both best practices—long-term, structured approaches—and quick wins—simple, high-impact activities. This collective report showcases a wide range of effective methods for delivering EU Citizenship Education in VET settings and aims to support educators and institutions in implementing and scaling these approaches across Europe.</p> <p>The full catalogue of best practices is available on the project website: https://euclass.enac.org/homepage/eu-class-alliance/project-results/</p>		

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1. Introduction

This report, developed under Work Package 2, is part of the EUCLASS Alliance project (Erasmus+ Jean Monnet Networks) and aims to map, compare, and share successful strategies for EU citizenship education in the Vocational Education and Training (VET) context. It gathers a wide range of educational practices and experiences from Estonia, Finland, Greece, Italy, the Netherlands, and Spain.

The deliverable has a dual purpose: it serves as a foundational collective report for the project and as the basis for a web-based catalogue of best practices. It is built around two types of initiatives:

- **Best Practices:** long-term, structured, and validated approaches with significant impact and replicability
- **Quick Wins:** simple, fast, and cost-effective activities that generate immediate awareness or engagement

Together, they illustrate the variety and richness of approaches to EU citizenship education in VET, and support educators, institutions, and policymakers in developing new strategies or scaling successful ones.

2. Methodology

To ensure a comprehensive and consistent mapping of effective strategies for EU Citizenship Education, each EUCLASS Alliance partner was tasked with identifying and submitting a minimum of **three practices**. These practices were ideally drawn from the **Vocational Education and Training (VET)** context. In cases where such examples were limited, partners were allowed to expand their scope to include relevant practices from the broader **secondary school system** within their country.

A **shared template**, provided by Eurocultura, ensured that all collected practices followed a unified structure, facilitating comparability and analysis. Each submission captured key information including:

- Objectives of the practice
- Description of the activities
- Pedagogical methodologies employed
- Outcomes and demonstrated impact
- EU citizenship focus areas
- Adaptability and relevance to the VET context

Classification

Definition and Criteria for Best Practices

Best practices, as defined in the EUCLASS framework, are **proven, well-documented strategies** that have been successfully implemented to promote EU citizenship among VET students and educators. These approaches typically involve **structured planning, innovative pedagogy, and sustainable impact**. A strategy may qualify as a best practice if it demonstrates several of the following characteristics:

- **Pedagogical innovation** through methods such as project-based learning, role-playing, or simulations
- **Use of resources and tools**, including digital platforms or educational materials
- **Novelty or adaptability**, offering new applications for familiar methods or reaching new learner groups
- **Evidence of success**, including external validation like awards or measurable results
- **Inclusivity and accessibility**, ensuring engagement from diverse learner populations

An example of a best practice includes **simulation games on the EU decision-making process**, where students assume the roles of EU officials to simulate real-life negotiations and policymaking.

Alternative Collection of Quick Wins

In cases where best practices were unavailable, partners were encouraged to submit **Quick Wins**—simple, easily implemented activities that generate **immediate results** with **minimal resources**. These are often used to create awareness, spark interest, or complement larger initiatives. Examples include **Erasmus Days**, peer-led info sessions, or student competitions related to EU themes.

Methods of Data Collection

To identify and document practices, partners used a variety of research methods, including:

1. **Identification of Existing Practices**
 - Scanning internal institutional efforts or external examples
 - Reaching out to educators or institutions to collect first-hand input using the provided templates
2. **Online Research**
 - Investigating EU-funded projects, award-winning initiatives, or publicly documented programs
3. **Direct Engagement**

- Contacting practice creators for interviews or follow-up questions

This collaborative effort led to the creation of a rich and diverse **repository of effective practices** for EU Citizenship Education. The resulting catalogue includes both **long-term, scalable best practices** and **quick wins** that can be rapidly deployed. Together, they support educators, institutions, and policymakers in enhancing EU citizenship competencies across Europe's VET landscape.

Focus Areas Used to Classify Practices:

- EU institutions and decision-making
- Civic and democratic participation
- Fundamental rights and European values
- Environmental sustainability and the Green Deal
- Social inclusion and equal rights
- European identity and intercultural dialogue
- Labour mobility and EU opportunities for youth

Sustainability and Long-Term Impact

To ensure that best practices in EU Citizenship Education produce meaningful and lasting change, it is essential to consider their sustainability and potential for long-term impact. While many initiatives yield immediate engagement, their true value lies in how they can be embedded, scaled and maintained over time.

Each practice included in this catalogue is encouraged to address the following aspects of long-term impact:

- Continuation: how the activity is repeated, maintained, or institutionalized (e.g., through annual implementation, integration into the curriculum, or ongoing collaboration with partners).
- Scalability: whether and how the practice can be extended to other courses, target groups, schools, or regions.
- Institutional Embedding: the degree to which the practice is supported by school leadership, part of strategic planning, or linked to school development goals.
- Evaluation and Improvement: how outcomes are monitored, how feedback is collected (from students, teachers, stakeholders), and how the practice evolves based on that feedback.

- Resource Commitment: availability of human, financial, and material resources to ensure continuity.

3. Thematic Mapping of Practices

The following table illustrates the key themes emerging from the practices collected and provides examples of how they are addressed across countries:

Theme	Practice Titles	Countries	Type
EU Simulation & Roleplay	Euroscola, Shadow Elections, Brussels Trip, Autonomic Session	EE, FI, IT, ES	Quick Win
Debate & Critical Thinking	Democracy, Debates with MEP, External Experts	NL, NL, IT	Best Practice
Curriculum Integration	Europeans of Tomorrow, CNOS-FAP Programme, Europe in the Classroom	IT, IT, ES	Best Practice
News & Media Literacy	Current News Warm-up, Phenomenon-Based News Learning	EE, FI	Best Practice
Guest Experts & External Partners	Team Europe Lectures, Optionality Laboratories on Europe and Geopolitics	EE, IT, IT	Mixed
Gamification & Digital Tools	Backpack for Internationalization, VirtuEU	FI, IT, GR	Mixed
Sustainability & Social Inclusion	Ec(h)o Quest, Diversity Workshops, Olympiads on the EU	IT, IT, ES	Best Practice
Labour Mobility & Career Focus	KA1 Krakow, Info Days, Work Placement EU Awareness, Erasmus Marathon, Erasmus Days	GR, GR, NL	Mixed

Each theme reflects a distinct way of engaging VET learners in understanding their role as EU citizens—from experiencing democracy first-hand to using gamified tools or embedding EU values in daily lessons.

4. Best Practices Catalogue (Detailed Profiles)

ESTONIA

Best Practice: "Activate Students with Current News"

Institution: VET Schools (Estonia)

Target Group: VET students

Duration: 20 minutes at the start of lessons

EU Focus Areas: EU institutions, EU policies, democratic participation, sustainability, cultural diversity

Overview:

This practice encourages regular engagement with current EU-related news as part of lesson warm-ups. It enhances students' ability to connect real-world issues with European governance

and values. Teachers use news clips or articles to spark discussions about topics ranging from EU law to sustainability.

Methods: News discussion, teacher-facilitated group dialogue, student-led commentary

Results: Promotes critical thinking, democratic awareness, and media literacy. Students feel more confident expressing their opinions on EU topics.

Transferability Tip: Choose news relevant to the vocational field or current lesson topics. Start with low-polarity news before addressing sensitive topics.

FINLAND

Best Practice: "Phenomenon-Based Learning Using News"

Institution: Luovi Vocational College

Target Group: VET students (16+)

Duration: 15-30 minutes per session, extendable for projects

EU Focus Areas: Critical thinking, democracy, EU institutions, sustainability

Overview:

This approach uses daily or weekly news to connect classroom learning to EU-related issues. Students reflect on selected news items, fostering understanding of the EU's relevance in daily life. Lessons evolve into deeper discussions or projects depending on student interest.

Methods: Phenomenon-based learning, student-led discussion, integration with vocational subjects

Results: Supports the development of media literacy, democratic participation, and civic awareness. Adaptable across subjects and student abilities.

Transferability Tip: Use EU-relevant news and provide multiple formats (video, article, social media). Begin with topics that relate to students' fields or current issues.

GREECE

Best Practice: "Erasmus+ KA1 Mobility - Krakow Internship"

Institution: AKMI VET School

Target Group: VET students (ages 16-25)

Duration: 2-week international internship + preparatory and follow-up phases

EU Focus Areas: Labour mobility, EU values, social inclusion, cultural diversity, human rights

Overview:

This best practice combines vocational training with EU citizenship education through a 2-week Erasmus+ mobility in Poland. Students engage in internships in local companies while also exploring cultural and historical sites such as Auschwitz and Krakow's old town.

Methods: Work-based learning, experiential visits, cultural immersion, reflective journaling

Results: Strengthens EU identity and employability skills. Students report increased confidence, intercultural understanding, and awareness of EU opportunities.

Transferability Tip: Partner with local businesses that align with students' training profiles. Include cultural and human rights education components for maximum impact.

ITALY

Best Practice: "Europeans of Tomorrow"

Institution: Apro Formazione

Target Group: VET students aged 15-18 and teachers

Duration: 40 hours per year (curricular and extracurricular)

EU Focus Areas: Civic participation, EU institutions, European values, sustainability, mobility

Overview:

This multi-year initiative, funded under the Jean Monnet Actions (Jean Monnet Actions in Other Fields of Education and Training – Learning EU Initiatives; Project Reference: 101085093), integrates EU citizenship education across seven curricular subjects—including history, economics, and science—as well as through extracurricular collaborations. It blends traditional lectures with digital tools, peer-to-peer learning, and community engagement involving local NGOs, Europe Direct, and schools in Finland.. The project fosters European identity, democratic awareness, and environmental consciousness.

Methods: Flipped classroom, co-teaching, debates, quizzes, interdisciplinary learning, project-based workshops

Results: Growth in Erasmus+ participation, school engagement, and students' interest in civic life. Teachers gained confidence in teaching EU topics.

Transferability Tip: Start small with 1-2 subjects, gradually integrating more teachers and stakeholder collaboration.

Best Practice: "A Citizenship Education Program"

Institution: CNOS-FAP Network

Target Group: VET students aged 14-19

Duration: Multi-year vertical curriculum

EU Focus Areas: Democracy, institutions, sustainability, digital citizenship

Overview:

A structured pathway that develops citizenship education across four years of vocational training. Includes three modular areas: introduction to civic values, understanding EU and national institutions, and digital citizenship. Uses a blend of theoretical, practical, and project-based learning.

Methods: Debates, role-playing, group projects, case studies, e-learning modules

Results: Promotes active, informed citizenship. Encourages environmental and social responsibility. Widely implemented across the CNOS-FAP VET network.

Transferability Tip: Use the modular structure to gradually deepen topics. Tailor each phase to students' level of maturity and field of study.

Best Practice: "Optionality Laboratories on Europe and Geopolitics"

Institution: Canossa Campus (Lombardy)

Target Group: VET and upper secondary students (16-19)

Duration: 50 hours (2 hours/week, full school year)

EU Focus Areas: Geopolitics, migration, sustainability, democracy, EU institutions

Overview:

An elective laboratory program integrated into the curriculum as part of a Jean Monnet project (Jean Monnet Actions in Other Fields of Education and Training – Learning EU Initiatives; Project Reference: 101085093). Students explore current events and global challenges through the lens of EU values. Includes expert speakers, workshops, and debates on topics such as migration and conflict.

Methods: Storytelling, experiential learning, news analysis, guest lectures, project-based activities

Results: Increased awareness of global interdependence. Students show higher motivation and engagement in European topics.

Transferability Tip: Launch as an extracurricular activity or elective module first. Involve professionals or journalists to stimulate real-world connection.

Best Practice: "Ec(h)o Quest - Crafting a Sustainable Experience"

Institution: ENGIM Emilia-Romagna, AECA, Municipality of Comacchio, Coop. Le Tracce

Target Group: VET students, teachers, local community

Duration: 2 days

EU Focus Areas: Sustainability, community engagement, green transition, civic responsibility

Overview:

A cross-disciplinary initiative focused on sustainable practices through experiential outdoor and culinary education. Includes a zero-waste bike tour, environmental clean-up, sustainable cooking workshop, and gardening.

Methods: Hands-on learning, digital gaming, cooking lab, environmental action, gamification

Results: Strong engagement of students and citizens in EU Green Deal topics. Winner of an EfVET award in sustainable tourism.

Transferability Tip: Collaborate with local actors (tourism, environment, hospitality). Highlight green skills connected to VET profiles.

Best Practice: "Diversity: Italy, the European Union and Us"

Institution: ENGIM Veneto

Target Group: VET students aged 14-19

Duration: 3 sessions (2 hours each)

EU Focus Areas: Intercultural dialogue, inclusion, identity, democratic values

Overview:

A progressive workshop model that moves from national to European identity and finishes with personal reflection on diversity. Promotes a sense of belonging, inclusion, and respect through group activities.

Methods: Role-play, simulations, video, music, collaborative work

Results: Students engage enthusiastically, particularly when given space for self-expression. Teachers find it adaptable and fun to deliver.

Transferability Tip: Emphasize emotional connection. Use the modular structure to explore diversity step-by-step.

NETHERLANDS

Best Practice: "Democracy - A Theatrical Exploration of Democracy in the EU"

Institution: Illustere Figuren (in cooperation with Studio Maki and VET schools)

Target Group: VET students (MBO level 3-4), ages 16-20

Duration: 60-minute theatre performance + preparatory and follow-up sessions

EU Focus Areas: EU institutions, democracy, decision-making, civic values, participation

Overview:

Democracy is a theatre-based simulation where students experience EU political decision-making through performance and role-play. Participants represent fictional EU member states with varying conditions and budgets, engaging in collective debates and budget allocation exercises that influence the outcome of the play.

Methods: Interactive theatre, role-play, debate, simulation, multimedia quizzes, experiential storytelling

Results: High student engagement and improved understanding of EU democracy. Builds empathy and insight into political negotiation and representation. Especially impactful for students less engaged with traditional instruction.

Transferability Tip: Combine the performance with pre-visit materials and post-performance classroom activities. This model can be adapted to national or regional contexts using locally relevant policy scenarios.

Best Practice: "Sporty Conversations about Politics and More"

Institution: Firda Vocational School, DebatUnie

Target Group: VET students aged 16-20

Duration: 3-4 hours (including sports session and discussion)

EU Focus Areas: EU institutions, democratic participation, youth voice, European values

Overview:

This informal learning activity combines sports (e.g. padel) with guided discussion and debate about European politics. Students engage with a Member of the European Parliament in a casual setting, encouraging open conversation and critical thinking. The session includes structured debating and debriefing.

Methods: Sport-based interaction, guest speaker dialogue, structured argumentation, informal civic engagement

Results: Strong student motivation, accessible entry point for political discourse, boosts interest in voting and EU cooperation. Particularly beneficial for students who are less engaged in formal settings.

Transferability Tip: Pair with a civic or history module, or organize before EU elections to boost relevance. Suitable for schools with limited resources, as activities can be scaled to local settings.

SPAIN

Best Practice: "Europe in the Classroom (Europa en el Aula)"

Institution: Equipo Europa

Target Group: High school and VET students (ages 14-20), teachers

Duration: 1-3 hour sessions

EU Focus Areas: EU institutions, civic rights, democracy, mobility, values, youth participation

Overview:

A national initiative bringing dynamic, interactive EU-themed workshops into schools. Sessions use storytelling, gamification, simulations, and debates to connect students to EU structures, values, and opportunities like Erasmus+ and the European Solidarity Corps.

Methods: Role-play, debates, digital quizzes, multimedia presentations, guest speakers

Results: Over 1,500 students reached. Increased awareness of EU rights and programs.

Encourages civic engagement and participation in elections and exchanges.

Transferability Tip: Use trained youth facilitators or EU alumni. Easily adapted to local settings or online delivery.

Best Practice: "Olympiads on the European Union"

Institution: Equipo Europa (in collaboration with European Parliament Liaison Office, regional governments, and universities)

Target Group: Secondary and VET students (ages 15-17)

Duration: Multi-phase competition (regional + national)

EU Focus Areas: EU institutions, elections, civic participation, democracy, identity

Overview:

An academic competition that raises awareness of EU structures through teamwork, case studies, and debates. Regional winners compete nationally, with top teams visiting Brussels and attending Europe Day in Madrid.

Methods: Quizzes, case competitions, debates, gamified learning, public speaking

Results: Broad participation across Spanish regions. Strong motivational impact. Increases understanding of EU governance and student interest in civic topics.

Transferability Tip: Collaborate with local authorities and embed competitions into existing school events or citizenship programs.

5. Quick Wins Catalogue (Compact Format)

Estonia

Quick Win: Team Europe Guest Lectures

Short expert-led classroom interventions funded by the European Parliament. Lectures cover topics like EU history, disinformation, NATO, and cyber security.

Duration: 2 hours

Transfer tip: Coordinate with the Commission Representation to match topics with your

curriculum. : Schools should align lecture topics with student interests or course modules, and actively promote attendance for maximum engagement

Quick Win: "Euroscola Participation"

Students prepare presentations, travel to Strasbourg to experience the European Parliament, and engage in mock debates on EU topics with peers from across Europe. The experience concludes with dissemination activities back in the school.

Duration: 2 months including preparation and follow-up (core visit: 4 days)

Transferability Tip: Combine in-person visits with online Euroscola sessions to maximize reach. Prepare students well beforehand for meaningful participation.

Finland

Quick Win: Shadow Elections

Students simulate national or EU elections at school, learning how to vote, debate, and campaign.

Duration: 1 school day

Transfer tip: Make it fun—start with informal voting themes before introducing civic topics.

Quick Win: Backpack for Internationalization

ThingLink-based digital backpacks containing interactive games and materials on EU themes. Can be used independently or in groups.

Duration: Flexible (10 min to full lesson)

Transfer tip: Encourage students to create their own backpack around a specific topic.

Greece

Quick Win: Erasmus Info Days

Interactive event featuring testimonials, guidance booths, and videos to promote Erasmus+ mobility.

Duration: 1-2 days

Transfer tip: Combine with school celebrations or open days to boost turnout.

Quick Win: Virtual Exchanges (VirtuEU)

Online dialogue sessions connecting students from the EU and Western Balkans to discuss European identity, rights, and civic challenges.

Duration: Multi-session across weeks

Transfer tip: Use simple tools like Zoom and Miro; link sessions to class topics.

Italy

Quick Win: Study Trip to Brussels

KA1-funded visits to EU institutions with preparation activities, guided meetings, and follow-up.

Duration: 2-3 days

Transfer tip: Partner with regional offices or Erasmus+ mobility consortia for logistical support.

Quick Win: Debates with External Experts

Workshops in collaboration with the Antonio Megalizzi Foundation to debate EU topics and enhance media literacy.

Duration: 6 hours over 3 sessions

Transfer tip: Link to mandatory civic education modules to ensure participation.

Quick Win: Erasmus Marathon (Live Broadcast)

A YouTube-streamed Erasmus Day celebration where students share mobility stories and connect with partner schools.

Duration: 6-8 hours (split over 2 days)

Transfer tip: Record sessions for future promotional use.

Quick Win: Erasmus Days (School Event)

Older students share their Erasmus+ experiences with peers through storytelling and Q&A booths.

Duration: 2-3 hours

Transfer tip: Align with the official Erasmus Days dates each October.

NETHERLANDS

Quick Win: Gaining Insight into Europe during Work Placement(BPV)

Students are encouraged to explore the EU's role in providing work, internships, education, and cultural exchange. Through interactive workshops and practical assignments, students will examine how European collaboration impacts their future careers and opens up opportunities in the European labor market.

Duration: 2-4 hours

Transfer tip: to ensure successful transferability, collaborate with experienced partners, plan engaging sessions, share real-life EU success stories, and use interactive methods to actively involve participants.

Spain

Quick Win: Autonomic Parliament Simulation

Students take part in a regional EU Parliament model simulation over three days.

Duration: 3 days

Transfer tip: Scale down to classroom level using simplified debate formats.

6. Key Insights & Recommendations

Based on the collection and comparative analysis of best practices and quick wins, several key insights emerge regarding the effective implementation of EU citizenship education in the VET context:

1. Relevance Drives Engagement

Students engage more readily with EU topics when they can relate them to their daily lives or vocational field. Practices that link EU policies with professions, sustainability, mobility, or digital tools resonate strongly.

2. Informal and Experiential Methods Work Best

Role-play, simulations, debates, site visits, and interactive workshops are consistently among the most effective and memorable learning approaches. These methods outperform traditional lectures in student motivation and retention.

3. Integration into Curriculum Enhances Sustainability

While events and campaigns have immediate impact, embedding EU content into subjects like history, economics, language, or science ensures long-term benefits. Vertical models like CNOS-FAP and Apro's project-based modules serve as strong examples.

4. Teacher Involvement is Crucial

Teacher engagement and training are essential. When educators are supported with materials and motivation—as seen in the co-teaching and co-creation strategies in Italy and Finland—outcomes improve significantly.

5. Partnerships Expand Possibilities

Collaboration with EU institutions, NGOs, regional authorities, and mobility consortia boosts the quality and feasibility of activities. Programs like VirtuEU and the Olympiads show the potential of networked efforts.

6. Digital Tools Expand Access

Digital methods such as virtual exchanges, online backpacks, and streamed Erasmus Marathons increase reach and participation—especially in geographically or socially disadvantaged contexts.

Recommendations for Stakeholders:

- **For Educators:** Start small with quick wins, and gradually embed EU topics into existing curricula. Use student-centered, participatory approaches.
- **For VET Institutions:** Create cross-disciplinary teams to coordinate citizenship education. Link efforts to school identity and strategic development goals.

- **For Policymakers:** Provide dedicated funding and teacher training schemes. Recognize citizenship learning in curricula and quality assurance frameworks.
- **For EU Institutions and National Agencies:** Continue to support innovative, accessible tools for EU education. Facilitate networks and partnerships among VET providers.

7. Translating the Report into a Website Section

The final version of this report is designed to serve not only as a printed or downloadable resource, but also as the foundation for a dynamic and user-friendly section on the EUCLASS project website.

Web Catalogue

The full catalogue of best practices is available on the project website:
<https://euclass.enac.org/homepage/eu-class-alliance/project-results/>

1. **Landing Page: EU Citizenship in VET**
 - Short intro text about the purpose of the section
2. **Practice Detail Page (Template)**
 - Practice title and short description
3. **Downloads and Supporting Resources**
 - Full PDF report

8. Annexes

Annex I – List of All Practices by Country and Type

Country	Title	Type
Estonia	Activate Students with Current News	Best Practice
Estonia	Team Europe Guest Lectures	Quick Win
Estonia	Euroscola	Quick Win
Finland	Backpack for Internationalization	Quick Win
Finland	Phenomenon-Based Learning Using News	Best Practice
Finland	Shadow Elections	Quick Win
Greece	KA1 Mobility: Krakow Internship	Best Practice
Greece	Info Days on Erasmus+	Quick Win
Greece	VirtuEU – Virtual Exchanges	Quick Win
Italy	Europeans of Tomorrow	Best Practice
Italy	Citizenship Education Program	Best Practice
Italy	Optionality Laboratories on Geopolitics	Best Practice
Italy	Ec(h)o Quest	Best Practice
Italy	Debates on European policies with external experts	Quick Win
Italy	Diversity Workshop (ENGIM Veneto)	Best Practice
Italy	Study Trip to Brussels	Quick Win
Italy	Erasmus Days	Quick Win
Italy	Erasmus Marathon	Quick Win
Netherlands	Democracy – Theatrical Democracy Simulation	Best Practice
Netherlands	Sporty Conversations About Politics	Best Practice
Netherlands	Gaining Insight into Europe during Work Placement	Quick Win
Spain	Europe in the Classroom	Best Practice
Spain	Olympiads on the European Union	Best Practice
Spain	Autonomic Session – European Parliament Simulation	Best Practice

Annex II – Best Practices Guidelines & Template

Best Practice Collection Guidelines

Trends and Challenges in EU Citizenship Education for VET Teachers

General Introduction

Each partner is required to identify and select at least **three best practices** in EU Citizenship Education to contribute to the mapping process. Ideally, these practices should have been implemented within the VET context. If such examples are unavailable, the scope of the research can be extended to include the broader secondary school system in your country.

DEFINITION OF “Best Practices”: best practices are proven, well-documented strategies or approaches that have been successfully implemented to foster EU citizenship among VET students and teachers. These methods are typically comprehensive, requiring thoughtful planning, adaptation, and sustained effort to achieve long-term, impactful and sustainable outcomes. A strategy or approach may qualify as a best practice if it demonstrates one or more of the following features:

- **Pedagogical Details and Teaching Methodology:** uses effective teaching methods such as project-based learning, role-playing, simulations or similar techniques
- **Resources and Tools:** incorporates tangible resources or tools, including digital platforms, printed materials, etc
- **Innovative Aspects:** introduces a new approach, such as new methods or procedures, adaptations of existing strategies, or applications in new learning environments or for new target groups
- **Evidence of Success:** shows measurable outcomes through external validation, such as awards, recognition or demonstrable results
- **Inclusivity and Accessibility:** addresses diverse learning needs and cultural differences, ensuring equal access and participation for all learners

Example of good practices are: “Simulation Games on EU Decision-Making process at school” (organizing simulation games in schools where students assume the roles of EU leaders, representatives, and stakeholders. The activity mimics the processes involved in EU decision-making, such as drafting proposals, negotiating positions, and reaching consensus on policies affecting member states). A template for efficiently collecting best practices is provided in the following pages

If best practices are unavailable, partners may collect **so called Quick Wins** which are simple, easily implemented actions that provide immediate, short-term results in promoting EU citizenship among VET students and teachers. They typically require minimal resources and

effort, making them suitable for quick deployment to generate visible impact and build momentum. Example of quick wins are: Erasmus Days. A streamlined template for efficiently collecting quick wins is provided in the following pages.

Methods for Collecting Best Practices:

1. Identify Existing Practices:

- Look within your organization or other institutions, or conduct online research to find exemplary practices.
- Contact the creator of the best practice and share the Best Practice template to gather detailed information directly from the source.

2. Online Research:

- Explore available online resources, such as awards, EU-funded projects, or other initiatives, to identify successful practices.
- Use the Best Practice template to summarize information collected from these sources.

3. Direct Engagement:

- Call or contact the creator of the identified best practice.
- Conduct an interview or ask questions from the Best Practice template, ensuring all relevant details are collected.

These efforts will help establish a comprehensive repository of effective methodologies and tools to enhance EU Citizenship Education across VET schools.

Template for Classifying Best Practices in Teaching EU Matters

(3 best practices per Country)

Indicatively max 2-3 pages per best practices

1. Basic Information

- Title/Name of the Best Practice:
- Country/Region of Origin:
- Institution/Organization Implementing the Practice: (e.g., VET Schools, EU Institutions or platforms, Schools, Parents, Students, Public Employment Service, NGOs, Chambers, Freelance trainers, Local community);
- Kind of activity: (e.g., Part of formal curriculum, informal / non-formal activity, Individual, Group activity, Face-to-face (analogue), Digital, Blended learning, Hybrid, Other);
- Target Audience: (e.g., students with age range if available, teachers, specific VET fields);
- Duration of the activity: please describe in hours/ units / days;
- Accessibility: Free, Fee (how much if available),
- Year of Implementation: (if available);
- Contact Information (if available).

2. Description of the Practice

- **Objective:**
(What is the aim of this practice?)
- **Description of Activities:**
Provide a brief overview of what is the best practice about (methodology or activity). Describe how to implement the best practice (Step-by-step instructions): (max 2000 characters)
- **EU Citizenship Focus Areas:**
(e.g., EU institutions, Civic participation, European values and Fundamental Principles, European Identity and Cultural Diversity, EU Law and Policies, Sustainable Development)

and Green EU, Social Inclusion and Equal Rights, Democratic Participation and Elections in the EU etc.)

Strong points	Weak points
<i>Example: Fully hands-on</i>	<i>Example: A lot of preparation work for schools</i>
<i>Example: Financed by the national ministry</i>	<i>Example: No real possibility of follow-up</i>
<i>Example: Part of schools formal curriculum</i>	

3. Pedagogical Details (if these data are available)

- **Teaching Methodology:**
(e.g., project-based learning, role-playing, simulations, etc.)
- **Resources and Tools Used:**
(e.g., digital tools, printed materials, case studies, etc.)
- **Innovative Aspects:**
(What makes this practice innovative or unique? New approach (methods/procedures), combining or adapting existing methods/procedures, using in a new learning setting, for new target groups)
- **Adaptability to VET Settings:**
(Is it feasible for VET schools in other regions to adopt this practice?)

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

- **Measured Outcomes:**
(What results have been achieved? Include data or qualitative feedback if available.)
- **Student/Teacher Feedback:**
(Summarize feedback or testimonials from participants.)
- **Evidence of Success:**
(Any external validation, awards, or recognition received?)

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

- **How Inclusive is the Practice?**
(Does it address diverse learning needs and cultural differences?)
 - **Accessibility of Resources:**
(Are the materials and tools readily available and easy to use?)
-

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

- **Relevance to EU Citizenship Topics:**
(Explain how this practice promotes understanding of EU-related themes.)
 - **Policy Alignment:**
(Does the practice align with EU and national education policies?)
-

7. Additional Notes or Recommendations

- **Challenges in Implementation:**
- **Suggestions for Improvement:**
- **Additional Resources (if applicable):**

Template for Classifying Best Practices in Teaching EU Matters: Completed Sample

1. Basic Information

- Title/Name of the Best Practice: Simulation Games on EU Decision-Making
- Country/Region of Origin: Italy
- Institution/Organization Implementing the Practice: VET School, ENAC
- Kind of activity: Group activity conducted as a non-formal engagement during extracurricular hours
- Target Audience: Students aged 15-18
- Duration of the activity: 3 days (including preparation, simulation, and debriefing)
- Accessibility: Free (materials sourced from EU resources or created by educators)
- Year of Implementation: 2020

2. Description of the Practice

- **Objective:**
To enhance understanding of EU institutions and decision-making processes, while fostering critical thinking, negotiation, and teamwork skills.
- **Description of Activities:**
Students participate in a structured simulation game that replicates EU-level negotiations. Each student assumes the role of an EU representative (e.g., heads of state, commissioners) or stakeholder. A realistic scenario, such as drafting climate change policies, is used to guide the game.

Implementation Steps:

- *Provide an introductory session on the EU's structure and decision-making process*
- *Assign roles and distribute briefing materials tailored to the scenario*
- *Conduct the simulation in stages: proposal drafting, debate, negotiation, and final voting*
- *Facilitate a debriefing session to reflect on the experience and lessons learned*

- **EU Citizenship Focus Areas:**
EU Institutions, Civic Participation, European Values and Principles, EU Law and Policies, Democratic Participation

Strong points	Weak points
Fully hands-on and engaging	<i>Requires significant preparation by educators</i>
Increases understanding of EU governance and its challenges	
Develops teamwork and problem-solving skills	

3. Pedagogical Details (if these data are available)

- **Teaching Methodology:**
Role-playing, simulation-based learning
- **Resources and Tools Used:**
Printed materials, briefing sheets, role descriptions, case studies
- **Innovative Aspects:**
Combines interactive, experiential learning with real-world EU challenges, encouraging active participation
- **Adaptability to VET Settings:**
Easily adaptable for various VET institutions; scenarios can be tailored to sector-specific issues.

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

- **Measured Outcomes:**
Increased student understanding of EU decision-making, as evidenced by surveys or quizzes filled in after the simulation
- **Student/Teacher Feedback:**
Students report enhanced engagement with EU topics; teachers note improved teamwork and analytical skills among students
- **Evidence of Success:**
NA

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

- **How Inclusive is the Practice?**
Suitable for diverse cultural and educational backgrounds; roles can be adapted for inclusivity
 - **Accessibility of Resources:**
Materials can be sourced freely online (https://learning-corner.learning.europa.eu/learning-materials/role-play-eu-decision-making-0_en)
-

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

- **Relevance to EU Citizenship Topics:**
Directly promotes understanding of EU governance and the complexities of decision-making
 - **Policy Alignment:**
Aligns with EU goals for fostering active citizenship and awareness of European values.
-

7. Additional Notes or Recommendations

- **Challenges in Implementation:** Requires time investment for preparation and facilitation
- **Suggestions for Improvement:** Provide ready-to-use kits or templates to ease implementation
- **Additional Resources (if applicable):**
https://learning-corner.learning.europa.eu/learning-materials/council-simulation-game_en
https://learning-corner.learning.europa.eu/learning-materials/role-play-eu-decision-making-0_en

Template for Classifying Quick Wins in Teaching EU Matters

Indicatively max 1-2 pages per quick win

1. Basic Information

- Title/Name of the Quick Win:
- Country/Region of Origin:
- Institution/Organization Implementing the Practice: (e.g., VET Schools, EU Institutions or platforms, Schools, Parents, Students, Public Employment Service, NGOs, Chambers, Freelance trainers, Local community);
- Target Audience: (e.g., students with age range if available, teachers, specific VET fields);
- Duration of the activity: please describe in hours/ units / days;
- Accessibility: Free, Fee (how much if available),
- Year of Implementation: (if available);
- Contact Information (if available).

2. Description of the Quick Win

- **Description of Activities:**

Provide a brief overview (max 2000 characters)

- **Why is this approach useful to teach EU matters?**

Provide a concise explanation of the value and relevance of this quick win. Explain how it addresses a specific problem or need. Highlight the immediate benefits or outcomes of implementing this action.

- **Why is it a quick win?**

Describe what makes this action simple and achievable. Explain why the results can be realized quickly and with minimal resources.

- **How to make this approach successful?**

List clear steps to ensure successful implementation. Identify potential challenges and how to overcome them.

- **Related resources**

Include links or references to guides, tools, or studies that further explain or support the quick win. Provide contact information or expertise sources, if applicable.

- **Additional Notes:**

Include any optional observations or follow-up recommendations related to this quick win.

Quick Wins Template: Completed Sample

1. Basic Information

- Title/Name of the Quick Win: Erasmus Days
- Country/Region of Origin: Italy
- Institution/Organization Implementing the Practice: ENAC Ente Nazionale Canossiano
- Target Audience: third and fourth year students
- Duration of the activity: 2/3 hours
- Accessibility: during school hours, accessible for students of the school
- Year of Implementation: 2024
- Contact Information (if available).

2. Description of the Quick Win

- **Description of Activities:**

Erasmus Days are organized as an interactive and informative event held at the beginning of the academic year in VET schools. The primary activity involves older students who have previously participated in the Erasmus program sharing their experiences with their peers. These presentations often include stories about their mobility experiences, the skills they developed, and the cultural exchange they experienced.

The event also features Q&A sessions where prospective applicants can ask questions about the program, logistics, and the benefits of participation. Informational booths or stands are set up to provide detailed guidance on the application process, including deadlines and requirements. Inspirational success stories, videos, or photo exhibitions are showcased to create excitement and motivate students. During the event, the application process for the upcoming Erasmus cycle is officially opened, encouraging immediate engagement and participation.

In addition to student presentations, school staff or Erasmus coordinators provide structured information on how Erasmus supports vocational training and personal development. The event concludes with a call-to-action encouraging students to seize the opportunity to broaden their horizons through this impactful EU initiative.

- **Why is this approach useful to teach EU matters?**

This approach engages students by showcasing tangible benefits of EU citizenship and mobility through relatable peer experiences.

It inspires and informs students about opportunities available under the Erasmus program, fostering a culture of international learning.

The event encourages participation, broadening horizons for students and integrating EU values into their educational journey.

- **Why is it a quick win?**

Organizing Erasmus Days is a straightforward activity that leverages the experiences of past participants, requiring minimal additional resources.

Results are immediate: students gain motivation, learn application procedures, and get inspired to apply for Erasmus opportunities.

The format—peer-to-peer sharing—is effective and engaging, leading to high levels of participation and interest.

- **How to make this approach successful?**

Plan the event at the beginning of the academic year to align with the opening of new Erasmus applications.

Involve older students who have participated in the Erasmus program to share their experiences and answer questions.

Promote the event through school communication channels (e.g., newsletters, posters, social media).

Prepare a structured agenda including presentations, Q&A sessions and application guidance.

Provide clear, accessible information about the application process and deadlines.

Encourage interaction and excitement by showcasing success stories and tangible outcomes from previous participants.

- **Related resources**

Insert link to a practical guide to organise Erasmus Days

- **Additional Notes:**

Follow up after Erasmus Days with reminders about application deadlines and one-on-one sessions for interested students.

Consider sharing photos or videos from the event to further inspire and promote the activity.