

# EU Class Alliance

## Bridging Vocational Schools for EU education



## Project in brief

- Project duration: 01/11/2024 - 01/11/2027
- A three-year Jean Monnet project which focuses on increasing awareness and understanding of the European Union in Vocational Education and Training (VET).
- **What?** We aim to increase student participation in society and encourage them to become active EU citizens.
- **How?** This will be done by sharing experiences and developing new strategies across European vocational training centres.
- **Why?** Studies show that young people in VET programs are generally less likely to participate in political activities. There is also a lack of educational materials for VET teachers and trainers.





# Objectives

1. Add EU Perspective to Training Programs - Strengthen EU dimension in IVET programmes
2. Boost Teachers' Skills - Help teachers learn how to include EU topics and values in their lessons
3. Increase Students' EU Knowledge - Build students' knowledge and awareness of EU citizenship
4. Build a Strong Network - Connect IVET centres across Europe to create a lasting network for promoting EU citizenship education



# Partners

[Akmi](#), Greece

[Centro San Viator](#), The Basque Country, Spain

[Enac Ente Nazionale Canossiano Ets](#), Italy

[Eurocultura](#), Italy

[Firda](#), The Netherlands

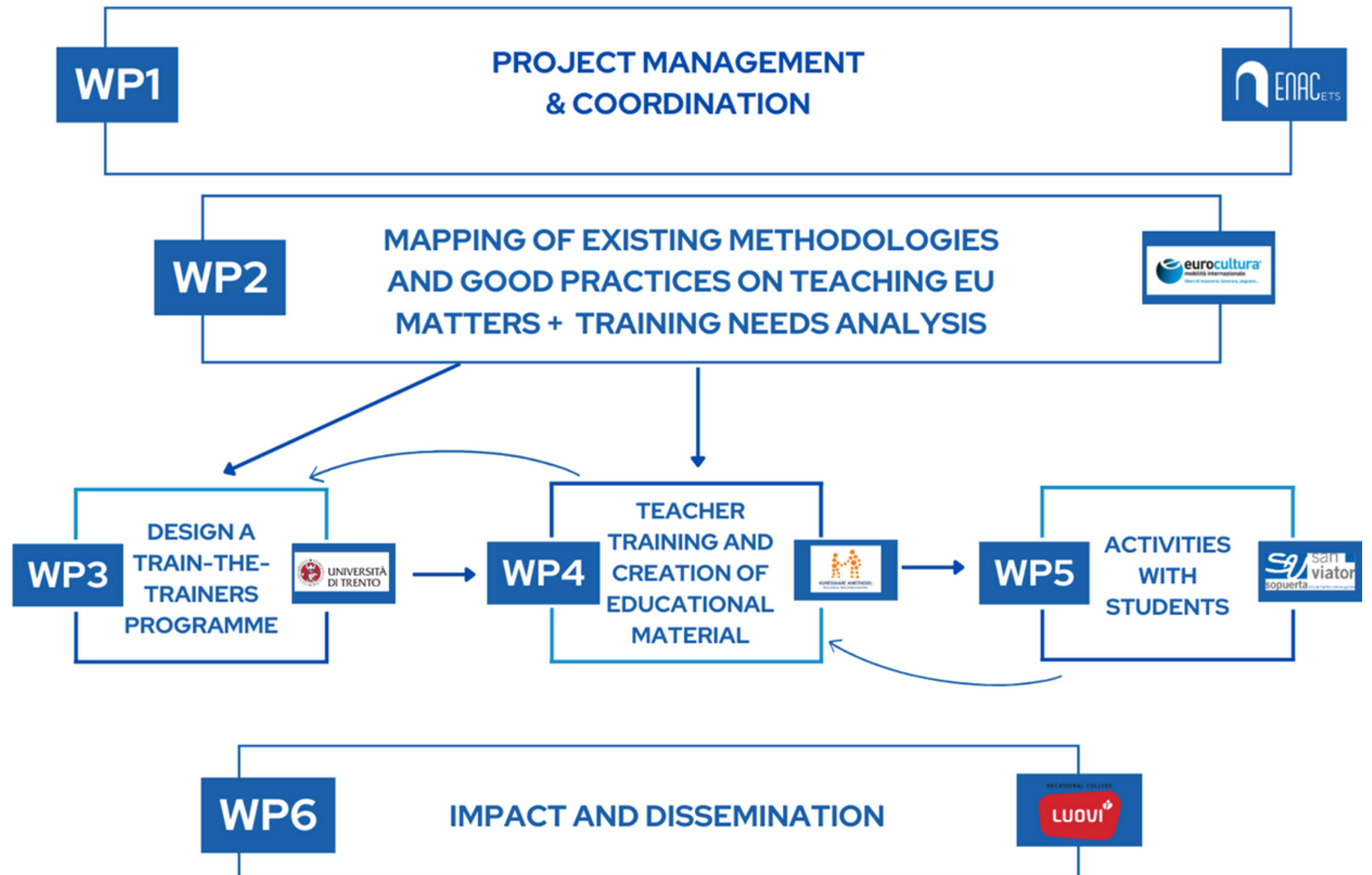
[Kuressaare Regional Training Centre](#), Estonia

[Luovi Vocational College](#), Finland

[University of Trento](#), Italy



# Project Structure



## WP2

*Mapping of best practices & Review of target groups' needs*

# What we have done!

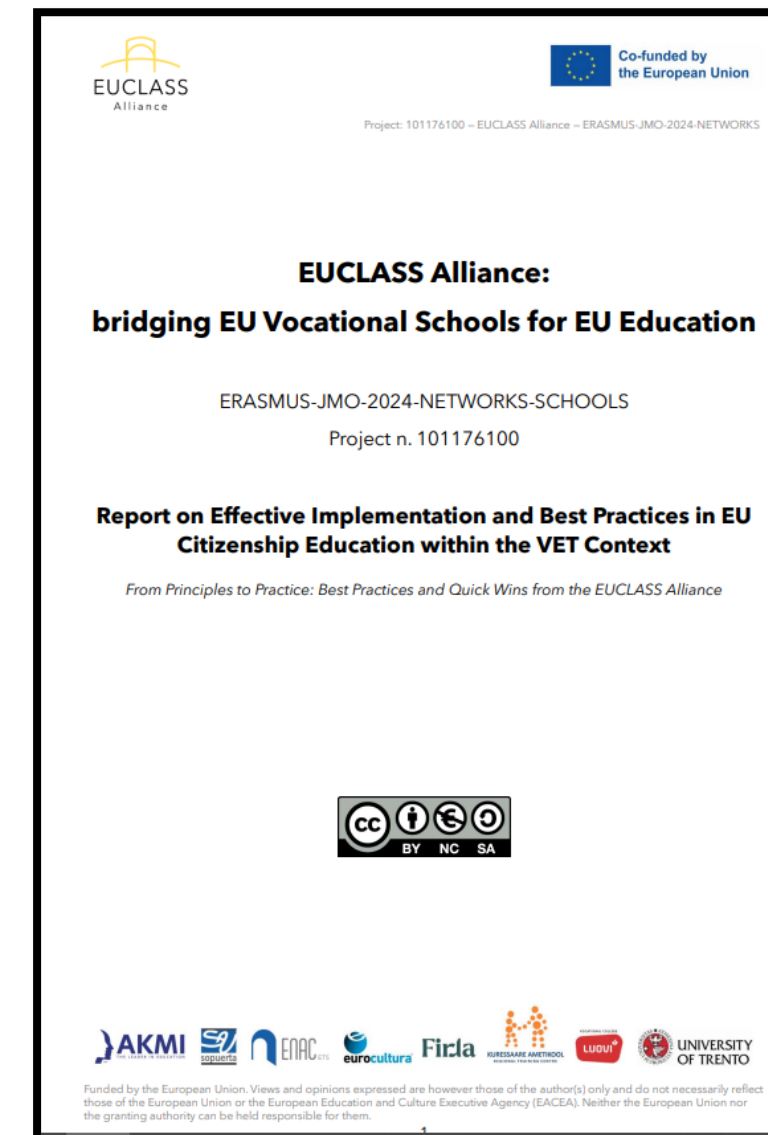
✓ **MAPPED BEST PRACTICES**

✓ CONDUCTED NATIONAL RESEARCH ACTIVITIES



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This section highlights a selection of inspiring Best Practices in EU citizenship education, implemented in VET schools across Europe.



[See the section](#)



[Download the Report on Effective Implementation and Best Practices](#)



This section presents a selection of easy-to-implement actions (Quick Wins) in EU citizenship education, implemented in VET schools across Europe.



[See the section](#)



[Download the Report on Effective Implementation and Best Practices](#)

## MAPPED BEST PRACTICES

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

# What we have done!

✓ MAPPED BEST PRACTICES

✓ CONDUCTED NATIONAL RESEARCH ACTIVITIES



**WP2 Desk Research**

This section regards national desk research and interviews conducted by project partners, focusing on both formal regulatory frameworks (laws, recommendations, curricula) and voluntary practices implemented in VET schools.

[Download the Collective](#)




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**EUCLASS Alliance:**  
**bridging EU Vocational Schools for EU Education**

ERASMUS-JMO-2024-NETWORKS-SCHOOLS  
Project n. 101176100

**Collective Desk Research Report**  
*Studying EU Citizenship Education in VET Settings*



|                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       | <p><u><a href="#">Desk research Spain:</a></u></p> <p>This report aims to investigate and analyze how EU Citizenship Education is implemented within VET settings in Spain. The study focuses on key areas that shape the implementation of EU Citizenship Education in Spain's VET sector, including: Relevant policies and frameworks; Teaching resources and practices; Educator training opportunities; Challenges and gaps in implementation.</p> <p></p>                                                                                                                                                |       | <p><u><a href="#">Desk research Italy</a></u></p> <p>This report examines the implementation of EU Citizenship Education within Italy's Vocational Education and Training (VET) system. It analyzes national curricula, policies, teaching practices, educator training and the challenges of integrating EU Citizenship Education into VET settings. The Italian VET system is multifaceted, involving collaboration among national, regional and local stakeholders.</p> <p></p> |
|   | <p><u><a href="#">Desk research Greece:</a></u></p> <p>This report examines the integration of EU Citizenship Education within Greece's Vocational Education and Training (VET) sector, focusing on key aspects that shape its implementation. The study explores how Greece aligns with European educational priorities while addressing national challenges in fostering active citizenship among vocational learners. Key areas of analysis include: Policy and Curriculum Frameworks; Teaching Approaches and Materials; Educator Training and Support; Challenges and Structural Barriers.</p> <p></p> |   | <p><u><a href="#">Desk research Finland:</a></u></p> <p>This report showcases how EU citizenship teaching could be integrated to the VET education in Finland. In addition, this report examines how EU citizenship as a theme is not visible in the current curriculum in Vocational education.</p> <p></p>                                                                                                                                                                     |
|   | <p><u><a href="#">Desk research Estonia:</a></u></p> <p>This document addresses the European Union citizenship education in vocational education and training (VET) context in Estonia. It explains how the topic is described in curriculum, teaching methods and teaching materials used in</p> <p></p>                                                                                                                                                                                                                                                                                                   |   | <p><u><a href="#">Desk research The Netherlands:</a></u></p> <p>This report examines the integration of EU citizenship education within the vocational education and training (VET) sector in the Netherlands, focusing on specific vocational education</p> <p></p>                                                                                                                                                                                                             |

# What we have done!

## **DESK RESEARCH REPORT – Main Findings**

### **Curriculum Integration**

- Generally weak and fragmented across partner countries

### **Teaching Practices**

- Innovative methods (e.g. debates, model parliaments, Erasmus+ projects) exist but are not mainstream
- Best practices come from extracurricular or project-based learning, not core curricula

### **Teacher Preparedness**

- Limited access to VET-specific training on EU citizenship

### **Student Engagement**

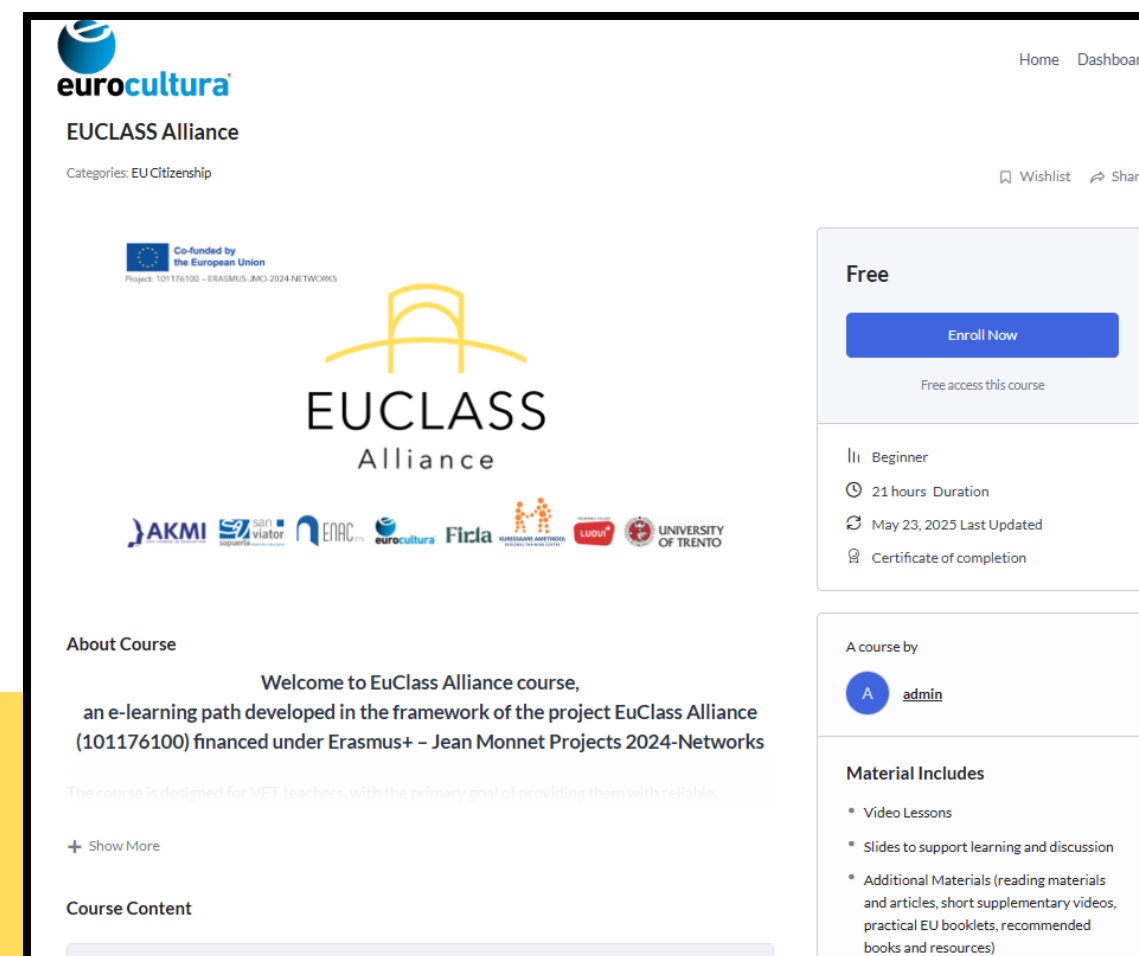
- Stronger when EU topics are made tangible (mobility, sustainability, digital rights).
- Many students find EU content abstract or irrelevant to vocational goals.

## WP3

*Design a Train-the-Trainers programme*

# What we have done!

- ✓ Developed a complete Training programme and Educational material
- ✓ Set-up an E-learning platform



A

< EUCLASS Alliance

Your Progress: 35 of 35 (100%) X

[Overview](#) [Exercise Files](#)

This lecture highlights some of the themes that we might want to introduce the history of the European Union and European integration. It tries to point out how there were good reasons in 1945 for European leaders to find a way to avoid war and to seek to reconstruct after the destruction of the first half of the twentieth century. It highlights how the EU grew in membership and in things that it does often as a response to a crisis.

Teacher: Vincent Della Sala



EUCLASS Alliance

EUClass Alliance - Module 1\_1.History of integration

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# History of European integration

[Guarda su YouTube](#)









Reading Material:

[The historical development of European integration](#)

Link to additional material:

[European Union Enlargement Interactive Map](#)

[EU Countries Interactive Tool](#)

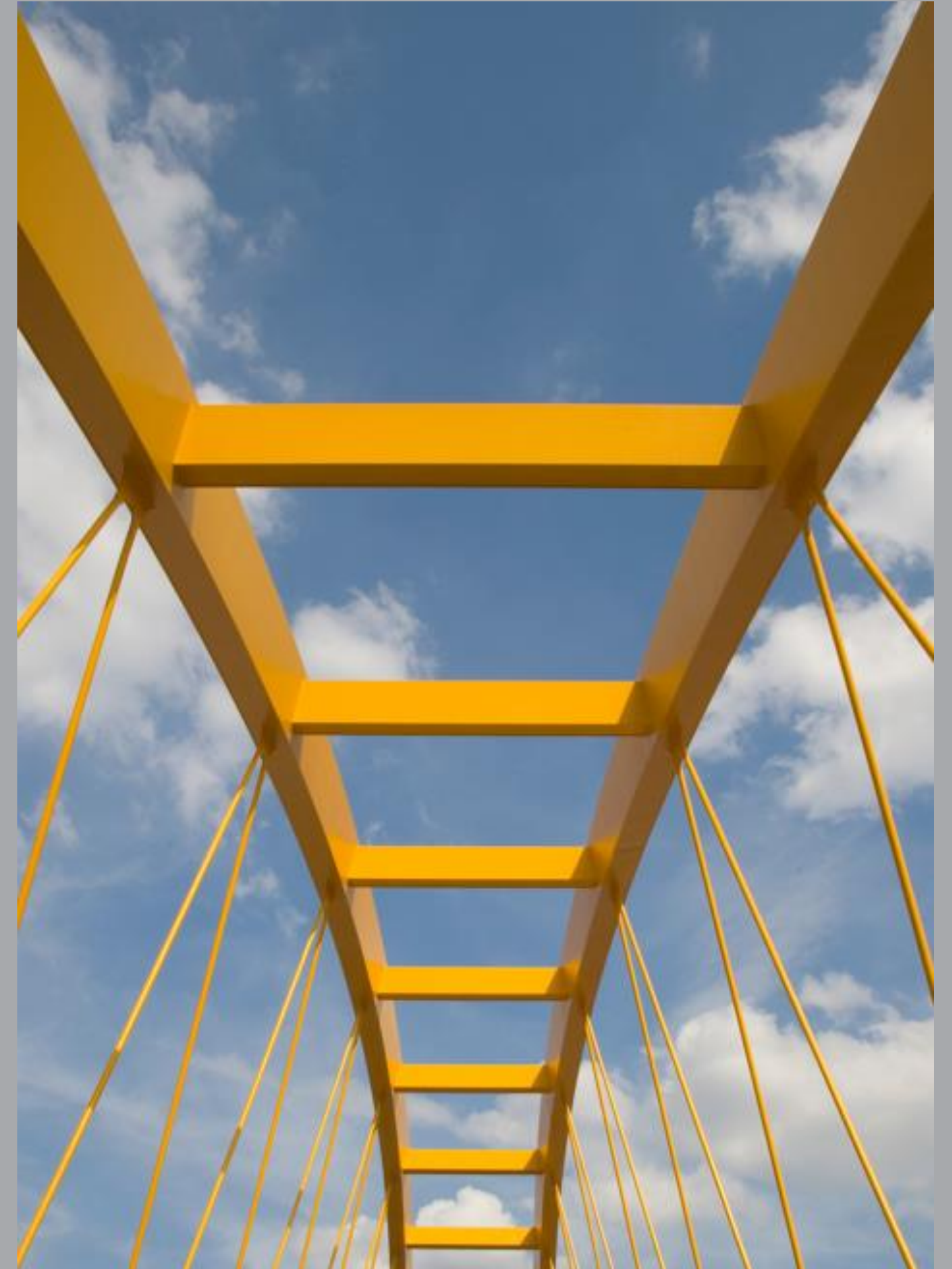
## WP4

*Teacher Training and co-creation of educational material*

# Key activities WP4

## Training for Teachers:

- Online sessions
- **Summer camp 2025**
- Summer camp 2026





# Summer School 2025 in Athens



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# Overview of the Summer Camp

- **Event:** Summer Camp for Teachers
- **Location:** Hosted by AKMI, Athens, Greece
- **Date:** September 2025 (2 – 6 September)
- **Duration:** Up to 5 days (2 travel days + 3 days of activities)
- **Participants:** 25 people
- **Target Audience:** VET educators from 6 countries (Estonia, Finland, Greece, Italy, The Netherlands, Spain)



# Purpose and Goals

## Main Objective:

- **Deliver immersive training** programs for VET teachers
- **Promote collaboration and idea exchange** among educators
- Build capacity to **integrate EU content** into VET teaching
- **Encourage innovative teaching methods** for EU-related subjects
- **Co-design educational resources** (training activities and materials)  
tailored to VET schools



# Methodology, Activities and Structure

## Workshops:

- Interactive and hands-on

## Keynotes & Panels:

- Share experiences and best practices

## Group Work:

- Design lesson plans, activities, multimedia resources
- Peer review and feedback sessions





# Expected Outcomes

## **Educational Outputs:**

- Ready-to-use teaching materials
- Inclusive strategies for diverse learners

## **Professional Development:**

- Enhanced teaching skills
- Broader understanding of EU topics





# What happens next?

## **Pilot with your students from October onwards**

- Plan activities to do with your students
- Finalize materials/ideas that we start creating during the summer school





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# FOLLOW US

- ✓ Website
- ✓ Social Media posts (Social, Podcast, Blog)



Home [Eu Class Alliance](#) ▾ Blog Podcast Want to know more? Past Projects ▾

[Home](#) > [Eu Class Alliance](#) > The Project



Improving awareness and understanding of the European Union within vocational training centres, ultimately promoting active European citizenship.

## EUCLASS Alliance Podcast

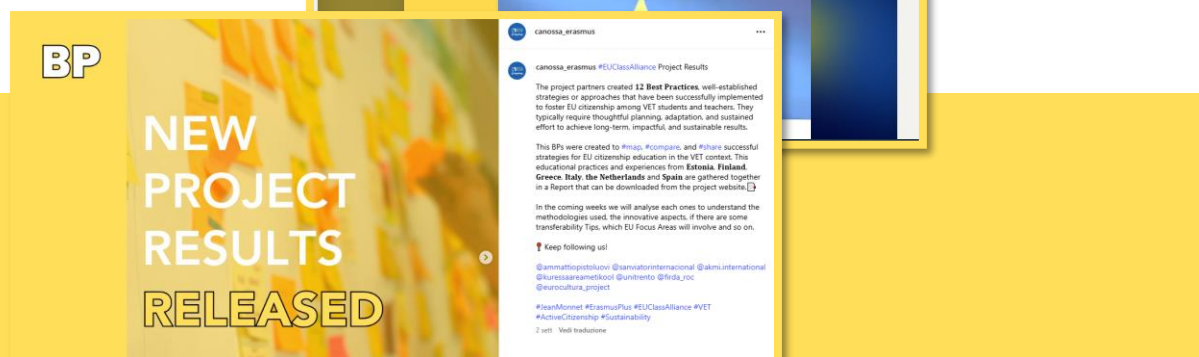
A series of episodes dedicated to the project. We'll tell you what it is about, what we do and what useful resources you can find to create awareness about Europe in your class, in your project in your daily life.

You can find our podcast on [spotify](#), [spreaker](#), [iHeart Radio](#) and on [amazon music](#).

### Episode 1 Introduction



ning European identity and  
s of EU issues among students:  
the sense of European belonging and  
ion with common values among  
enabling them to critically engage with  
and policies.





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# Thank you!



# Summer School

## Athens, 2-6<sup>th</sup> September

EU Summer School - EU-teaching  
experience quick poll !



# Intro, Programme, Objectives

## **Day 1** | *Wednesday, 3 September*

AM | Icebreaker & Team-building

AM | **Getting into the topic: Roundtable** «Teaching EU Citizenship: Know-how & Challenges»

PM | **Session 1: Immersive Training** into non-formal EU awareness-raising methods

## **Day 2** | *Thursday, 4 September*

AM | **Session 2: Capacity-Building**, exploring a wealth of EU teaching resources together

PM | **Session 3: Co-Designing Tailored Solutions**, towards adapted individual EU teaching strategies

## **Day 3** | *Friday, 5 September 2025*

AM | **Fine-tuning and/or Presentations of participants' "EU-teaching Strategies"**

AM | **Conclusions, Next steps, Evaluations**



## #1 – Theatrical Greetings

**Easy! Step 1:** Wander randomly in the room, look people you cross in the eyes

**Step 2:** Greet people the way you are instructed ... let's improvise!

**Step 3:** Keep walking and greeting people 'till you get news instructions ;)

## #2 – Two truths, One lie

**Step 1:** Think of 2 facts or things that define you, and 1 lie to trap other participants

**Step 2:** Each of us presents their 3 statements to the group, everybody else tries to guess the lie

EU Summer School - EU-teaching  
experience quick poll !



11H - 11H30

## Roundtable | (Y)our know-how and challenges to address EU values at school

**Intro:** Keynote speakers

**Roundtable:** each group – i.e. partner, school – presents their own context, answering the question

*“Do you teach EU values already, and how? What are their main challenges in that regard?”*

**Overview:** a quick glance at the results of our *“EU-teaching experience quick poll”*



**12H30 - 14H**

## **Sample Activity #1 | EU Institutions Silent Puzzle**

*To start learning by doing, participants will experience a first introductory activity to the EU institutions, demonstrating a concrete way to pass on the knowledge they gained themselves through the online training course on the EU institutions and decision-making process especially*

## **Sample Activity #2 | EU Moving Debate**

*Another activity with a different non-formal approach involving movement and spatial interactions to address EU citizenship-related topics with a lot of flexibility*

## Sample Activity #1 | EU Institutions Silent Puzzle

- > Groups of 6 participants
- > In each group, elect your “facilitator”
- > Each group gets a puzzle to solve together ... with special instructions!
  - **Participants x 5:** each gets an envelope with puzzle pieces of five infographics about the EU institutions randomly mixed. They must match the responsibilities to the correct institutions.
  - **Facilitator:** guide the other participants through instructions and observe how they do !



## Sample Activity #1 | EU Institutions Silent Puzzle

### Step 1 (15 to 20min) | For participants

- You are not allowed to speak.
- You are not allowed to help each other or gesture.
- You may place your pieces in the middle.
- You may take pieces from the middle.
- You may not take or add pieces to someone else's puzzle.
- The activity is finished when everybody has a completed set.



## Sample Activity #1 | EU Institutions Silent Puzzle

### Step 1 (15 to 20min) | For facilitators

1. Are the participants following instructions?
2. What's their body language?
3. Are they working on their own set or are they looking at the others' too?



## Sample Activity #1 | EU Institutions Silent Puzzle

### Step 2 (15min) | Debriefing Questions

- Did you know the functions of the institution you were assigned?
- What did you notice about their functions?
- Do you feel that you know the functions of the EU institutions? Before this game did you feel that you had good knowledge of the EU institutions and their functions?
- From where did you gain your knowledge of the EU institutions?
- Do you feel that the issues that concern you in everyday life are reflected in the institutions that you just created?



## Sample Activity #2 | EU Moving Debate

> **Everybody stands up** and gathers in the centre of the room.

> **Answer each upcoming question with your feet!**

Move on one side if you agree, the other side if you disagree, in-between is allowed to!

> **A few participants are invited to explain** their choice for each question, especially on each opposite sides of the line.



## Sample Activity #2 | EU Moving Debate

Do you feel European?

Do you believe the voting age should be lowered to 16? (like in some countries \*)

Should voting be compulsory? (like in some countries \*)

Should a semester to another European country be compulsory in every student's pathway?

Can you feel the impact of Europe in your daily life?

Do you need to get involved in politics to convey your vision?

Do we need a European army?

Do you think the EU is democratic?

Do you feel we should vote for transnational lists during the European elections (the same candidates in all EU countries)?





**15H30 - 16H**

## Debriefing

*Feedback ? Impressions ?*

*How was it as a participant ? Ever experienced a similar activity on any topic ?*

*What benefits can non-formal activities like these bring ? Can they work on their own, do they need the right context, intro, etc ?*

*Using non-formal methods for an abstract topic like the EU: Pros & Cons ?*

## Step 1 | Intro by Lilika & Elie

*“Creating adapted activities to address EU topics with youth: how do we do it?”*

## Step 2 | Elie’s “EU awareness-raising Toolbox”

*A look at Elie’s own “best-of” available resources offering ready-made solutions to include EU topics in the context of a VET classroom, with some tips to avoid getting lost in the gazillion databases, online platforms, handbooks and other guides of best practices already out there.*

## Toolbox #1 | CitiGen'Z resources

*citigen'Z* the EU 4 youth

Home

Discover

Learning corner

Educator's Hub



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## Toolbox #1 | CitiGen'Z resources

A compilation of **media content, resources & activities outlines** focused on teaching EU topics in a non-formal ways.

> **“Learning Corner”**: a set of 50 “Learning nuggets”, to learn targeted topics in “small bites” with 1m30 max videos linked to 1-page Infosheets.

> **“Educator’s Hub”**: straightforward, ready-made and hands-on resources to build lesson plans on EU topics, especially

- Handbook: a set of 11 activities, non-formal and playful, progressive and complementary, with up-to-date material.
- Thematic Folders: sets of resources on 5 key themes to go further than the Learning nuggets.



Empowering  
young people



billy

[www.citigenz.eu](http://www.citigenz.eu)

## Toolbox #1bis | CitiGen'Z Handbook

Elie's very "best-of" EU teaching, non-formal activities. Highlights:

- > **Straightforward:** 11 activities with step-by-step instructions and debriefing points over 30 pages. No theoretical content, ready-made material provided with all activities.
- > **Complementary & Progressive:** activities allow to address the broadest aspects of the EU (symbols, geography etc) and gradually go further in dynamic and playful ways, with 3 levels of difficulty to build adapted learning pathways.
- > **Each activity is linked to a short selection of complementary resources:**
  - Videos & PDFs: CitiGen'Z relevant Learning Boxes
  - Infographics
  - Online Learning Modules for you to get familiar with the topic at first ... and more.



# Toolbox #2 | MEGA Platform



[Home](#) [All Modules](#) [Material library](#) [Project results](#) [About](#) [Contact](#) [English](#) [Login/Register](#)

● E-LEARNING MODULES

The place where to  
gain knowledge  
about the EU to  
teach in class

If you are a teacher, join our modules to learn more about the European Union and  
implement attractive lessons in class

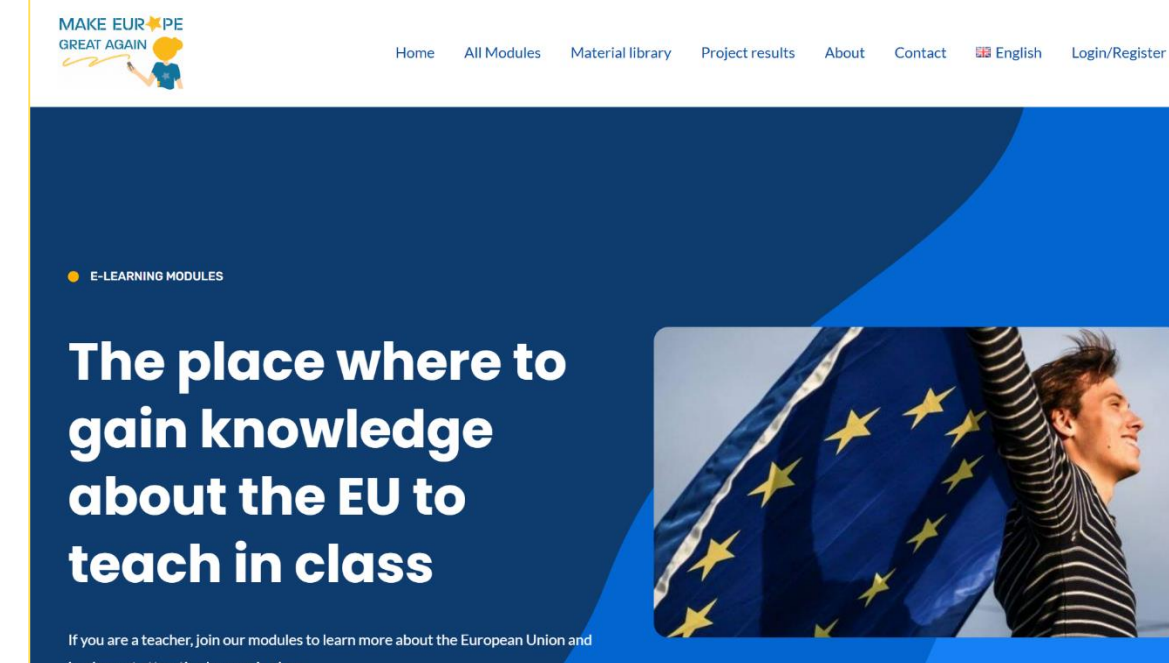


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## Toolbox #2 | MEGA Platform

Resources **more focused on teachers and classroom settings**, meaning they are also a bit more formal/academic. Highlights:

- > **“Learning Modules”**: 5 MOOCs-like online modules to get comfortable, as a teacher, with EU topics before teaching them.
- > **“Pick and teach - Activities to implement in the classroom”**: ready-made lesson plans prepared especially for a classroom setting.



## Toolbox #3 | Miscellaneous

Also worth checking ... but to handle with care!

> **Boardgame #1, Legislativity**: one of many “game of the goose” style boardgame on the EU, focusing on the law-making process, very comprehensive without looking intimidating. In DE officially, ENG translation upon request ([office@yes-forum.eu](mailto:office@yes-forum.eu)).

> **Boardgame #2, EU Player**: Work in progress, but stay tuned! A new board game through an Erasmus+ project, extra-quality expected because this time, unlike similar projects, a board game developer/publisher is involved in designing the game. Check [www.yes-forum.eu](http://www.yes-forum.eu)

> **EU Learning Corner**: physical and digital activities for almost all ages and on many, many EU topics. Not so great to be honest, too many activities in the end, too formal very often, too partial as well ... Recommended at an “advanced level”: once you have your own toolbox, only need to complement it, know precisely what you are looking for, to avoid losing time.



**11H - 11H30**

## Step 3 | Exploring and complementing the toolbox together

Let's dissect the CitiGen'Z Handbook ... and more?!

### **Working Groups (1H):**

Split into groups of 4 participants and get 2x CitiGen'Z Activities Outlines\*

Share your own activity (if applicable) with the others if you got one.

Individually, read and get familiar with the 2 CitiGen'Z Activities you got in your group.

As a group, discuss the Pros & Cons of these activities.

Prepare to present the activities to the other groups briefly, as well as your own reflections about them (about 5min). *Be creative, you've got time!*

## **Step 3 | Exploring and complementing the toolbox together**

### **Plenary Presentations (30min):**

In about 5 min, focus on:

- Brief overview of the activities: what are they about, how do they address their topic?
- Any favourite activity in the group? Why?
- General benefits/disadvantages of these in your opinion?

Don't forget to discuss your own activities (anything you brought, not CitiGenZ) among the others ;)



**12H30 - 14H**

## Step 1 | World Café on “What to keep in mind to design the best learning plans”

- 3 tables = 3 groups = 3 rapporteurs
- 3 rounds of 20 min to share ideas on 3 questions, one for each round

Choose a „rapporteur“ to stay at the table and keep track of discussions

The others should change tables at each round (don't stay with the same group!)

At the end, rapporteurs present the results from their table

Don't hesitate to visit other groups during a round too!

## Session 3 | Co-Designing Tailored Solutions

### Step 1 | World Café on “What to keep in mind to design the best learning plans”

#### Round 1

***What aspects of your context are the most important to take into account ?***

*What do they influence in regard to how you teach EU topics especially ? Why ?*

#### Round 2

***Challenges : What are the main difficulties you experience to do so for now ?***

*Any concrete experience that went wrong and you'd like to avoid forever for instance ? Or any related fears or obstacles ?*

#### Round 3

***Opportunities : What are the best fit for you in activities you have discovered ?***

*Also, any opportunities to make your teaching more relatable, relevant, to get support ...? E.g. A local NGO to collaborate with, a trip to an EU-related place, a national event ...?*

## Step 2 | Matching Teams

For the most fruitful discussions, making the most of everybody's complementary experiences and expertise, diverse horizons, and some peer-to-peer support/coaching:

- **Groups of 2 to 4 participants**
- **Mixing as best as possible:**
  - Experience & Expertise: "EU teaching experts" with teachers starting to include EU topics in their classrooms
  - Nationalities & schools: to get fresh looks on each others' situations
  - Topics / Classes taught



**15H15 - 15H45**

## Step 3 | Co-designing tailor-made strategies for each participant

**Objective:** Drafting your own “EU teaching strategies”, i.e. concrete plans to include EU topics into your classroom in the short- and medium-term.

### How:

- ***Each participant should use the shared Google Form\**** as guidelines for their reflections, and to provide key outlines to the organizers.
- ***Help each other!*** Boost your creativity by sharing your ideas and reflections to get feedback, new ideas, trigger new thoughts, go deeper into your brainstorming ...
- ***Ask the coaches:*** Lilika can help with her own EU@VET experience, Elie with his own EU@YOUTH expertise.

**Quick poll | *Satisfied already or need more time?***

**Option 1 – Participants need more time to finalize their strategies and fill the dedicated template to present it**

**Option 2 – Everybody's done already, let's discuss it all!**

# EU Class Alliance

## Bridging Vocational Schools for EU education

# Next steps



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# What happens next?

## Pilot phase with the students (October onwards)

### 1. Finalize Materials (September)

- Refine ideas and resources developed during Summer School.

### 2. Plan & Implementation (September – May)

- Define activities and create a timeline with your students
- Carry out the planned activities

### **Documentation & Evaluation (Important!)**

- *Use the provided format to document activities (form + signatures)*
- *Assess student knowledge at the start and end of the course with the survey provided*
- *Report key insights, outcomes, and reflections from the pilot phase*



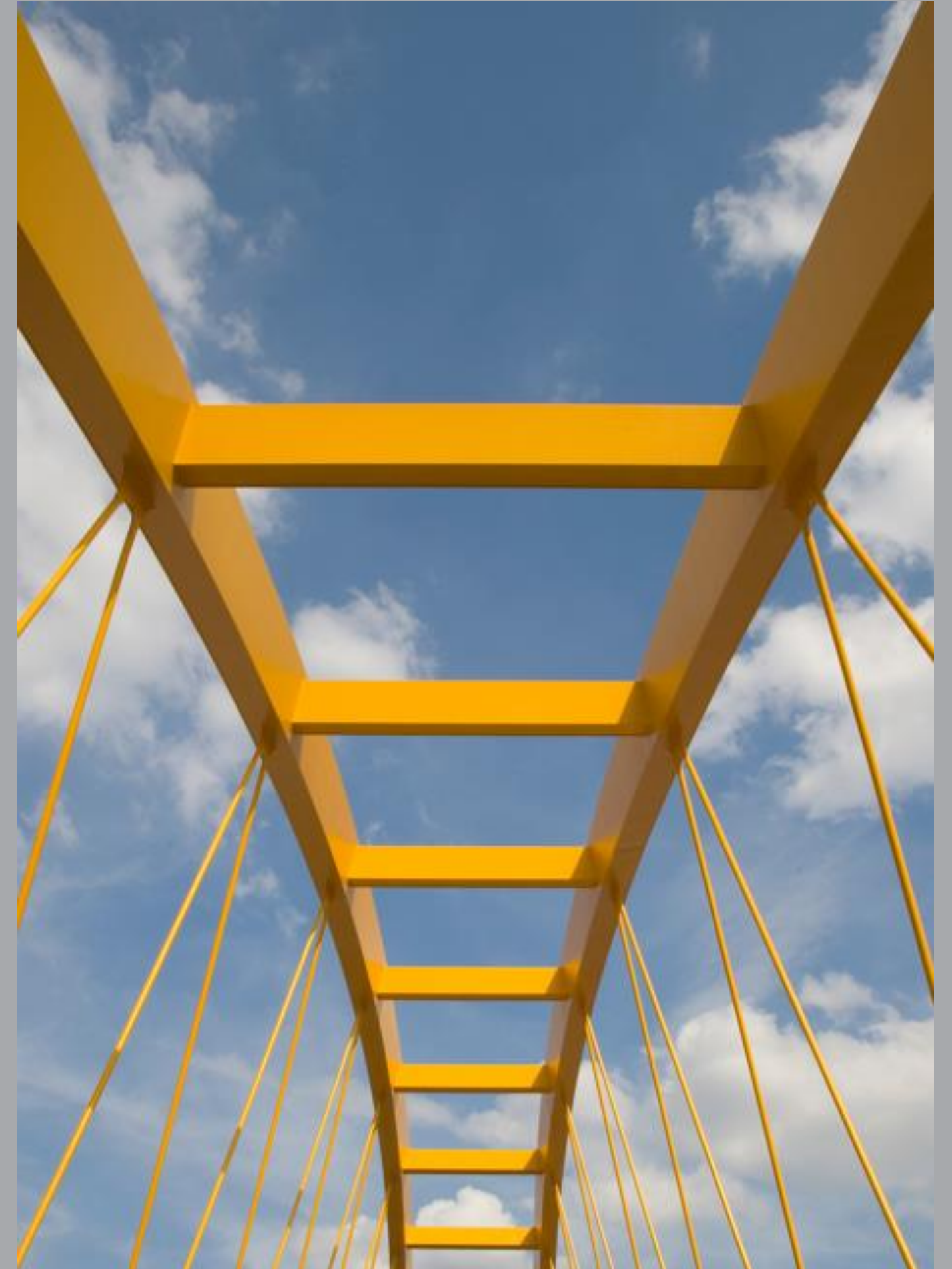
## T5.1. LOCAL ACTIVITIES

### CLASSROOM ACTIVITIES

- Design and execute **classroom activities** centred on specific EU topics, making use of materials created during the "teacher summer school."
- Facilitate **discussions and exercises** to actively involve students and deepen their comprehension of EU values.

### EURODAYS

- **Eurodays events** (to be aligned when possible with Erasmus Days): Host Eurodays events showcasing experts on EU topics, facilitating direct interaction between students and EU specialists.
- The **integration of E-Twinning** will further enhance the collaborative aspect, providing a digital space for students to connect, share ideas, and broaden their understanding of EU.



## 5.2 TRANSNATIONAL ACTIVITIES

### EDUCATIONAL VISIT TO EUROPEAN INSTITUTIONS

-With the support of EVBB / YesForum, the partnership will coordinate an **educational visit to European institutions in Belgium**: 4 students + 1 teacher per country

### TEACHERS TRAINING ASSIGNMENTS ABROAD

**Six VET providers** participating in this project will be **paired into three pairs of twin** schools. Each school within a pair will send one teacher abroad and host one foreign teacher annually. Throughout this experience, the visiting teacher will lead workshops and activities at the hosting school, focusing on EU-related topics. The cost of **these activities will be covered with KA1 funds of each school**.

### ONLINE TRANSLATIONAL ACTIVITIES

Each school pair will organize **both synchronous and asynchronous online learning activities** involving groups of students from different countries.



|               | BRUXELLES   | CLASSROOM<br>ACTIVITIES          | EURODAYS/LOCAL<br>WORKSHOPS      | ONLINE<br>TRANSNATIONAL<br>ACTIVITIES | TEACHER TRAINING<br>ASSIGNMENTS  |
|---------------|-------------|----------------------------------|----------------------------------|---------------------------------------|----------------------------------|
| ENAC ETS      | 6           | 40                               | 100                              | 40                                    | 1                                |
| EUROCULTURA   | 0           |                                  |                                  | 0                                     | 0                                |
| KRCT          | 6           | 60                               | 50                               | 15                                    | 1                                |
| LUOVI         | 6           | 40                               | 50                               | 15                                    | 1                                |
| CSV           | 6           | 60                               | 100                              | 15                                    | 1                                |
| AKMI          | 6           | 60                               | 100                              | 15                                    | 1                                |
| UNITN         | 0           |                                  |                                  | 0                                     | 0                                |
| FIRDA         | 6           | 60                               | 100                              | 15                                    | 1                                |
| <b>TOTAL:</b> | 36          | 320                              | 500                              | 115                                   | 6                                |
|               | second year | second year<br>and<br>third year | second year<br>and<br>third year | second year<br>and<br>third year      | second year<br>and<br>third year |



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# Thank you!

