European Commission

Erasmus+



BRINGING THE EU TO SCHOOL

Report on Jean Monnet Cluster Meeting for schoolteachers

9 and 10 October 2025

Erasmus+
Enriching lives, opening minds.

Jean Monnet

The publication has been prepared by the European Education and Culture Executive Agency, Education (EACEA), Unit A1. Special appreciations are given to the people who have contributed to it: Marta Anna Brignone, Zelmira Kulova and Amalia Vasiliu.

More information on the European Union is available on the Internet (http://europa.eu).

Luxembourg: Publications Office of the European Union, 2025

PDF ISBN 978-92-9416-072-0 doi: 10.2797/6125942 EC-01-25-153-EN-N

© European Education and Culture Executive Agency, 2025

The Commission's reuse policy is implemented by Commission Decision 2011/833/EU of 12 December 2011 on the reuse of Commission documents (OJ L 330, 14.12.2011, p. 39 – https://eur-lex.europa.eu/eli/dec/2011/833/oj).

Unless otherwise noted, the reuse of this document is authorised under the Creative Commons Attribution 4.0 International (CC BY 4.0) licence (https://creativecommons.org/licenses/by/4.0/). This means that reuse is allowed, provided appropriate credit is given and any changes are indicated.

For any use or reproduction of elements that are not owned by the EU, permission may need to be sought directly from the respective rightholders. The EU does not own the copyright in relation to any images which do not carry the copyright indicator © European Union.

CREDITS

Photos: Cover © mangpor2004, stock.adobe.com

Contents

Foreword 4

01. Background 5

02. Jean Monnet' learning EU at school: *contribution to EU priorities* 6

- Environmental Sustainability 7
- Digital Education 7
- Fighting misinformation 8
- Democracy and human rights 9
- EU history, institutions, and main polices 9
- Identity, inclusion, and social cohesion 10
- Challenges in teaching about the EU at school today 11

03. Impact Mapping: *How projects shape pupils' lives* 12

- Methodlogy and Purpose 12
- What can reduce the impact of a Jean Monnet project? 12
- What can enhance the impact of a Jean Monnet project? 13
- Key takeaways from the session 13

04. The school of 2040: *What place for the activities of the Jean Monnet Actions* 14

- Expected knowledge, skills, and experience 14
- A typical day at school in 2040 and its key actors 14
- How could the activities of the Jean Monnet Actions support teachers and pupils in 2040? 15

05. Conclusion 16

Annexes 17

Foreword



The Jean Monnet Cluster Meeting for schoolteachers has become an important annual appointment for teachers involved in the implementation of the Jean Monnet Action dedicated to teaching and learning about the European Union (EU) at school. This action – part of the larger Jean Monnet Programme - started only three years ago but has grown quickly covering more than 25 countries and initiating a community of about 1000 schoolteachers. Welcoming in EACEA's premises more than 60 committed and motivated partners, schoolteachers from Europe and third countries associated to Erasmus+, was a source of inspiration for all of us and provided the Agency with valuable inputs to feed our operational and policy reflections.

Schoolteachers are key partners to reach out to youngsters in schools and spread knowledge on EU values, EU history, EU institutions, and EU policies. We strongly believe in their key role to strengthen new generation's awareness of being European citizens, to boost a better understanding of the impact the EU has on everybody's life and to trigger sound reflections around EU's contribution to the global society.

The EU influences many aspects of life, from trade and environmental standards to digital developments, security and migration policies. Understanding these topics helps students see how European countries work together to address major challenges like employability, climate change, peace and stability, democracy, and technological transformation. In this challenging time, we need new generations of engaged and informed citizens, capable of navigating and contributing to peaceful, inclusive and sustainable societies.

This report summarises the main discussions that took place during the Cluster Meeting. I want to thank all teachers for their stunning work in their respective institutions and countries and let me share with you reader a quote from Jean Monnet: "*Nothing is possible without men; nothing is lasting without institutions.*"

I wish you all an enjoyable reading.

Sophie Beernaerts
EACEA DIRECTOR

01. Background

For 35 years, the Jean Monnet Actions have been successfully advancing knowledge about the EU worldwide, with a primary focus on higher education. The scope of the Jean Monnet Actions was expanded under the Erasmus+ 2021-2027 programme. This broadened focus now includes **Jean Monnet for Schools activities**, which include support for teacher training, the creation of networks among schools engaged in EU education, and the **Learning EU Initiative**. All of them help prepare young people to shape the future of the European Union.

The Jean Monnet Learning EU Initiative supports schools and teachers in primary and secondary schools and VET providers in creating tailored approaches to incorporating EU-related education into their classrooms. Launched in 2022, the European Year of Youth, this initiative aims to foster active citizenship. Today, through the Jean Monnet Learning EU Initiative, **277 projects** were selected in **26 countries.**

The second Jean Monnet Cluster Meeting for schools took place on 9 and 10 October 2025 in Brussels and was organised by EACEA. The event focused on the **reality of EU in pupils' daily life** and gathered **61 beneficiaries** of the Jean Monnet Learning EU Initiative, from over 13 European Member States and one Neighbouring Country. This report summarises the discussions held among participants on the main topics covered at the meeting and could be of inspiration for teachers aiming at consolidating or initiating teaching about the EU at school. The agenda, the list of projects involved and a list with useful links are included in the Annex of this report.



02. Jean Monnet' learning EU at school: *contribution to EU priorities*

The session on "Jean Monnet learning EU at school: contribution to EU priorities" was dedicated to discussing strategies and activities used by schoolteachers to bring the EU closer to pupils' daily lives, focusing on how abstract EU topics and priorities can be translated into meaningful, everyday experiences for students. The schoolteachers worked in 6 groups covering different EU priorities:

- Environmental sustainability
- Digital education
- Fighting misinformation
- Democracy and human rights
- EU history, institutions and main policies
- Identity, inclusion and social cohesion

Each group reflected about the strategies, the tools and the challenges experienced while teaching about the European Union and specifically around the given topics. It was interesting to note similarities but also specificities for each of the priorities listed above.



Environmental Sustainability

Since decades the EU is leading the green transition within and outside its borders. Today, the EU accounts only for 6% of global emissions, and, with its Member States, is the biggest climate finance contributor in the world. To achieve EU's objectives, teaching and learning about sustainability are key to grow a new green generation.

Main takeaways from this session

Strategies:

To teach about sustainability and the green transition in schools, teachers declared to use a mix of strategies that encompasses classical frontal lessons (with a focus on natural sciences), involvement of testimonials from private sectors, but also the promotion of sensitisation and outdoor activities, and the adoption of practical sustainable practices.

Examples of activities:

- Establish green weeks during the school year encouraging green mobility and sustainable food consumption.
- Adopt green practices at school: setting recycling hub and using energy efficiency practices.
- Establish partnership with private companies (recycling companies and water treatment companies for instance) for waste collection, class testimonials and on-site visits.
- Launch planting campaign at school (and encouraging at home).
- Organise Frontal lesson focusing on causes and impacts of Climate changes.

Digital Education

The EU has been actively pursuing a comprehensive digital strategy aimed at transforming its economy and society to adapt to the digital age. To support digital innovation, the EU prioritizes digital education and training to equip its citizens with necessary skills. Drawing from the discussions, the use of digital tools is beneficial for students, but some risks should also be considered and mitigated.

Main takeaways from this session

Strategies:

The teachers confirmed that technology helps them develop more engaging activities for students, complementing traditional frontal classes. Moreover, digital tools support students in becoming more creative and help them play an active role in developing a variety of projects. Together with conventional teaching methodologies, technology is used to increase students' active participation in learning.

Examples of activities:

- Create visual products (e.g., students create posters and flyers around EU topics).
- Use of digital platforms (e.g., Kahoot) by the teachers to regularly check students' knowledge about the EU.
- Produce quizzes and games (e.g., escape rooms) by students with topics related to the EU.
- Produce digital books, website contents and social media posts. Participate in radio interviews, production of podcasts and of short documentaries.

Fighting misinformation

The EU actively address the challenge of misinformation, particularly in the digital age where false information can spread rapidly across social media platforms and other online outlets. Misinformation poses threat to democratic institutions, public trust, and social cohesion. Fighting misinformation at school is crucial for equipping students with the skills necessary to navigate an increasingly complex information landscape.

Main takeaways from this session

Strategies:

Schoolteachers agreed that strengthening critical thinking and digital literacy among learners is crucial to enable pupils to discern credible sources from deceptive ones. In order to achieve this objective, the schoolteachers combine several strategies: gamification and serious games to increase engagement; promoting cooperative learning to encourage teamwork and shared understanding; partnership with local authorities; focus on “effective” online research to distinguish between reliable and unreliable evidence, identify credible sources, and apply techniques to verify information.

Examples of activities:

- Organise debates, motions, and affirmations to encourage open discussion and argumentation, as well as the use of EU-based digital platforms to ensure reliability and safety.
- Use of innovative approaches such as AI-generated detective games.
- Organise Model United Nations (MUN) simulations.
- Teach techniques to debunk fake news and conspiracy theories.
- Use of interactive educational tools like Get Bad News, Cat Park, Mobile Stories, and EDUBOX Politics for their potential to immerse students in realistic scenarios that develop analytical skills, digital awareness, and civic engagement.



Democracy and human rights

Democracy and human rights are fundamental principles of the EU, integrated into its foreign policy, development cooperation, and enlargement strategies. Teaching the EU values in schools is crucial for nurturing informed and responsible citizens who understand the importance of these principles in building cohesive and fair societies.

Main takeaways from this session

Strategies:

The schoolteachers concurred that teaching democracy and human rights at school is approached through a variety of strategies to ensure students grasp these essential concepts: interactive learning to engage students with the EU values; involvement of external actors to provide firsthand insights into the application and challenges of upholding these values in society; facilitate collaborative activities for students and for teachers to experience the different perspective on democracy and human rights.

Examples of activities:

- Organize role-playing activities, debate, mock elections, and simulations to give students practical experience in democratic processes.
- Design and produce simple board games.
- Develop podcasts acting as journalists.
- Organise visit to Local administration bodies to experience the existing democratic processes.
- Invite guest speakers such as human rights associations or local government representatives.

EU history, institutions, and main polices

Teaching about EU history, its institutions, and its main policies in schools is vital for fostering a comprehensive understanding of the European Union and its impact on the lives of EU citizens. Such education empowers students to participate actively in discussions about the EU's future, strengthening democratic engagement, and fostering a unified, informed European community.

Main takeaways from this session

Strategies:

All teachers agreed on the importance to increase the focus on the history of the EU, governance bodies, and main policies to bring the EU closer to pupils' daily lives. In their teaching, teachers combine more traditional frontal class with field trips, exhibition and competitions to engage pupils of different ages. Moreover, involvement of guest speakers at schools is seen as a valuable way to enrich students' learning experience.

Examples of activities:

- Organise workshops with political representatives to discover the EU through the eyes of experts.
- Celebrate Schuman Day/ Language Day / Celebration of the International day for Democracy/ Holocaust Remembrance Day.
- Create a European corner within the school as a repository of documents, books, materials about the EU.
- Organise simulation game on the functioning of the Council of Ministers or simulating the European Parliament elections.
- Visit EU institutions or main capital cities of countries that have been playing a key role in launching the European unification project.



Identity, inclusion, and social cohesion

The European Union places a strong emphasis on the values of inclusion and diversity, recognizing them as essential elements for fostering social cohesion and economic prosperity among its member states. Teaching inclusion and diversity at school is vital for preparing students to navigate and contribute to a multicultural and interconnected world.

Main takeaways from this session

Strategies:

Teaching inclusion and diversity at school involves strategies that foster an understanding of and respect for different cultures, identities, and perspectives. While some educators confirmed making efforts to create an inclusive learning environment that recognises and celebrates diversity, other teachers foster open and respectful conversations and promote storytelling that embrace different characters and perspectives.

Examples of activities:

- Celebrate Europe days where students appreciate the richness of diversity (of countries, culture, music, food, art, etc.)
- Promote exchange programmes for students and teachers.
- Organise Cine-forum to initiate discussions on topics such as diversity, identity, and inclusion.
- Organise collaborative projects that encompass role-playing and simulation.

Challenges in teaching about the EU at school today

All schoolteachers firmly confirmed that teaching EU at school is an enthusiastic journey, vital to continue realizing its foundational project of unification, peace, and prosperity across Europe. But this teaching presents several challenges for educators due to the complexity and evolving nature of the subject. Schoolteachers agreed on the following challenges:

- **Limited resources:** Some schools lack comprehensive teaching materials related to the EU or lack reliable access to the internet making it difficult to provide engaging and informative lessons.
- **Limited capacities of teachers:** Most teachers do not have adequate competencies to teach about the EU, with limited access to a comprehensive training. Their engagement in these topics is often voluntary and takes place outside of regular teaching hours.
- **Interest and engagement of institutions and families:** Despite the interest and motivation of educators to teach about the EU, there is only a partial support from the hierarchy and other teachers within their school. As these teaching hours go beyond the national curriculum, there is also limited interest from some pupils/families to engage in extracurricular activities.
- **Political sensitivity:** Discussions about the EU and its values can involve politically sensitive issues, requiring teachers to navigate differing opinions and sensitivities carefully and foster an environment of respectful dialogue.

In this context, schoolteachers recognise that programmes like Erasmus+ and actions like Jean Monnet are extremely useful and powerful to support educators in teaching about the European Union at schools with the long-term objective of shaping a new generation of skilled citizens able to navigate and play a leading role in the global community. The challenges educators face highlight areas for improvement, suggesting that enhancing resource availability, providing comprehensive teacher training, and increasing institutional and familial engagement can further bolster these initiatives and ensure a stronger impact on pupils.

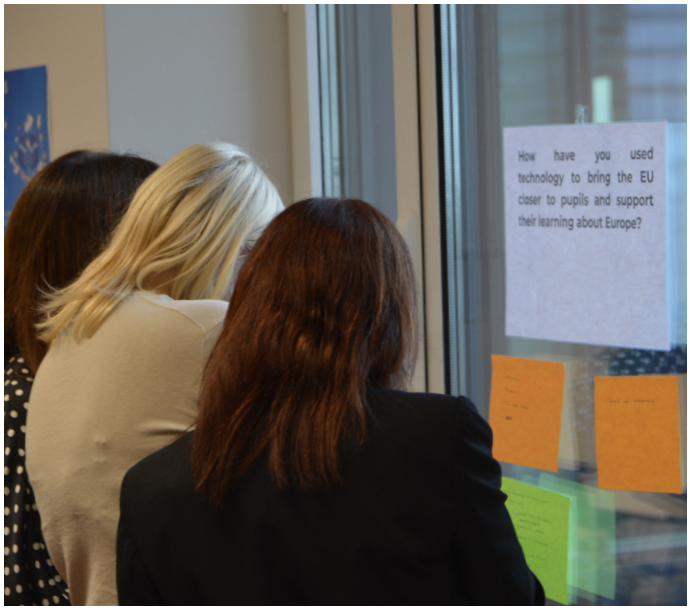


03. Impact Mapping:
How projects shape pupils' lives

Methodlogy and Purpose

As part of the Impact Mapping session, participants took part in a reverse brainstorming exercise designed to reflect on the factors that may limit the impact of Jean Monnet projects on pupils.

In eight mixed groups, teachers imagined that their project had not achieved any meaningful impact and identified the possible reasons behind this outcome. In a second step, they transformed the main negative causes into positive recommendations aimed at improving future practice.



What can **reduce the impact** of a Jean Monnet project?

Across the eight groups, seven recurrent factors emerged as the most common reasons why a Jean Monnet project may fail to resonate with pupils or achieve meaningful outcomes:

- Overly theoretical approach, lacking practical application.
- Limited pupil participation and lack of experiential learning.
- Teachers' preparedness, attitude and motivation
- Insufficient local contextualisation and personal relevance for pupils.
- Misinformation, propaganda or ideological bias.
- Lack of motivation and emotional engagement among pupils.
- Insufficient space for critical reflection and independent thinking.

What can **enhance the impact** of a Jean Monnet project?

Teachers formulated a set of concrete recommendations to enhance the impact of Jean Monnet projects. They highlighted the importance of **balancing theory with practical, hands-on experiences**, enabling pupils to actively explore and experience the European Union through simulations, project-based learning, school and community initiatives, and non-formal methods.

They stressed the need to ensure **meaningful pupil participation**, placing learners at the centre of the process through debate, collaboration, peer learning, creative tasks and experiential activities that encourage ownership and agency. Strengthening **teachers' pedagogical capacity**, **motivation and neutrality** was also considered essential, calling for continuous professional development, opportunities to exchange good practices, and greater self-reflection to support an open and well-informed approach to teaching European topics.

Teachers further recommended **anchoring European themes in pupils' local realities,** connecting EU topics to daily life in schools and communities before expanding to the broader European dimension. To maintain credibility and trust, they encouraged a **balanced and evidence-based approach** that develops media literacy, nurtures critical thinking and enables students to analyse European issues independently. Finally, they underlined the value of **emotionally engaging learning experiences** that spark interest, curiosity and reflection, as these elements contribute to long-term relevance and personal connection.

Key takeaways from the session

The exercise demonstrated a strong convergence among participants regarding what enables or limits impact. Teachers shared a clear understanding that impactful Jean Monnet projects are those that are **active, contextualised, emotionally engaging and reflective**.

In essence, they concluded that meaningful impact emerges when pupils are invited not only to learn about Europe, but to **experience, question and relate to** it in ways that resonate with their own lives.



04. The school of 2040:
What place for the activities of the Jean Monnet Actions

Before the conclusion of the two-half-day event in Brussels, participants were encouraged to adopt a visionary spirit and gather ideas related to the teaching about the EU in schools of 2040. Based on the brainstorming on what the essential skills, knowledge and experience would be, who the key actors would be and what a typical day in 2040 would look like, participants formulated recommendations on how the activities of the Jean Monnet Actions could support teachers and pupils in 2040. The outcome of this exercise was not only insightful for participants, who gained perspectives on how their work might evolve in the coming years, but it provided the European Commission with valuable input for potential Programme improvements.

Expected knowledge, skills, and experience

During the vibrant discussions surrounding the future of schools in 2040, an emphasis on **mental health and mindfulness** emerged as vital elements, along with the importance of healthy interaction with digital tools to **avoid overreliance on technology**. Teachers agreed that the awareness of mental health risks associated with technology would be crucial, requiring education on the appropriate use of digital tools for both teachers and students. Another frequently articulated skill necessary to possess in 2040 was the **ability to think critically**, including the importance of developing reading comprehension and identifying credible sources to prevent misinformation. Concerning educational strategies, a **personalized approach** to education would be essential for **supporting inclusive learning**, together with the **promotion of teamwork**, which would be crucial for enhancing social cooperation skills and countering the trend of individualism.

A typical day at school in 2040 and its key actors

In 2040, educators envision a transformative school experience driven by key actors like school leadership, ministries, and the European Institutions, each pivotal to support inclusive and innovative education.

- **School leadership** and **ministries** would create welcoming environments and ensure educator readiness, while the **European Commission** would guide access to essential resources and funding opportunities. The collaboration among teachers, **parents, and families** would increase in 2040 to enhance educational cohesion.

- **Teachers** will shift to mentoring roles, supported by **tutors** for personalized learning and **psychologists** for mental health. Real-world insights will be provided by **enterprises and influencers**.

Based on the outcomes of the working sessions, the school day would prioritize well-being, flexibility, and creativity:

- Increased rest for teachers and reduced screen time for students to foster engagement. **Community hubs** would strengthen ties among educators, students, and families.
- **Project-based learning** would drive interdisciplinary engagement, supplemented by **homeschooling and half-day classes** for flexible education.
- **Open spaces and nature connections** would nurture diverse learning styles, ensuring inclusive education experiences.
- **Student-led clubs** would encourage peer collaboration and leadership, enabling passion exploration and essential interpersonal skills development.

How could the activities of the Jean Monnet Actions support teachers and pupils in 2040?

The schoolteachers attending the Cluster unanimously consider that Jean Monnet Actions would remain relevant also in 2040. Indeed, these actions would be a booster to enrich educational experiences for teachers and students by strengthening collaboration, promoting European values, and embracing innovative educational practices.

- **Creating networks and open-access platforms:** these would connect educators for experience sharing and professional development, while facilitating access to diverse teaching materials and best practices.
- **Increasing funding:** providing more financial support would advance modern teaching methodologies and innovative tools, enriching classroom experiences and inspiring students.
- **Nature-integrated activities:** promoting such activities would increase environmental awareness and integrate natural elements into learning.
- **Focus on mobility initiatives:** an increased support for cross-border exchanges would deepen students' cultural understanding and nurture a shared European identity.
- **Young European Citizen Card:** this symbolic tool would promote active participation and connectivity among students across Europe, reinforcing a unified European community.

05. Conclusion

The Cluster Meeting 2025 offered a valuable platform to transform theoretical concepts into tangible educational practices. Over two days, participants shared strategies on teaching about the EU for integrating sustainability, digital education, democracy, and inclusivity into teaching, emphasizing the need for active engagement and critical thinking.

Insights drawn from Jean Monnet projects highlighted practical application and collaboration as key drivers of educational impact, and discussions about the future underscored the need for school environments fostering well-being, adaptability, and community engagement. Beyond the fruitful results from the workshops, the event highlighted the value of teachers sharing best practices to enrich their approaches through mutual learning. It provided spaces for reflection, helping educators connect, and affirm that they are part of a shared mission.

These gatherings energize attendees, sparking renewed enthusiasm for providing quality education. Moreover, the event underscored the importance of teachers being heard by institutions like the European Commission, recognizing them as vital links to students – the future leaders of Europe. The Jean Monnet Actions play a key role in this process, supporting collaboration and dialogue essential for educational growth throughout the EU.



Annexes

Annex I: List of useful links

1. Ideas of learning resources

- Learning materials Learning materials - European Union
- Games and quizzes Play games - European Union
- EU Timeline EU Timeline - European Union
- Network with other teachers Network with other teachers - European Union
- Exchanges and scholarships Work and study - European Union
- News and competitions News and Competitions - European Union
- EU Citizenship guide Guide to EU citizenship - European Commission
- Interactive websites What Europe does for me
- Videos Infographics and explainers - Multimedia Centre
- Training and learning resources Educators | Youth Hub | European Parliament
- Network of seven resource centres working on European priority areas within the youth field SALTO-YOUTH - About SALTO-YOUTH
- Manuals Compass: Compass: Manual for Human Rights Education with Young People - Manual for Human Rights Education with Young people

2. Opportunities for students

- Multi-lingual websites European Youth Portal
- Volunteering opportunities About | European Youth Portal
- DiscoverEU, action of the Erasmus+ programme DiscoverEU - call for applications | European Youth Portal
- Young European Ambassadors Discover the Young European Ambassadors (YEAs): their mission, benefits, application process, eligibility, and impact. Plus, learn how to participate in their activities even if you're not a member.

3. Jean Monnet Opportunities

- Teacher trainings Jean Monnet teacher training - Erasmus+
- Networks Jean Monnet Networks in other fields of education and training - Erasmus+

Annex II: Agenda

Day 1: Thursday, 9 October

Time (CEST)	Session	Location*
13:00-14:00	**Registration and lunch reception**	1st floor foyer
14:00-14:30	**Welcome session** Welcoming speeches and overview of Day 1 Agenda	1st floor foyer and meeting room
14:30-15:00	**Icebreaker and participants' introduction**	1st floor foyer and meeting room
15:00-16:30	**"Jean Monnet Actions' contributions to EU priorities"** Group discussions on the following topics related to Jean Monnet projects: • *Environmental sustainability, green practices* • *Digital education* • *Misinformation and its consequences* • *Democracy and human rights* • *EU history, institutions and main policies* • *Identity, Diversity and Social Cohesion*	13th floor meeting rooms
16:30-17:15	**Meet your Project Officer over coffee**	13th floor kitchen
17:15-18:00	**Groups restitutions in plenary**	13th floor auditorium
18:00-18:15	**Day 1 wrap-up**	13th floor auditorium
19:00-21:30	**Networking dinner**	The Chairman**

Day 2: Friday, 10 October

Time (CEST)	Session	Location*
08:30-09:00	**Coffee reception**	1st floor Foyer
09:00-09:30	**Reflections on Day 1 of the Cluster Meeting**	13th floor auditorium
09:30-11:00	**"Impact Mapping" – How Projects Shape Pupils' Lives** Mapping the impact of Jean Monnet Projects, including best practices.	13th floor meeting rooms
11:00-11:30	**Groups restitutions in plenary**	13th floor auditorium
11:30-12:15	**"The school of 2040" – Pupils' Daily Life in the Future** Participants are challenged to imagine what education in the European Union will look like in 2040.	13th floor auditorium and meeting rooms
12:15-12:45	**Groups restitution in plenary**	13th floor auditorium
12:45-13.00	**Cluster Meeting feedback**	13th floor auditorium
13:00-13:15	**Day 2 wrap-up and closing words**	13th floor auditorium
13:15-14:45	**Lunch reception**	1st floor Foyer
14:45	**End of the Cluster Meeting**	

Annex III: Projects List[1]

Country	Participating Institution	Acronym	Jean Monnet Project Name
Austria	Bundesgymnasium und Bundesrealgymnasium Judenburg	JEU	Jigsaw Europe
Austria	BernoulliGymnasium	GOES	Gemeinsam und Offen für mehr Europa an der Schule
Austria	Bundesgymnasium Bludenz	Region und Europa	
Austria	Europify - Independent Institute for European Education & Integration	EuroDemo	Europa-Demokratie Erleben
Czech republic	Základní škola Karla Jeřábka	ZSK1	The European Union - our home, our world, our way
Czech republic	Mateřská škola a základní škola Sofia School	Journey to EU	Journey to EU - We are all same yet different
Czech republic	Wichterlovo gymnazium, prispevkova organizace	Wigym v Evropě	Evropa ve Wigymu, Wigym v Evropě
Finland	Tampere Vocational College	Tredu EU-Modules	
France	Lycée Professionnel Gambetta	GAME	GAMBETT'ANIM EUROPE
France	Lycée Polyvalent Montmajour	GRECE	Grandir et Reussir son Education à la Citoyenneté
France	College Christine de Pisan	Jean Monnet Perthes	S'approprier l'Union Européenne au collège de Perthes
France	Lycée Martin Nadaud	CEEULP	Classe EUROPA: enseigner l'UE en lycée professionnel
France	Lycée Polyvalent Marlioz	EuroDeMarlioz	L'Europe pour la Démocratie au lycée Marlioz
France	Lycée Polyvalent du Gué à Tresmes	JMO GUE A TRESMES	AU GUE, L'UE AU COEUR
France	Collège Jean Mounès	SECE	Se sentir éco-citoyen européen
France	Ecole Saint François d'Assise	NENEGEH	Notre école, notre Europe, grandir ensemble en Harmonie
France	Lycée Professionnel André Boulloche	CFE	Ces femmes qui ont fait l'Europe
Greece	Sivitanideios Dimosia Scholi Technon Kai Epangelmaton	EURO-fLy	EURO-fLy your classroom
Greece	First Geniko Lykeio Kilkis	IDEAS	Inclusion and Democracy in Europe achieved in Secondary education
Greece	Platon Schools	EUCOGNITA	European Union Cognition and Awareness Initiative
Hungary	Kozgazdasagi Politechnikum Alternativ Gimnazium	V4EU	Vote for Europe
Italy	ITT "Marconi" - Rovereto	GrowingEU	GrowingEU – Teaching the European Union at technical Secondary Schools through the impact of its policies and actions on society's growth
Italy	Liceo Statale Angela Veronese	EaY	EU&YOU
Italy	IIS Cardarelli	P.E.A.C.E	Participate in European Actions for Civic Engagement
Italy	Istituto Istruzione Secondaria Superiore Vittoria Colonna	NGEU	Native Generation Eu

1 More information about the projects can be found here: EU Funding & Tenders Portal

Italy	Liceo Statale “E. Montale” - Pontedera	Europe in Dialogue	
Italy	Instituto di Istruzione Secondaria Superiore Vittorio Emanuele II - Ruffini	UforEU	United for spreading EU values
Lithuania	Šiaulių “Santakos” ugdymo centras	ESU-TAS	Europos Sąjungos unikalumas - Tavo asmeniniame savitume
Martinique	Lycée de Bellevue	UE in Bellevue	
Netherlands	CSW Walcheren	One Europe	One Europe, integration of the diversity of Europeans
Poland	Collegium Da Vinci	EU.Kiss	European Union Knowledge for High School Students
Portugal	Agrupamento de Escolas de Idães	EU-CLASS	Embracing the European Union: An Aligned Approach to Citizenship, Language, Art and Science Skills
Portugal	Agrupamento de Escolas de Arrifana, Santa Maria da Feira	EU-Arrifana	EU@ARRIFANA
Romania	Colegiul National “Spiru Haret” Tulcea	D.A.R.Q.	Dare to address the right questions
Romania	Colegiul National “Emanuil Gojdu”	IVALUE	Assuming Identity Values by Exercising the Mechanisms of the European Union
Romania	Scoala Gimnaziala Viișoara	Together4Europe	Together4Europe
Romania	Colegiul Național “Andrei Mureșanu”Brașov	E.U.R.O.P.E.	E.U.R.O.P.E. - Embracing Unity, Responsibility, Opportunities, Peace and Equity
Romania	Complexul Educațional “Laude-Reut”	LaudEU Week	LaudEU Week: Inspiring Youth through Active EU Education
Romania	Scoala Gimnaziala “Otilia Cazimir”	EUQ	EUQuest
Romania	Școala Gimnazială “Nagy Imre” Miercurea Ciuc	NY EU	Nagy Imre este (la puterea)EU
Spain	IES Hermanos Machado	IHMLE	LEARNING EUROPE
Spain	IES LAS CANTERAS	IESCAN	Eurocanteras
Spain	IES Alonso Avellaneda	EUROPEAVELLANEDA	European Union learning initiatives for warning IES Alonso de Avellaneda VET School students, about their chances in the future of the Labor Market in Europe.
Spain	IES Francesc Ribalta	UNITY UE	Fostering a spirit of unity and collaboration among the youth in EU
Spain	IES Aliste	Europa Rural	Jóvenes activos y reivindicativos por una Unión Europea que llegue al mundo rural
Spain	Corazón de María	EUaS	CODEMA EU at School
Spain	IES Valle Del Jerte	Europa en el Valle	Ciudadanía europea.
Spain	Colegio Nuestra Señora de la Consolación	EAHYM	Europa: Ayer, hoy y mañana
Türkiye	Adnan Menderes Ortaokulu	EUROPE	Education and Understanding of the Richness and Opportunities Presented by Europe



Publications Office
of the European Union