

**Educational Programme for schools
Evaluation report 2024-2025 school year**

What does it mean to be European today?

Education to an active citizenship through knowledge of how the EU institutions work and the creation of an emotional bond with the EU through an appreciation of its historical and cultural heritage.

1. The 2024/25 educational programme for schools: brief description

For the 2024-25 school year, the Historical Archives of the European Union designed and curated the educational programme in collaboration with Chiavi della Città, the Metropolitan City of Florence, the Regional School Office, and the European Parliament Former Members Association. The program was aimed at all levels of education, from kindergarten to secondary school. In addition to schools in the Florence area, schools in Rome and Lazio, Greece, France, and Slovenia continued to be involved. Face-to-face training activities were also carried out for teachers from the Europass Teacher Academy international network.

The educational programme was conducted by a team of educators with multidisciplinary expertise, drawing on training in the humanities, law, and social sciences, specializations in European studies, and practical experience in teaching, art curation, and various expressive arts, such as dance, music, and theater.

The trainers continued to collaborate with ASUE staff—archivists and trainees—and with researchers from various departments of the European University Institute, as well as from the School of Transnational Governance and other institutions and universities, in particular the University of Florence and the University of Eastern Piedmont. In particular, collaboration continued with the Tuscan Historical Institute of the Resistance and Contemporary Age, the Ernesto Rossi and Gaetano Salvemini Foundation, the municipality of Ventotene, the Former Members Association of the European Parliament, and The House of European History.

Main contents

In the 2024-2025 academic year, the educational programme offered by the Historical Archives of the European Union focused on the institutional structure of the European Union, explored through the symbol of the table, analyzed both as an object and as a significant social space necessary for the regulation of a democratic existence that allows for the safeguarding of the founding values of the EU.

Regular workshops in collaboration with the European Parliament Former Members Association

At the beginning of the school year (October 6, 2024), an online session presented and explained the educational proposal for the current year to teachers—topics, teaching materials, activities—followed by the enrollment phase for individual classes.

The proposal was divided into the following phases: preparatory activities carried out in class by teachers before the visit to the ASUE; workshops at Villa Salviati, visits to the archives, and laboratory activities; archiving of materials produced by students (object sheets, interviews, drawings, timelines) in the new Archivio Vivo collection.

The participation of teachers and students in the educational activities offered by ASUE during the school year confirmed the growth trend already seen in previous years.

Tab. 1 - Number of participants from Italian educational institutions in educational activities during the 2024-25 school year

	Master and University	High school	Middle school	Primary school	Total
N. schools	2	17	3	4	26
N. classes	2	39	8	7	56
N. students	38	732	133	137	1040
N. teachers	2	68	8	14	92

Tab. 2 - Number of participants from schools in other European regions in educational activities in the 2024-25 school year

	Master and University	High school	Middle school	Primary school	Total
N. schools	2	2	1	1	6
N. classes	2	4	2	1	9
N. students	28	85	44	20	177

N. teachers	2	9	4	1	16
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Ad hoc workshops

- **Ventotene**

In addition to regular activities with schools, the educational programme continued its collaboration with the Ventotene school (preschool, elementary, and middle school) of the Dante Alighieri Formia-Ventotene Comprehensive Institute, consolidating the relationship already established in 2021 thanks to the memorandum of understanding between ASUE and the Municipality of the island of Ventotene, which has now been renewed to promote European citizenship courses dedicated to the island's younger generations and aimed at putting into practice the words of Altiero Spinelli and Ernesto Rossi for the activation of a process of appropriation of the historical and cultural heritage of the territory.

The activities took place on the island from April 15 to 19, 2024, under the title “*The Union, its institutions, and its values. What does it mean to be a European citizen today? Let's think about it around a TABLE!*”. The thematic focus was on the core values of the EU and the institutions that express them, as well as knowledge of the rights and duties that derive from those values and belong to every European citizen.

The activities were developed based on the idea of a table (both as an object and a metaphor): a primary place for discussion and democratic debate, not only at the European institutional level, but also as a place and tool for young people to develop an active citizenship based on dialogue and debate in cultural, historical, religious, and gender diversity. Each Table brings different values, purposes, and possibilities. The aim was to convey to students the importance of the role of European institutions, as well as the founding values that each of them preserves and respects, guaranteeing them to European citizens.

All the materials produced during the workshops held on the island (drawings, videos, interviews, photos) were part of the mission to create new sources for the Living Archive collection. In addition, the same materials were used during regular activities with schools participating in the educational programme in the following school year.

- **Y.E.C. Project – Young European Citizen**

During the 2024-25 academic year, continuity was guaranteed for the Y.E.C. - Young European Citizens project, launched for the first time in the previous academic year 2023-24, with the support of the Fondazione Cassa di Risparmio di Firenze, and in collaboration with the EUI (European University Institute), the School of Law of the University of Florence, and the

Regional Education Office. Six classes from two Florentine high schools were involved: the Leonardo Da Vinci High School and the Aurelio Saffi Hotel Management School (see Table 3).

The initiative aimed to foster a sense of European civic belonging among young European citizens by raising awareness of how EU institutions work and their tangible influence on everyday life. The training course was developed in several stages: 1. collaboration and co-design between partners; 2. training sessions for teachers and educators; 3. workshops held in schools and at the Historical Archives of the European Union; an exhibition created by students at their school to share the results of the project with the entire school community; a three-day summer workshop with a selection of students from the participating classes.

<https://www.portaleragazzi.it/progetto-yec/>

Tab. 3 - Number of participants from Italian schools in the Young European Citizens project in collaboration with Fondazione Cassa di Risparmio di Firenze in the 2024-25 school year

	High school	Total
N. schools	2	2
N. classes	5	5
N. students	100	100
N. teachers	10	10

- **Three-year CREI Jean Monnet action project (2023-2025)**

The creation of European identity through culture in the contemporary period is a three-year project of the Jean Monnet Actions in the field of teaching and research in higher education.

As a partner in the Cr.R.E.I. project's strategic network, HAEU offers an annual workshop (8 hours, mixed, including a visit to the Historical Archives of the European Union, Fiesole) for students attending courses at the Department of Legal, Political, Economic, and Social Sciences. In addition to training for secondary school teachers on European civic education workshops.

The Cr.E.I. project aims to introduce a reflection on European intellectual and cultural history from 1945 to the present day, encouraging students of Digspes courses (Department of Political, Economic and Social Sciences) to reflect on the role that the visual arts, media development and literature have played in the construction of European identity and their contribution to our perception of the past.

With this in mind, the Cr.E.I. project aims to encourage both DIGSPES students and high school teachers in the Alessandria area to broaden their methods of researching and teaching contemporary history by adopting interdisciplinary sources and tools belonging to cultural and

intellectual history studies. Cr.E.I. is a pilot project that offers new teaching and research opportunities for DIGSPES and the University in general: the main expected results include the creation of new courses within the department and the empowerment of beneficiaries through greater awareness of European identity and its construction process.

A newspaper article on the workshop organized during the second year of the project dedicated to the HAEU exhibition on the Schuman Declaration at the University of Eastern Piedmont is available here. <https://mediacentre.uniupo.it/it/news/al-digspes-mostra-europa-europei-1950-2020-70deg-anniversario-della-dichiarazione-schuman#>

Website dedicated to the project: <https://www.crei.uniupo.it/home>

Training for teachers

- **Europass Teacher Academy**

Collaboration with the leading provider of professional development courses for teachers from across Europe, one of whose offices is located in Florence.

As part of the program for some Europass courses, a day was introduced at the Historical Archives of the European Union, which included a workshop, organized and run by the Education Programme team, to train teachers with the aim of promoting the archive as a place for dialogue and informal education, as well as stimulating reflection on alternative teaching methods that move away from traditional classroom teaching. As with all activities promoted by the education team, the focus was on actively involving participants through the use of creative methodologies and languages. Each workshop was followed by a meeting with the archivist and a visit to the Villa Salviati archives.

During the 2024-25 school year, the educational team hosted nine sessions with a total of 83 participating teachers from various regions of Europe, including Greece, Spain, Germany, Sweden, Ireland, and Slovenia. The various groups of teachers were very diverse in their composition, and each session was tailored to the specific characteristics of each group, i.e., their geographical origins and the different types and levels of their schools. Teachers from middle schools, high schools, elementary schools, and adult education courses took part in the activities.

<https://www.teacheracademy.eu/course/european-identity-and-cultural-heritage/>

- **Chiavi della Città**

The online ongoing education sessions for teachers, held as part of the Europe on the Move: Creative Languages, New Methodologies, and Teaching cycle, focused on topics related to the

history of the European integration process and presented examples of educational pathways, teaching tools, and methodologies, providing opportunities for discussion based on concrete experiences.

Cod. 486 Europa in Movimento – Chiavi della Città.

- **Istituto storico Toscano della Resistenza e dell’Età contemporanea**

Since the 2022-2023 school year, the EU Historical Archives have been collaborating with the Tuscan Historical Institute of the Resistance and Contemporary Age on a training course entitled "In search of European citizenship through EU documents. Europe through biographies, historical and archival sources." Now in its fourth edition, the EU training project is promoted by the Network of Tuscan Institutes of the Resistance and Contemporary Age and is carried out with the participation of the Historical Archives of the European Union (ASUE) and the Rossi-Salvemini Foundation. The course offers an in-depth study of historical and archival sources aimed at retracing the origins of the European project in order to meet, through original documents, the women and men who imagined, conceived, and built Europe. The course includes an online part and an in-person part with a visit to the ISRT and ASUE archives.

https://www.istoresistenzatoscana.it/wp-content/uploads/2024/10/Unione-Europea_4ed_mod.pdf

General purpose

Each activity proposed by the Educational Program aims to foster a conscious sense of belonging in young people by inviting them to answer the question “*What does being European mean to me today?*”, seeking to develop active citizenship that is nourished by knowledge of its history and the functioning of its institutions, but also by the creation of an emotional bond with it, in line with the recommendations set out in the European Parliament resolution of April 6, 2022, on the implementation of civic education measures.

The resolution states: “[...] *Education is a key factor in active and informed citizenship and, consequently, in democratic participation. The direction of a democratic political Union must be determined by the will of its citizens. For many years, the development of a dynamic European citizenship has been hampered by a knowledge gap and a lack of emotional attachment, which have led to the perception of the European Union as a remote and complex institution.*” (https://www.europarl.europa.eu/doceo/document/A-9-2022-0060_IT.html). It is precisely with the intention of helping to bridge this gap that the educational programme's activities are developed, promoting European awareness through the enhancement and educational use of historical sources (written, audiovisual, materials) preserved at ASUE and the construction of a shared and inclusive memory starting with the younger generations.

Tab. 4 – Number of participants in training initiatives for teachers in the ASUE Educational Program for the 2024-2025 school year

	Europass Teacher Academy	Chiavi della Città	Istituto storico Toscano della Resistenza	Total
N. teachers	83	10	17	110

2. Assessment: criteria, methodology, and tools

In relation to these general objectives, the Educational Programme adopts mainly qualitative-holistic evaluation criteria, focusing on the complexity of a visiting experience that enhances and makes accessible the archival heritage of ASUE, understood in the broadest sense of common European cultural heritage. The workshops, training sessions, and activities offered to schools and teachers promote the Archive as a space for discussion and informal education: a different kind of learning, therefore, from that which we shape in school, because it is workshop-based, not based on hierarchical roles (between teachers and students), but mainly on the involvement and active role of each visitor, including through the use of creative methods and languages (theater, music, dance, self-narration workshops, creative productions) in order to make archival sources accessible to everyone. The sources preserved at the HAEU thus become not only material for historiography, but also for understanding the meaning of European citizenship in the hands of its citizens, who discover and innovate it, giving it new connotations.

The tools adopted for evaluation are:

- **Standardized questionnaires**

These questionnaires are structured according to the Generic Learning Outcomes (GLO) model (see Report for the academic year 2022-23) and are based on a broad definition of learning that identifies the benefits people derive from interacting with cultural organizations: learning is a process of active engagement; it is what people do when they want to make sense of the world; it can involve the development or deepening of skills, knowledge, understanding, values, ideas, and feelings; effective learning leads to change, development, and a desire to learn more.

The questionnaire, consisting of both closed and open-ended questions, was administered to all participants, who completed it online on the Qualtrics platform after participating in the activities. The questions in the questionnaire were structured according to the interconnected

thematic areas of generic learning indicated by ILFA, 1 Learning For All: not only the acquisition of knowledge and skills is considered, but also aspects such as pleasure, inspiration, and creativity, as well as personal attitudes and values, or even behavior. For example, the possibility of feeling more or less inclined to return to the archive, deciding to read a book on the topics covered, or in general how the visit can influence our perception and consequently our way of acting (for further details, see Report a.s. 2022-23).

Three types of anonymous questionnaires were used: one for students, in Italian and English; one for teachers, in Italian and English; and one for teachers in the Europass Teacher Academy network, in English only. The questionnaires are anonymous and optional, and the results reported are based on self-perception. The presence of both quantitative assessment questions and open-ended questions that allow participants to freely choose what to emphasize nevertheless allows useful and interesting conclusions to be drawn.

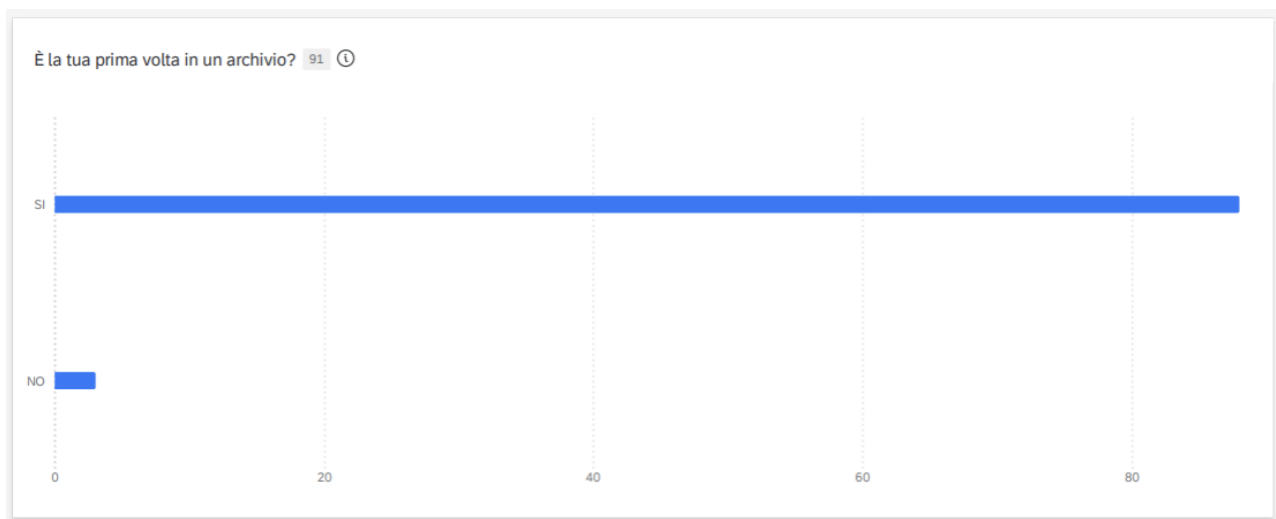
- **Interviews**

The evaluation also includes interviews conducted by the educational team with a representative sample of the various participants in the educational programme (primary and secondary school students, accompanying teachers, former MEPs, Europass teachers in training, archivists, interns, and PCTO students). The interviews were structured according to a brief thematic grid explained to each participant before the interview to give them a better understanding of its objectives and purpose. Participants were always given the option of using their preferred language, whether their mother tongue or another language they had learned, expressing themselves first in that language and then giving a brief summary in English on the topics discussed.

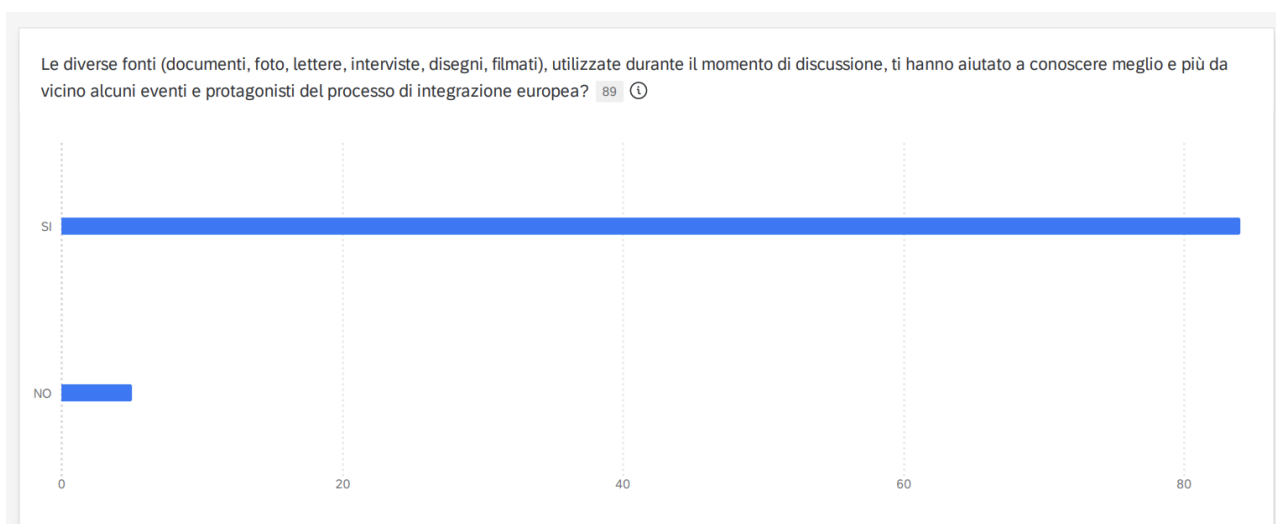
Evaluation results

- **Student perception and experience**

During this school year, participation in the evaluation questionnaires was particularly significant, with approximately twice as many responses as in the previous year's survey, a sign of growing interest and involvement on the part of participants. In terms of the acquisition of knowledge and skills by students (only from lower and upper secondary schools), it emerged that for almost all of them it was their first time in an archive and the visit was an opportunity to learn about and come into contact with not only the research work but also the professional work carried out in such an institution. Through direct use of the sources, they were able to better understand what is meant by the history of European integration and learn more about its protagonists and events, making the idea of the EU less distant and remote (see tables below). Significant in this regard is the fact that when asked, "Did the experience help you understand the relationship between you and the EU?", the number of positive responses was about double that of the previous school year.



Q (English translation): Is this your first time in an archive?



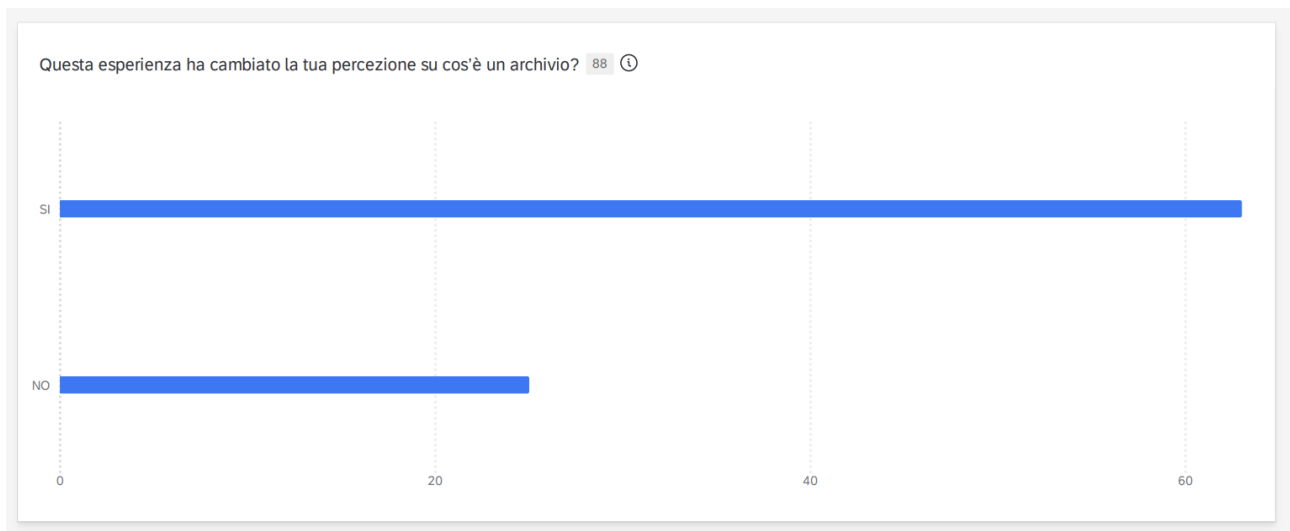
glish translation): Did the different sources (document, photos, letters, interviews, drawings, videos) used during the moment of discussion help you to get to know yourself better, and also some events and protagonists of the process of European integration?

- Yes
- No

Within the framework of the GLO model, which takes into account a particular attitude to adopt during the visit as well as the values transmitted by educators and the attitudes and values learned, the visit experience changed not only the perception of what an archive is and what the role of those who work there is (see table above), but also changed the personal perception of the European Union in terms of a sense of belonging, as can be seen from some of the open responses:

Q.18. Has your perception of Europe changed? If so, try to explain how.

- “Yes. Before, I wasn't interested and didn't know anything about it, but this experience has helped me understand it better and made me very passionate about its past and present.”
- “Yes, now after this experience I see Europe as something that is closer to me, that concerns me more personally, that affects me directly and leaves a mark on my life, even in my everyday life.””.
- “Honestly, it made me see aspects that I hadn't even thought about before.”



Q (English translation): Did this experience change your perception on what is an archive?

- Yes
- No

One thing that really stands out is that the variety of activities on offer helps to make the European institutions less abstract and more relevant to the personal experiences of the young participants. The activity involving self-narration based on a family heirloom proved to be the most significant: it allowed participants to place themselves within the history of the EU and intertwine it with their own individual history, as demonstrated by the high percentage of positive responses (see table below). Many indicated this moment as the most intense memory of the entire experience at Villa Salviati that morning, capable of transforming their perception of the European Union from a distant reality to something they felt was their own. In addition, the visit to the archives and the direct dialogue with the archivist were perceived as engaging experiences, capable of creating a living link with historical memory and concretely demonstrating European cultural heritage, as well as providing an insight into the professional dimension of the archive.

L'attività legata all'oggetto di famiglia ti ha aiutato a capire e a renderti più consapevole del "tuo posto" all'interno del processo di integrazione europea? 86 ⓘ

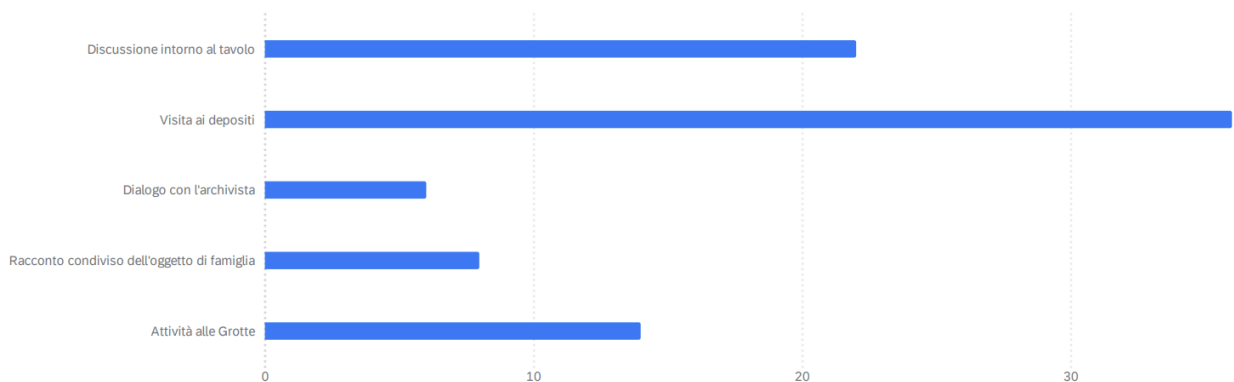
Q15 - L'attività legata all'oggetto di famiglia ti ha aiutato a capire e a renderti più consapevole del "tuo posto" all'interno del processo di integrazione europea?

	Count	Count
SI	76%	65
NO	24%	21

Q (English translation): Did the activity on the family object help you understand better your "place" in the european integration process?

- Yes (76%)
- No (24%)

Quali sono i momenti della visita che ti hanno emozionato di più? (Sceglie 2) 86 ⓘ



Q (English translation): Which moments from the visit impressed you the most?

- Discussion around the table
- Visit to the deposit
- Dialogue with the archivist
- Narration of the family object
- Activity in the Grottoes

Q26. What interested and intrigued you the most?

- "I was most interested in visiting the archive in person and, above all, seeing all the documents stored there."
- "What interested me most was the initial part where we discussed the rights, duties, and values of the EU and where we also talked about the different locations of the European Union institutions. I was also very interested in seeing objects and documents in the archives and then seeing the photos up close."
- "The initial discussion around the table."

Another highly appreciated aspect was once again the opportunity to work directly with historical sources and to be able to “touch” them with their own hands. This experience, combined with discussions with archivists, made the archive feel like a “living” place, capable of arousing emotion and participation. The students had the opportunity to feel part of history by coming into contact with the practical aspects of the historian's profession and the process of constructing memory itself.

Q20. What particular feelings and emotions did seeing, reading, and touching an original historical source leave you with?

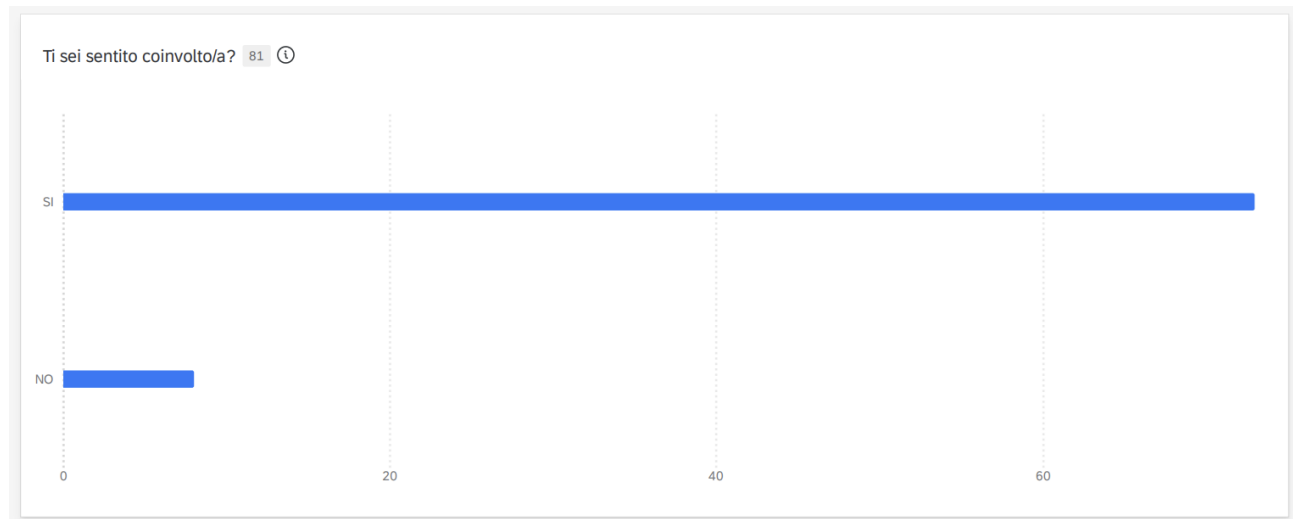
- “Having direct contact with original sources gave me the feeling of touching something from the past that somehow has a connection (even if very distant) with us.”
- “It allowed me to develop a skill I had never experienced before: trying to reconstruct the history of a specific event. I was satisfied with the work I did with my classmates.”
- “It was an engaging experience that gave me the feeling of taking a dip into the past.”
- “I felt connected to the past and part of European history.”
- “It was a new feeling that I hadn't often experienced before. It was like breathing in those times that are unknown to me, like taking a leap into the past, like reliving moments I never experienced. It was a special feeling, a sort of nostalgia mixed with amazement and novelty.”
- “I was very curious to interact with photos taken many centuries before us, as they help us understand how people perceived reality in the past.”

Sharing their personal stories also proved to be a decisive factor, changing the students' knowledge and perception of each other and allowing them to share this exchange experience with their teachers as well. In fact, as also testified by the teachers themselves (see tables below), the place that is most vividly remembered is undoubtedly the table:

Q27. What moment, place, or aspect of this experience will you remember most?

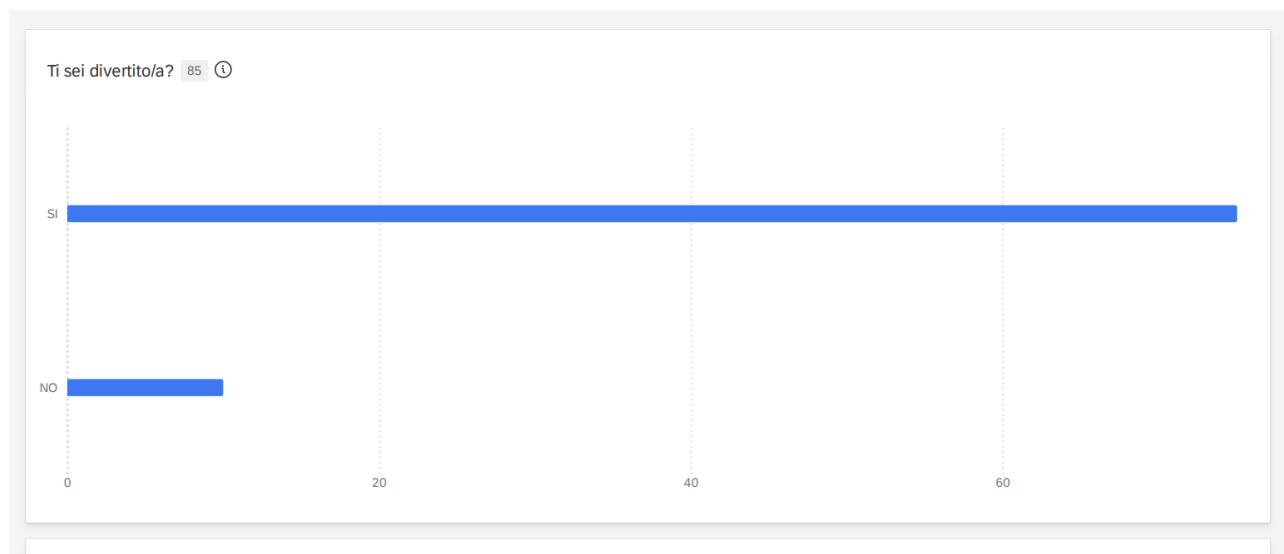
- “I will definitely remember the discussion at the table, which not only helped us understand how our whole lives are connected to Europe by analyzing the rights, duties, and values we had written down based on our daily experiences. I think this also made us a better group as a class.”
- “The table around which we all talked together.”
- “I think it was when we sat around the table and discussed the rights, duties, and values of the EU.”

For many, visiting the archives proved to be an enjoyable experience: the students felt directly involved and stimulated, sparking new perceptions and attitudes in them. Compared to last year, there was a significant increase in positive responses to the questions “Did you feel involved?” and “Did you enjoy yourself?”, which more than doubled. This data highlights a significant strengthening of the initiative's effectiveness, confirming it not only as a learning opportunity but also as an experience capable of generating participation and motivation.



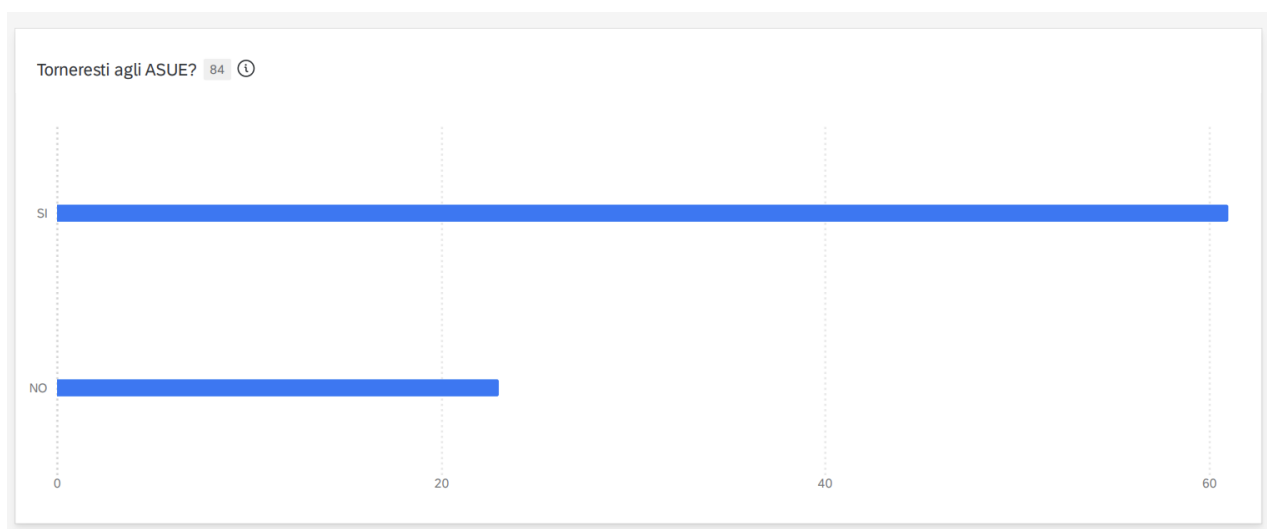
Q (English translation): Did you feel involved?

- Yes
- No



Q (English translation): Did you have fun?

- Yes
- No



Q (English translation): Would you come back to the HAEU?

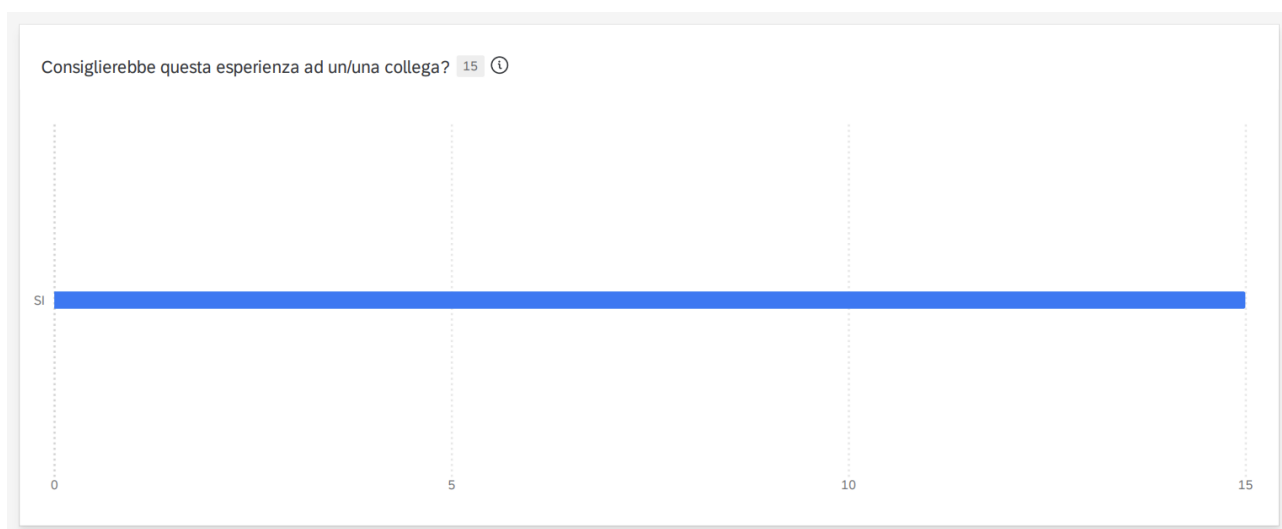
- Yes
- No

In conclusion, the results of the evaluation show that it is thanks to direct experiences such as those had at the Archives that a change in perception of the European Union can take place among the younger generations, as well as the consolidation of a sense of European citizenship that comes through the strengthening of an emotional bond and the possibility of understanding and embracing the diversity of others.

- **Teachers' perceptions and experiences**

Teachers were also asked for their opinion on the effects of the activities on students, the interest generated by the program, and its usefulness for their teaching, as well as for acquiring skills in teaching civic education.

Almost all teachers gave positive feedback on the educational program's contribution to their teaching, and 100% said they would recommend participation to other colleagues (see table below).



Q (English translation): Would you suggest this experience to a colleague?

- Yes (100%)

As in previous school years, most of the teaching staff took part in online training sessions, expressing interest in receiving further opportunities for in-depth study and discussion on topics related to the history of the EU and teaching methods for conveying it. This year, in particular, a very significant fact emerged: all the teachers who accompanied the visiting classes gave a positive assessment of both the teaching materials provided and the preparatory activities to be carried out in class before arriving at Villa Salviati. The online sessions and inclusive teaching resources developed by the educational program (teaching sheets, facsimiles of documents, videos, etc.), based on the direct use of sources preserved at the HAEU, were considered valuable tools for introducing students to the visiting experience and received the highest ratings (see tables below).

Q13 - Ha trovato le attività preparatorie svolte in classe valide per la preparazione degli alunni* all'esperienza presso gli Archivi?	Percentage	Count
SI	100%	16

Q (English translation) Did you find the preparatory activities valid for the preparation of the students for the experience at the HAEU?

- Yes (100%)

Q14 - Ha trovato utili i materiali didattici proposti (schede didattiche, fac-simili documenti, video, etc.)?	Percentage
SI	100%

Q (English translation): Did you find the proposed didactical materials useful?

- Yes (100%)

Furthermore, the educational program team is unanimously willing to engage in discussion and co-planning when organizing the visit, which is structured and designed specifically for the class, based on the specific needs, interests, and personal and collective histories of the group.

Q11 - Ha trovato disponibilità, dialogo e confronto da parte delle formatrici e dei formatori del Programma educativo per organizzare e progettare la visita per la classe?

Percentage

SI	100%
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Q (English translation): Did you find dialogue, availability and openness to discussion from the educators of the Educational Programme to organize the visit?

- Yes 100%

For 60% of teachers, this was a return to ASUE with a new class, highlighting the interest and positive impact that such an experience has on the teachers themselves.

Q9 - Se no, ha già portato un'altra classe agli ASUE?

Percentage

SI	60%
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NO	40%
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Q (English translation): Have you already brought another class to the HAEU?

- Yes (60%)
- No (40%)

For the latter, in general, this is an opportunity that invites them to rethink their teaching methodology through the educational use of sources. The sources that were considered most useful for informal learning were overwhelmingly photographic and visual in general (posters, drawings, etc.), and the opportunity to 'touch' some of them created a sense of 'closeness' to history and a process of identification with historical figures.

Q16 - La visita agli ASUE e la conoscenza di un archivista è stata un'opportunità per ripensare le modalità di utilizzo delle fonti nel suo insegnamento?

Percentage

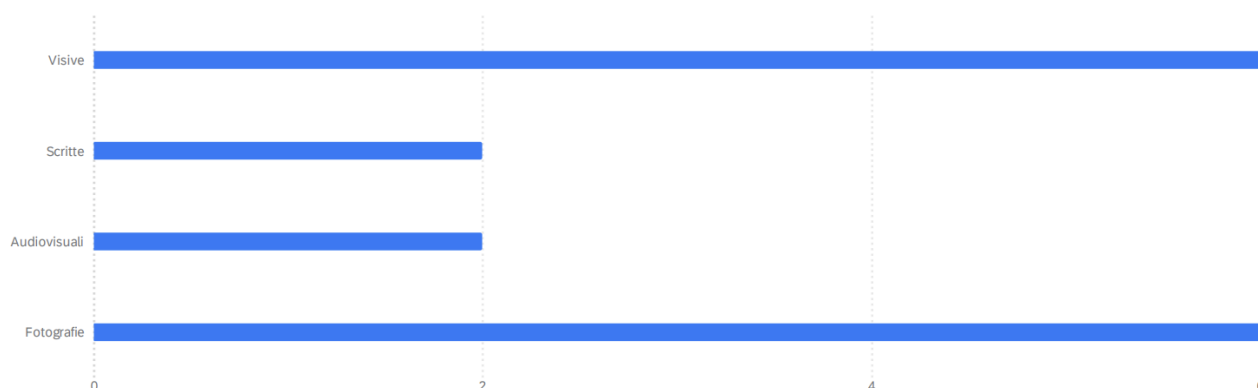
SI	69%
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NO	31%
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Q (English translation): Was the visit to the HAEU and the meeting of an archivist an opportunity to rethink the way you use sources in your teaching?

- Yes (69%)
- No (31%)

Quali fonti ritiene siano state più utili per l'attività di apprendimento informale: (Può sceglierne 3) 16 ⓘ



Q (English translation): Which sources have been the most useful for informal learning activities?

- Visual
- Written
- Audiovisual
- Pictures

Furthermore, the entire journey was also seen as an opportunity to get to know their students better, beyond the expectations and judgments that can be formed about them in the school environment.

Q25 - Durante le attività svolte ha avuto l'opportunità di esprimere e condividere le sue esperienze personali al pari dei suoi alunni*?

Percentage

SI	75%
NO	25%

Q (English translation): During the activities have you had the opportunity to express and share your personal experiences, in the same way as your students?

- Yes (75%)
- No (25%)

Q26 - Questa esperienza vissuta insieme ai suoi alunni*:	Percentage
Ha contribuito a conoscerli meglio e a vederli diversamente rispetto all'ambiente scolastico	69%
Ha creato un clima diverso nel gruppo classe	13%
Non ha inciso in nessun modo nel rapporto con essi	19%

Q (English translation): This experience with your students:

- Contributed to get to know them better and see them differently from the school environment (69%)
- Created a different atmosphere in the class (13%)
- Did not affect your relationship with them in any way (19%)

This is facilitated by the opportunity given to everyone, without any distinction between roles (teacher/learner), to express and share their personal stories and experiences through family objects, as well as the dialogue and discussion “around the table,” which remains the moment unanimously recognized by all participants as the most touching.

Q31. What is the moment, place, or aspect that you will remember most about this experience?

- "Definitely the activities carried out in the main room and the visit to the archives: even though some students did not actively participate, afterwards, in class, while completing a written assignment, they expressed feelings of admiration and esteem, feeling welcomed and involved, appreciating the beauty and atmosphere that the whole complex of people, the building and the gardens inspired in them."
- "The chat with the former MEP and the fact that the students were given the opportunity to talk to him."
- "I will probably remember the whole experience, from the preparation to the visit, as a well-planned journey shared with the students. The discussion about the contents of the boxes and the personal interview with the students on the tables they proposed was engaging."
- "The activity in the caves because the setting was definitely evocative, but also because the planned activity was emotionally engaging."
- "The working table, as an opportunity for discussion."

Final consideration

From the point of view of pedagogical processes, the skills acquired by teachers are fundamental in the process of transmitting European citizenship education. School teachers

need support in the form of ongoing training that encourages the use of integrative strategies during the teaching and learning process with their class. Collaboration, in this case with the ASUE educational program, guarantees, increases, and integrates different ways of applying knowledge. The educational program takes advantage of the teacher's internal process of reflection on their own pedagogy, as well as the implicit pedagogical process demonstrated to students.