Educational Programme for schools
Evaluation report 2025-2026 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 2025/26 educational programme for schools: brief description

For the 2025–26 school year, the Historical Archives of the European Union designed and curated the educational offering in collaboration with Chiavi della Città, the Metropolitan City of Florence, the Regional School Office, and the Association of Former Members of the European Parliament. The programme was aimed at all levels of education, from pre-primary school to upper secondary school. In addition to schools in the Florence area, the involvement of schools in Rome and Lazio and institutions in other European countries was continued. In-person training activities were also carried out for teachers from the international Europass Teacher Academy network.

The educational programme was conducted by a team of educators with multidisciplinary professional backgrounds, drawing on training in the humanities, legal studies, and social sciences, specialisations in European studies, and practical experience in teaching, artistic curation, and various expressive arts, such as dance, music, and theatre.

The educators continued to collaborate with the HAEU staff – archivists and trainees – and with researchers from the European University Institute's various departments, as well as from the School of Transnational Governance, and with other institutions and universities, particularly the University of Florence and the University of Eastern Piedmont. In particular, collaboration continued with the Tuscan Historical Institute of the Resistance and the 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.

In the 2025–2026 school year, the educational offering proposed by the Educational Programme of the Historical Archives of the European Union focused on the institutional structure of the European Union, European citizenship, and the Ventotene Manifesto.

Regular workshops in collaboration with the European Parliament Former Members Association

At the beginning of the school year (9 October 2025), an online session presented and illustrated the educational offering for the current year – themes, teaching materials, activities – to teachers, followed by the registration phase for individual classes in the programme.

The educational offering was structured into the following phases: carrying out preparatory activities in class, led by teachers, before the visit to the HAEU; workshop at Villa Salviati, visit to the archival repositories and carrying out of laboratory activities; archiving of the materials produced by the students (object sheets, interviews, drawings, timelines) in the new Archivio Vivo collection.

The participation of teachers and students in the educational activities offered by the HAEU during the school year in question confirmed a significant level of participation in these activities.

Tab. 1 - Number of participants from Italian educational institutions in educational activities during the 2025–26 school year (September 2025–July 2026):

	Master and Universities	High School	Middle School	Primary School	**Total**
N. schools	3	13	4	3	**23**
N. classes	5	19	6	5	**35**
N. students	83	488	148	103	**822**
N. teachers	5	25	12	10	52

Tab. 2 - Number of participants from schools in other European regions in educational activities in the 2025-26 school year (January-December 2026)

	Master and Universities	High School	Middle School	Primary School	**Total**
N. schools	4	5	0	0	**9**
N. classes	1	5	0	0	**6**
N. students	12	99	0	0	**111**
N. teachers	1	16	0	0	**17**

Ad hoc workshops

- **Ventotene**

In addition to the regular activities with schools, the educational programme continued its collaboration with the school in Ventotene (pre-primary, primary and lower secondary school) of the Dante Alighieri Formia-Ventotene Comprehensive Institute, consolidating the relationship already established in 2021 thanks to the memorandum of understanding between the HAEU and the Municipality of the island of Ventotene, now renewed to promote European citizenship pathways dedicated to the island's younger generations and aimed at bringing the words of Altiero Spinelli and Ernesto Rossi into the present day, in order to activate a process of appropriation of the historical and cultural heritage of the territory.
The activities took place in Ventotene from 18 to 23 May 2026. The project involved the students of the Altiero Spinelli school and, in parallel, also part of the adult community residing on the island. The focus of the activities was the enhancement of Ventotene's historical memory through family stories and the meaning of the Ventotene Manifesto.
See: https://www.eui.eu/news-hub?id=sono-europeo-perche-sono-di-ventotene&lang=fr

All the materials produced during the workshops held on the island (drawings, videos, interviews, photographs) fell within the mission of creating new sources for the Archivio Vivo collection.

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

The three-year Jean Monnet Actions project in the field of teaching and research in higher education concluded this year with a final conference held on 18 and 19 September at DIGSPES of the University of Eastern Piedmont, in Alessandria.

The focus of the project was the creation of European identity through culture in the contemporary period. As a partner of the project's strategic network Cr.R.E.I., the HAEU offered an annual workshop (8 hours, online and in person, including a visit to the Historical Archives of the European Union, Fiesole) aimed at students attending courses at the Department of Law, Political, Economic and Social Sciences, as well as workshops for the training of secondary school teachers in European civic education[1].

The Cr.E.I. project aimed to introduce a reflection on European intellectual and cultural history from 1945 to the present day, encouraging students attending DIGSPES courses (Department of Political, Economic and Social Sciences) to reflect on the role that the visual arts, the development of the media and literature have played in the construction of European identity and on their contribution to our perception of the past. These themes were at the centre of the final Conference, held on 19 September 2025, in which the educational programme team participated with a presentation entitled: *The multidisciplinary approach to building a sense of belonging to the EU. The experience of teaching European civic education at the Historical Archives of the European Union*. The Conference proceedings were published: Giorgio

[1] A newspaper article on the workshop organised 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#

Barberis, Cesare Panizza (eds.), *Alla ricerca dell'identità perduta. Gli intellettuali, gli artisti e la costruzione dell'Europa*, DeriveApprodi, Bologna 2026.

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

- **Activities with the University of Florence**

During the 2025–26 academic year, three activities were carried out with the University in question:

1. The third edition of the workshop, in collaboration with Prof. Galimi, within the framework of the **Master's Programme "Narrare la Storia"**. The focus of the session, held in October 2025, was on family objects and the valorisation of the documentation preserved at the HAEU.

2. The session, organised in collaboration with Prof. Galimi, within the framework of the **Lang-Pact Project (Language for Well-Being)**, an international initiative supported by EUniWell (the European University for Well-Being), which also involved other European universities as participants. To celebrate the conclusion of the project, a final conference was held in Florence, which included a visit and a training activity at the HAEU.

3. **Organisation of a training session within the framework of the Unifi Rise course and the EU Talks initiative**. In April 2026, the educational programme team conducted a session, in collaboration with Prof. Borghetto, with approximately 40 students from various national backgrounds participating in the Unifi Rise course (International Relations and European Studies) and Erasmus students within the framework of the EUTalks project.

- **Participation in DIDACTA**

The HAEU educational programme was present at the DIDACTA Italia fair held in Florence in March 2026. Within this framework, a training session was conducted by Leslie Hernandez Nova.

- **Activities for the EUI's 50th Anniversary Ceremony**

The HAEU educational programme team was involved in the planning and implementation of a section of the ceremony celebrating the EUI's 50th anniversary on 7 May at the Maggio Musicale Fiorentino. This initiative involved some students from the Porta Romana Art High School in Florence who, under the guidance of the educational programme team, created murals on European themes and presented them during the aforementioned event.

- **Collaborations with European Partner Schools**

The European Civic Education Programme also collaborates with three European partner schools – the European School Brussels IV, the European School Luxembourg I and the School for Europe in Parma – within the framework of jointly developed educational projects that are still ongoing.

- **Promotion of the exhibition "History and Stories of Sustainability"**

In September 2026, the Programme contributed to the promotion among schools of the European exhibition *Storia e storie di sostenibilità*, hosted by the State Archives of Florence and organised in collaboration with the Historical Archives of the European Union within the framework of the *SAGA project – Sustainable Archives and Greener Approaches*. The initiative offered students and teachers the opportunity to explore in greater depth, through archival documents, the relationship between historical memory, sustainability and adaptation to environmental challenges.

Teacher Training

- **Europass Teacher Academy**

Collaboration with the leading provider of Professional Development courses for teachers from across Europe, one of whose locations is in Florence.

As part of the programme of some Europass courses, a day at the Historical Archives of the European Union was introduced, which included a workshop, curated and conducted by the Educational Programme team, aimed at training teachers with the objective of promoting the archive as a place of dialogue and as a context for informal education, as well as stimulating reflection on alternative teaching methods that move away from traditional teacher-centred instruction. As with every activity promoted by the educational team, the core of the activity consisted of the active involvement of participants through the adoption of creative methodologies and forms of expression. Each workshop was followed by a meeting with the archivist and a visit to the archival repositories at Villa Salviati.

During the 2025–26 school year, the educational team hosted 2 sessions with a total of 16 participating teachers, coming from various regions of Europe, to mention a few nationalities: Spain, Germany and France. The various groups of teachers were very heterogeneous in their composition, and each session was adapted based on the specific characteristics of each group, namely their geographical origins and the different levels and types of educational institutions they represented. Teachers from lower and upper secondary schools, primary schools, as well as teachers of adult education courses, took part in the activities.

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

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

Since the 2022–2023 school year, the Historical Archives of the European Union have collaborated with the Tuscan Historical Institute of the Resistance and the Contemporary Age within the framework of the training course entitled "In Search of European Citizenship through EU Documents. Europe through Biographies, Historical and Archival Sources". Now in its fifth edition, the EU training project is promoted by the Network of Tuscan Institutes of the Resistance and the Contemporary Age and is carried out with the participation of the Historical Archives of the European Union (HAEU) and the Rossi-Salvemini Foundation. The course offers

an in-depth exploration of historical and archival sources aimed at retracing the origins of the European project in order to encounter, through original documents, the women and men who imagined, conceived and built Europe. The course includes an online component and an in-person component, with visits to the archives of the ISRT and the HAEU (https://www.istoresistenzatoscana.it/wp-content/uploads/2024/10/Unione-Europea_4ed_mod.pdf).

- **Training Session with Accademia EUREKA**

On 3 July 2026, the Historical Archives of the European Union hosted 20 teachers of different subjects from lower and upper secondary schools, coming from various Italian regions and accompanied by Prof. Domenico Guzzo (University of Bologna), within the framework of Accademia EUREKA, a training programme promoted by the Interdepartmental Research Centre Punto Europa in Forlì through a Jean Monnet Action – Erasmus+. The session included a presentation of the Archives, a visit to the archival repositories and an experiential workshop based on the "Family Object" activity. Starting from the participants' objects and family stories, connections with archival sources were identified in order to explore the history of European integration in greater depth and reflect on the educational potential of personal memory and documentary heritage.

Table 4 – Number of participants in the HAEU Educational Programme's teacher training initiatives for the 2025–2026 school year

	Europass Teacher Academy	Others	Istituto storico Toscano della Resistenza	**Total**
N. teachers	16	32	5	**53**

General Purpose

Every activity proposed by the Educational Programme aims to foster in young people a sense of conscious belonging by inviting them to answer the question "What does it mean to me to be European today?", seeking to develop active citizenship nourished by knowledge of its history and the functioning of its institutions, but also by the creation of an emotional connection with it, in line with the indications emerging from the European Parliament resolution of 6 April 2022 concerning 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 contributing to bridging this gap that the activities of the Educational Programme are developed, promoting a European consciousness through the valorisation and educational use of historical sources (written, audiovisual and material) preserved at the HAEU and the construction of a shared and inclusive memory starting with the younger generations.

2. Evaluation: Criteria, Methodology and Tools

In relation to these general aims, the Educational Programme adopts predominantly qualitative-holistic evaluation criteria, focusing on the complexity of a visit experience that enhances and makes accessible the archival heritage of the HAEU, understood in the broadest sense as a common European cultural heritage.

The laboratory activities, workshops and training sessions offered to schools and teachers promote the Archive as a space for discussion and a place of informal education: a form of learning, therefore, different from the one we shape at 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, also through the use of creative methods and forms of expression (theatre, music, dance, self-narration workshops, creative productions), with the aim of making 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 own citizens, who discover and innovate it, giving it new connotations.

The tools adopted for evaluation are:

- **Standardized questionnaires**

These are questionnaires structured according to the model of the so-called Generic Learning Outcomes (GLO) – see Report for the 2022–23 academic year – and underpinned by a broad definition of learning that identifies the benefits people derive from interacting with cultural organisations: learning is a process of active engagement; it is what people do when they seek to make sense of the world; it may 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, comprising both closed-ended and open-ended questions, was administered to all participants, who completed it online via the Qualtrics platform after taking part in the activities. The questionnaire's questions were structured according to the

interconnected thematic areas of general learning identified by ILFA, *Learning For All*[2]: consideration is given not only to the acquisition of knowledge and skills, but also to aspects such as enjoyment, inspiration and creativity, as well as personal attitudes and values, or even behaviour. For example, the extent to which we might feel more or less inclined to return to the archive, decide to read a book on the topics covered, or, more generally, how the visit might influence our perception and, consequently, our behaviour[3].

Three types of anonymous questionnaire 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 completion is optional; the findings reported are based on self-perception. The inclusion of both questions requiring a quantitative assessment and open-ended questions, which allow participants to choose freely what to highlight, nevertheless enables useful and interesting conclusions to be drawn.

- **Interviews**

The evaluation also involves the educational team conducting interviews with a representative sample of the various stakeholders involved in the Educational Programme (primary school pupils, secondary school pupils, accompanying teachers, former MEPs, Europass teachers in training, archivists, trainees and PCTO students). The interviews were structured according to a brief thematic outline, which was explained to each participant prior to the interview to enable them to better understand its objectives and purpose. Participants were always given the option to use their preferred language – whether their mother tongue or other languages they had learnt – speaking first in that language and then providing a brief summary in English on the topics discussed.

Evaluation results

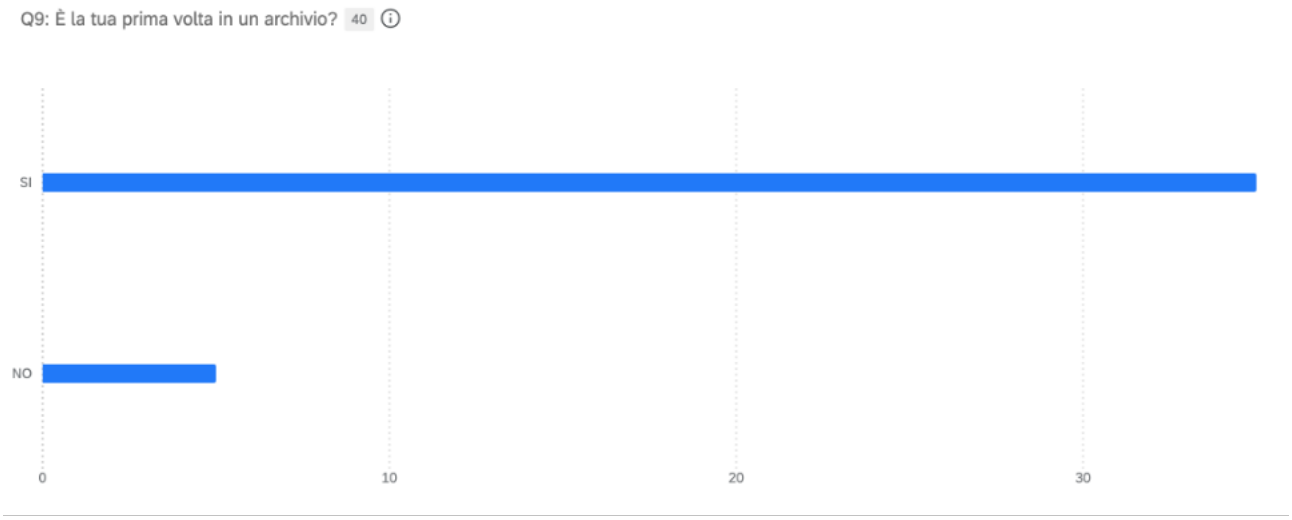
- **Students' perceptions and experiences**

During this school year, the response rate to the evaluation questionnaires was particularly high, indicating a growing interest and engagement on the part of the participants. In terms of the acquisition of knowledge and learning by students (from lower and upper secondary schools only), it emerged that for almost all of them this was their first visit to an archive, and the visit provided an opportunity to learn about and engage with not only the research work but also the professional activities carried out within such an institution. Through direct engagement with the sources, they were able to gain a better understanding of what is meant by the history of European integration and to learn more about its key figures and events,

[2] The *Inspiring Learning for All* project was launched in 2008 by the Museums, Libraries and Archives Council (MLA). It was initially created as a self-help tool to enable museums, libraries and archives to develop their own educational programmes. It provided a framework for improving performance, promoted best practice and helped organisations to assess and demonstrate the impact of their activities. Inspiring Learning focuses on both outcomes and processes.

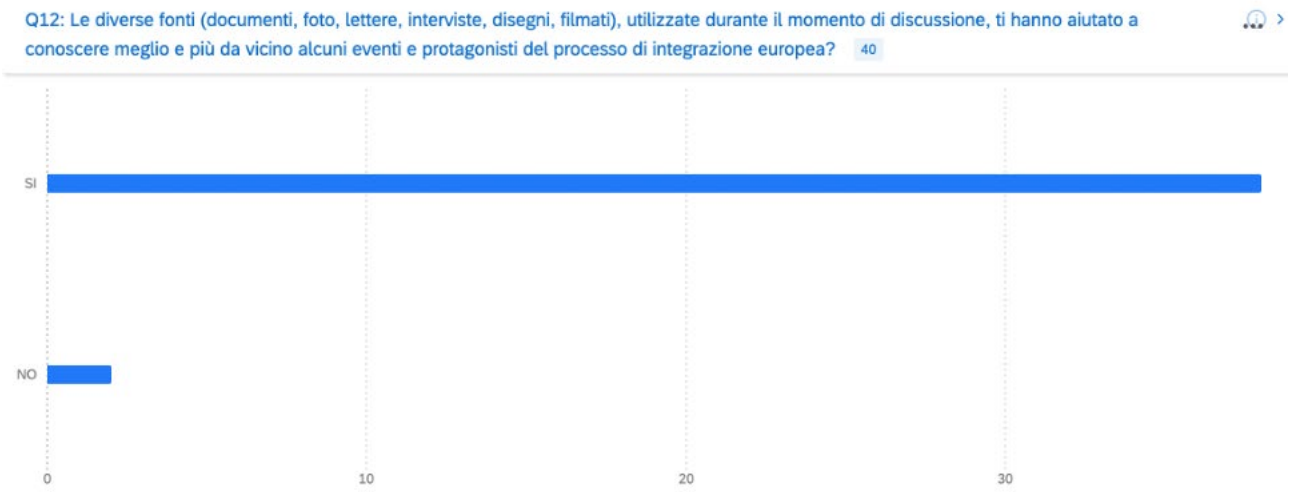
[3] For further details, see the Report for the 2022–23 academic year.

making the concept of the EU feel less distant and remote (see tables below). Significantly, when asked, 'Did this experience help you to understand the relationship between your own history and the history of the European Union?', almost all respondents answered in the affirmative.



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

- Yes
- No



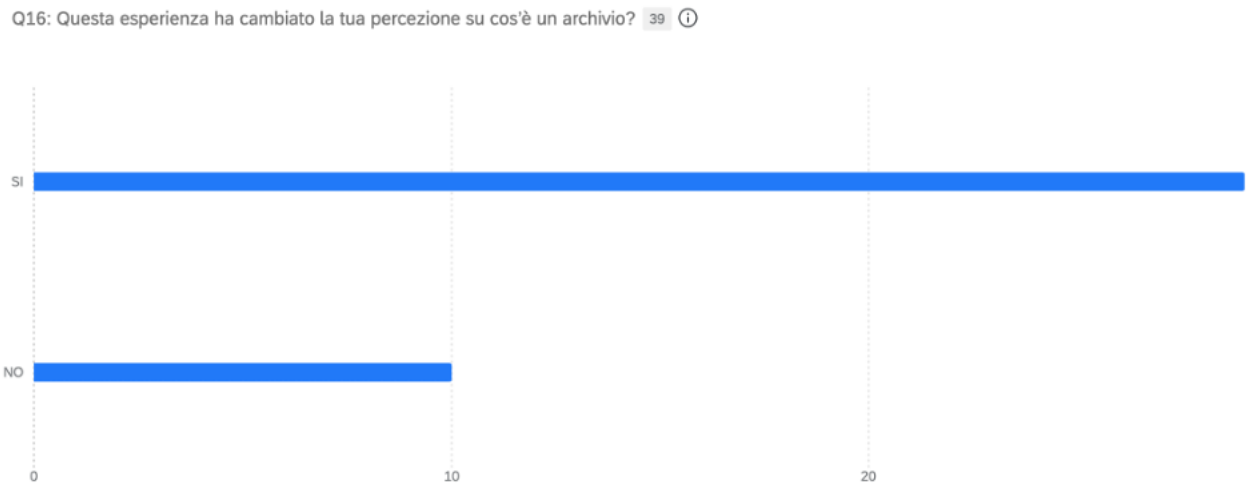
Q (English translation): Did the different sources (document, photos, letters, interviews, drawings, videos) uesd during the moment of discussion help you to get to know yourself better, and also some events and protagonists of the process of European integration?

- Yes
- No
-

Within the framework of the theme used by the GLO model, which takes into account a particular attitude to adopt during the visit as well as the values conveyed by the educators regarding the attitudes and values learnt, the visit experience altered not only the perception of what an archive is (see table below), but also changed the participants' personal perception of the European Union in terms of a sense of belonging, as evidenced by some of the open-ended responses:

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

- "I have learnt how the European Union came into being and developed up to the present day, and how we can now benefit from all its advantages."
- "Before visiting the archive and taking part in the activities on European history, I was unaware of many historical events. Thanks to this experience, my perception of Europe has changed in that I am now more aware of how it came into being and the values on which it is founded, as well as all the tragedies and problems it has faced in the past."
- "I have come to see Europe as a genuine way for countries to help one another, ensuring a better or at least more comfortable standard of living for future generations."



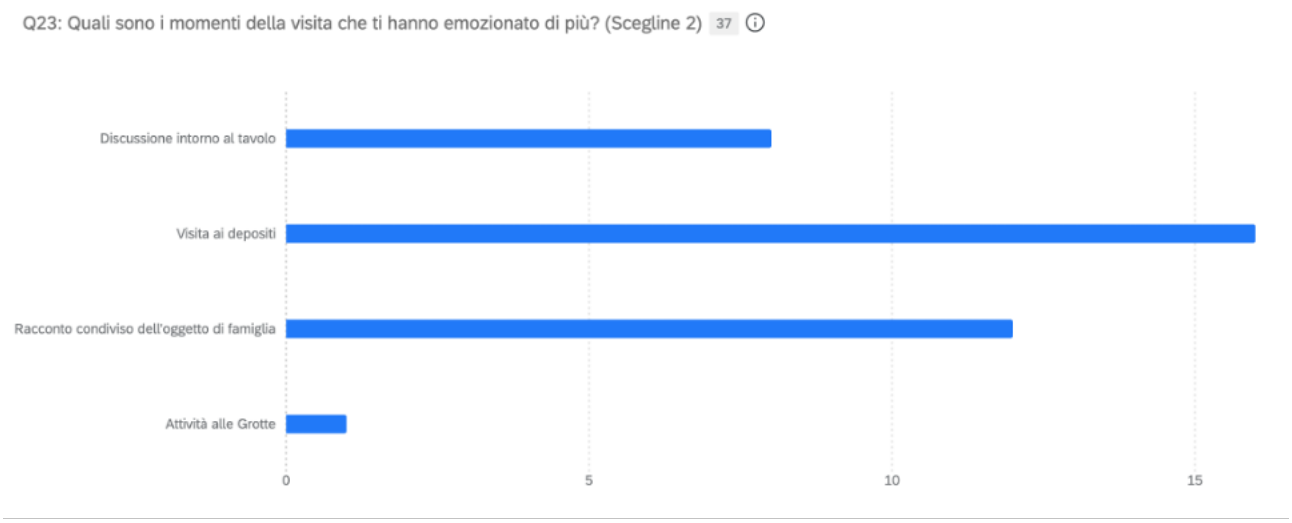
Q (English translation): Did this experience change your perception on what is an archive?

- Yes
- No

One aspect that emerges very clearly is that the variety of activities on offer helps to make the European institutions seem less abstract and more closely linked to the personal experiences of the young participants. The self-narrative activity, based on a family object, once again proved to be the most significant: it enabled participants to situate themselves within the history of the EU and to weave it into their own individual stories, as demonstrated by the high percentage of positive responses (see table below). Several students cited this moment as the

most vivid memory of their entire experience during the morning at Villa Salviati, capable of transforming their perception of the European Union from a distant entity into something they felt was their own. Alongside this, the visit to the archive repositories and the direct dialogue with the archivist were also perceived as engaging experiences, capable of forging a living connection with historical memory and of tangibly showcasing Europe's cultural heritage, as well as providing an up-close insight into the professional side of archival work.

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	78%	31
NO	23%	9



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

- Yes
- No

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

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

Q26. What interested and intrigued you the most?

- "Looking at historical sources and working in groups".

- “I was particularly interested in the moment when we sat down and shared stories about family objects; hearing them intrigued me and certainly gave me food for thought”.
- “Everything to do with the research I carried out on family objects”.

Another much-appreciated aspect, once again, is the opportunity to work directly with historical sources and to “get to grips with them” first-hand. This experience, combined with discussions with the archivists, helped the students to perceive the archive as a “living” place, capable of evoking emotion and engagement. The students had the opportunity to feel part of history by gaining an insight into the practical nature of a historian’s work and the very process of constructing memory.

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

- “I felt like an active part of the EU.”
- “It was a unique experience, one that few people have the opportunity to have.”
- “I really enjoyed the experience; for me, reading an original source was really useful. It made me think a great deal.”
- “It moved me because it made me feel part of a historical process that goes beyond a person’s individual origins, but which explains the history of entire countries.”
- “It left me with a sense of awareness and the feeling that I’d been given an important opportunity to broaden my experience.”
- “I felt connected to my country and a sense of belonging to the European Union and its history.”

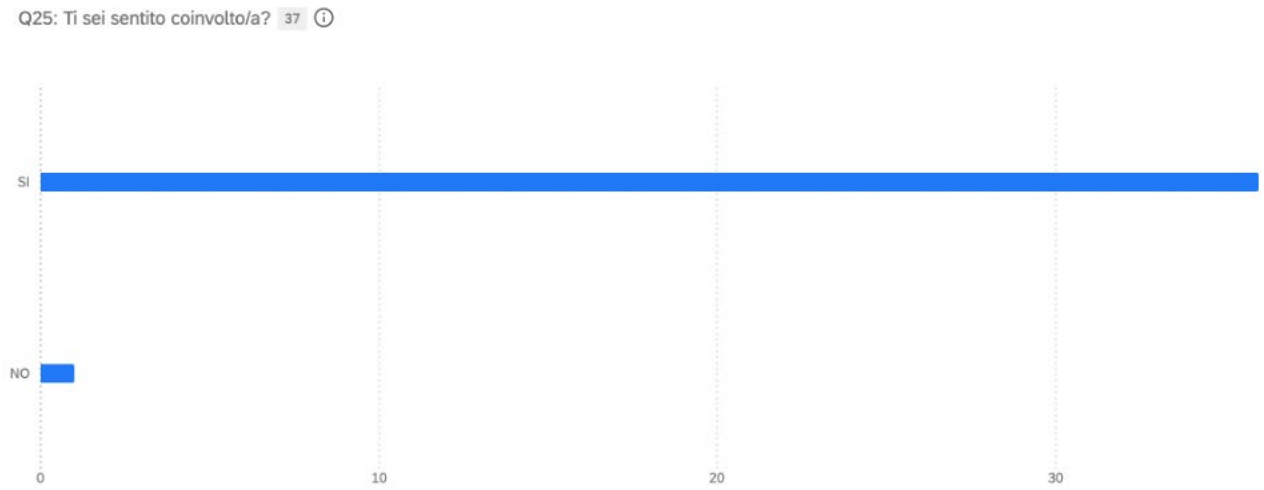
Sharing their own personal stories also proved to be a key element; this experience changed the way the students understood and perceived one another, and enabled them to share this exchange experience with their teachers as well. Among the moments that left the deepest impression on the participants were the visit to the archive storage facilities and the discussions about family objects.

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

- “The place I’ll remember best is the underground archives and the way the items had to be moved around to take up as little space as possible.”
- “The moment when we shared our family objects.”
- “The moment I’ll remember best is when my classmates talked about their own objects linked to the history of Europe.”

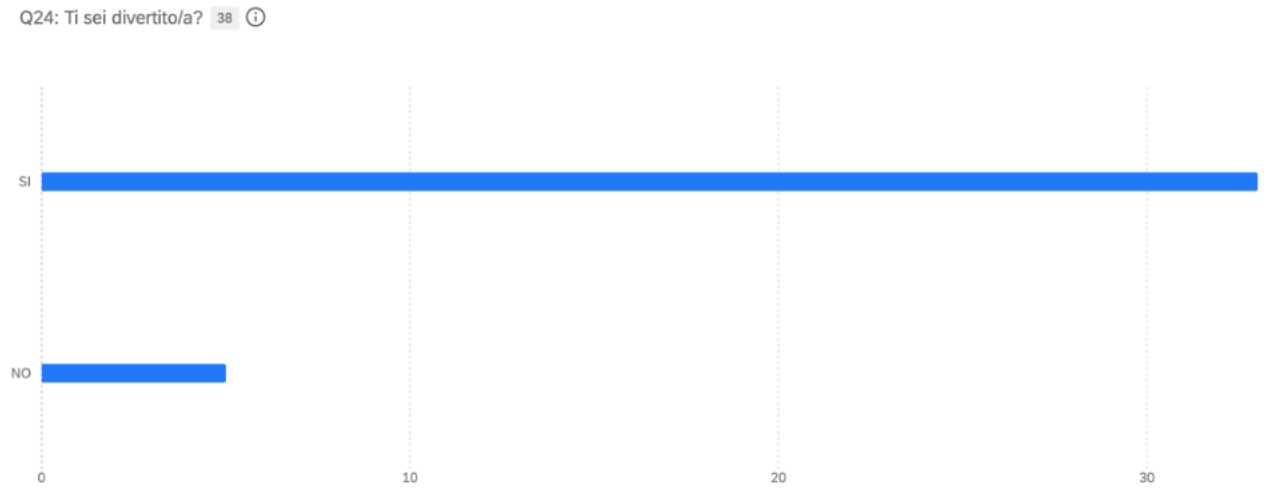
- “The storage areas are the place I remember most.”

For many, the visit to the archives proved to be an enjoyable experience: the pupils felt directly engaged and inspired, which gave rise to new insights and attitudes. An overwhelming majority of responses to the questions “Did you feel involved?” and “Did you have fun?” were positive. This data highlights how this initiative has proved to be not only a learning opportunity but also an experience capable of fostering participation and motivation.



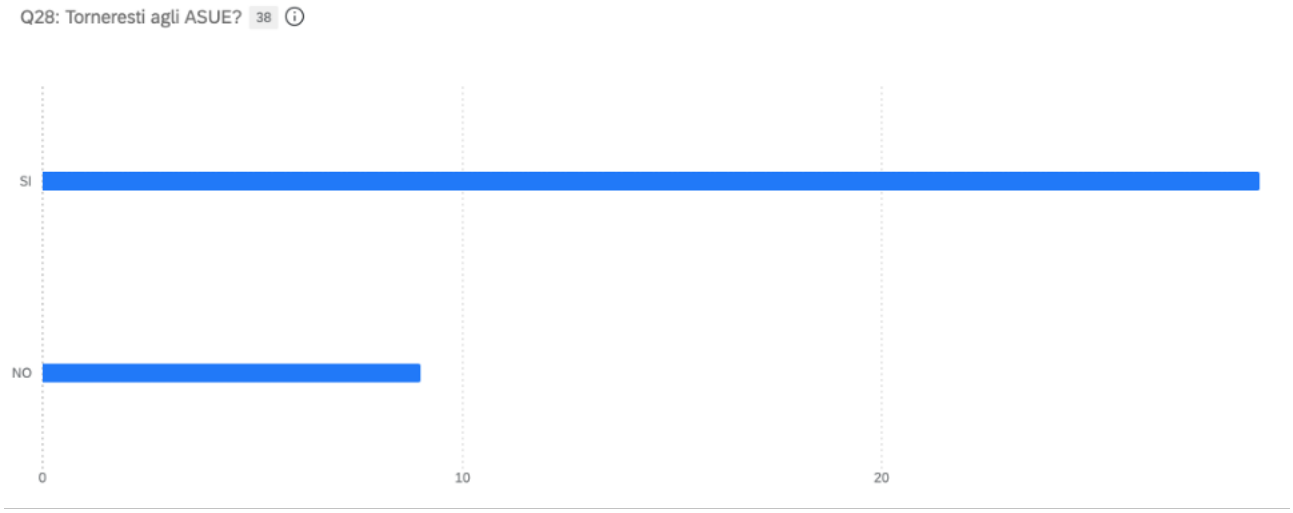
Q (English translation): Did you feel involved?

- Yes
- No



Q (English translation): Did you have fun?

- Yes
- No



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

- Yes
- No

Some comments from participants in interviews conducted on the sidelines of the sessions

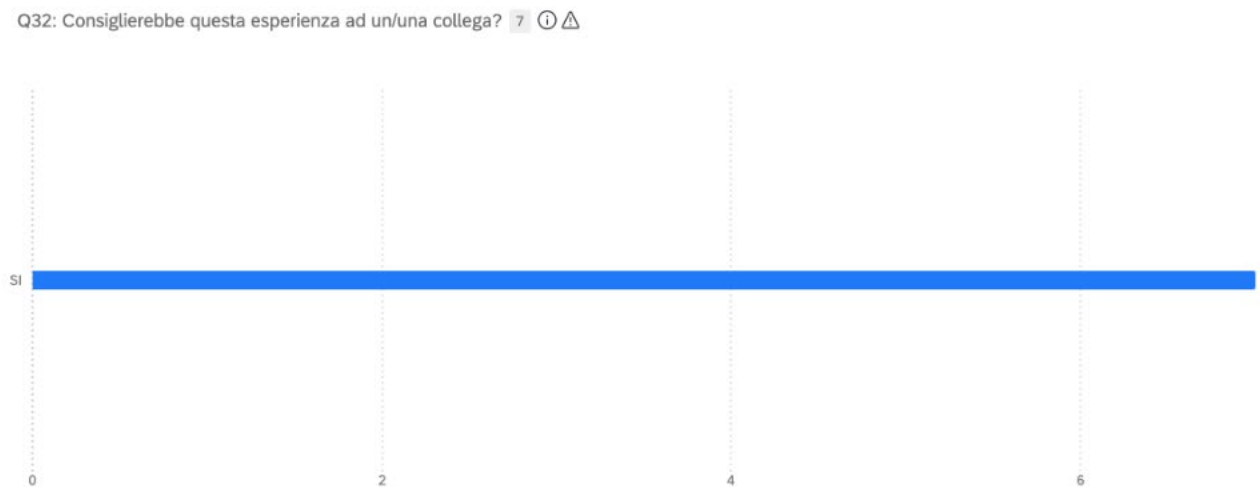
- "The thing I enjoyed most today was going beyond the textbooks. At school, we studied the European Union and Europe, but we hadn't been given that sense of belonging which we've discovered today; it was only by actually handling objects that come from the very place where it all began that we really understood."
- "Thanks to this event, I've realised the importance of the island of Ventotene, which I'd perhaps initially taken for granted or didn't even know much about at first."
- "I found it very interesting."
- "The thing I liked most about today and which moved me the most was seeing Europe and many events from the past, so to speak, through the eyes of children, through their drawings, because as you grow older, you forget what it's like to be a child. They explain these events to you with astonishing simplicity and, in fact, convey things that you forget as an adult."

In conclusion, the evaluation findings show that it is thanks to a first-hand experience such as the one had at the Archives that a shift in the younger generations' perception of the European Union can take place, as well as the consolidation of a sense of European citizenship, which is achieved through the strengthening of an emotional bond and the opportunity to understand and embrace the diversity of others.

- **Teachers' perceptions and experiences**

Teachers were also asked for their views on the impact of the activities on students, the level of interest generated by the programme, and its usefulness for their own teaching, as well as in terms of developing skills in teaching civic education.

Almost all teachers provided positive feedback, including on the programme's contribution to their teaching practice, and 100 per cent of them stated that they would recommend participation to other colleagues (see table below).



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

- Yes

A highly significant finding, which is in line with last year's statistics, is that all the teachers who accompanied their classes on the visit gave a positive assessment of both the teaching materials provided and the preparatory activities to be carried out in class prior to their arrival at Villa Salviati. The online sessions and inclusive teaching resources developed by the educational programme (teaching sheets, facsimiles of documents, videos, etc.), based on the direct use of sources held at the HAEU, were considered valuable tools for introducing pupils to the visit experience and received the highest ratings (see tables below).

Q13 - Ha trovato le attività preparatorie svolte in classe valide per la preparazione degli alunn* all'esperienza presso gli Archivi?	Count	Count
SI	100%	6

Q14 - Ha trovato utili i materiali didattici proposti (schede didattiche, fac-simili documenti, video, etc.)?	Count	Count
SI	100%	7

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

- Yes

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

- Yes

Furthermore, the educational programme team is unanimously recognised for its willingness to engage in dialogue and collaborative planning when organising the visit, which is thus structured and designed specifically for the class, taking into account the group's specific needs, interests, and personal and collective backgrounds.

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?	Count	Count
SI	100%	8

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

- Yes

For most teachers, this marked a return to the HAEU programme 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?	Count	Count
SI	86%	6
NO	14%	1

Q (English translation): If not, Have you already brought another class to the HAEU?

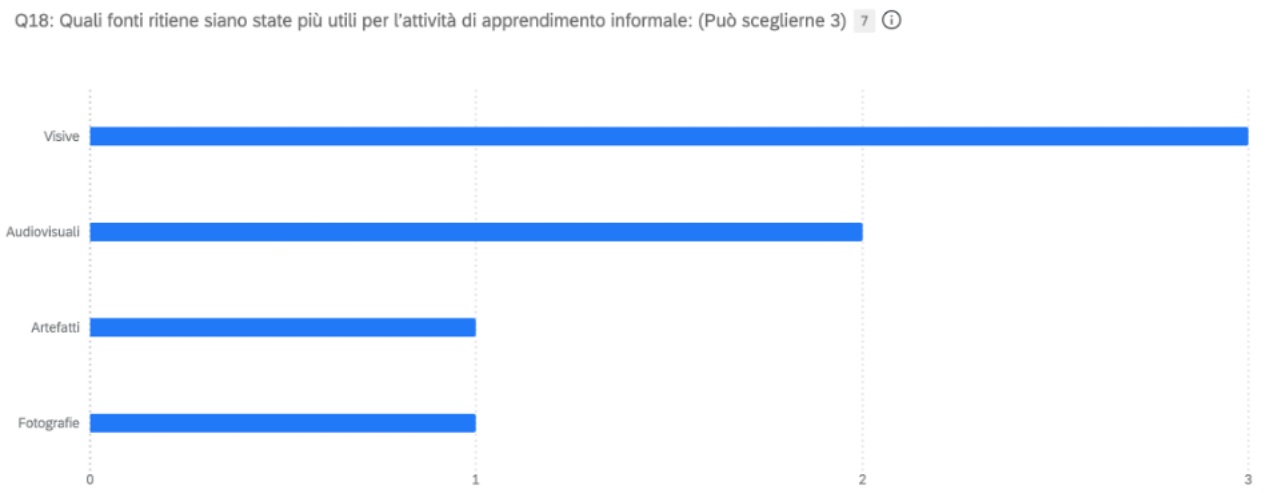
- Yes
- No

For the latter, in general, this represents an opportunity to rethink their teaching methodology through the educational use of sources. The sources deemed most useful for informal learning were photographs and visual materials in general (posters, drawings, etc.).

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?	Count	Count
SI	100%	7

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



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

- Visual
- Audiovisual
- Artifacts
- Pictures

Furthermore, the whole experience was also seen as an opportunity to get to know one's students better, beyond the expectations and judgements that one might form about them in the school setting.

Q25 - Durante le attività svolte ha avuto l'opportunità di esprimere e condividere le sue esperienze personali al pari dei suoi alunn*?	Count	Count
SI	71%	5
NO	29%	2

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
- No

Q26 - Questa esperienza vissuta insieme ai suoi alunn*:	Count	Count
Ha contribuito a conoscerli meglio e a vederli diversamente rispetto all'ambiente scolastico	71%	5
Ha cambiato la relazione con essi	14%	1
Non ha inciso in nessun modo nel rapporto con essi	14%	1

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

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

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 a family object, as well as by the dialogue and discussion "around the table", which all participants unanimously agree is the most moving part of the session.

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

- "The discussion with the former MEP".
- "The recounting of some family stories, some of which are truly global in scope".
- "The entire grounds of the villa, and conversations with staff, interns and guests".
- "The work around the table, piecing together the timeline".

Final consideration

From the perspective of pedagogical processes, the skills acquired by teachers are fundamental to the process of imparting education for European citizenship. School teachers require support in the form of continuing professional development that encourages the use of integrative strategies during the teaching and learning process with their class. Collaboration, in this case with the HAEU educational programme, ensures, enhances and complements various approaches to applying knowledge. The educational programme draws on the teacher's internal process of reflection on their own pedagogy, as well as the implicit pedagogical process demonstrated to students.