**Curriculum**

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| To be reviewed by  *PILOT* | **EU history**  **The European Union for Secondary Schools** | **36 WH**  **Valid for**  **2 ECTS** |

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| Target audience  Secondary Students | Aim   * EU history |

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| **Learning outcomes** | Know-  ledge | * Knows about the EU history; * Knows the fundamentals of the EU core values; * Knows the principles of the EU Global Strategy; * Knows the Lisbon Treaty and its influence onto the EU Member States; * Knows the basic principles of the Common Security and Defence Policy. |
| Skills | * To be able to describe the process from the EU foundation to present days. * To be able to explain the EU core values. * To be able to explain the main focus of the EU Global Strategy. * To be able to describe the Lisbon Treaty and the effect onto the EU Member States. * To be able to explain the main focus of the Common Security and Defence Policy. |
| Compe-  tences | * Draws conclusions from the EU history. * Promotes the EU values to students. * Draws conclusions from the EU Global Strategy. * Draws conclusions from the Lisbon Treaty. * Draws conclusions from the Common Security and Defence Policy. |

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| **Evaluation and verification of learning outcomes**   * **Observation**: Takes actively part in the discussions. * **Presentation**: Each participant has to create and present a topic issued by the course director. * **AKUs***:* All AKUs have to be passed successfully prior to the residential phase. |

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| **Course structure** | | |
| **Main**  **Topic** | Recommended Working Hours (of which eLearning) | **Contents** |
| Europe after WWII | 4  (2) | * The European reconstruction (The Marshall Plan/The European Recovery Program) * The National Identity and the idea of the European Unity |
| Europe – Unity and Diversity | 4  (2) | * EU members elements of unity and diversity regarding natural and human aspects |
| The European Project/The Founding Fathers | 4  (2) | * History of evolution of principles * Iconic figures and their roles * Putting ideas into practice |
| The Treaty of Rome | 4  (2) | * The European Coal and Steel Community * The European Single Market * The Euroatom Treaty |
| The Enlargement of the European Union | 4  (2) | * From 6 to 28 (27) member state * Enlargement policy aims * Territorial enlargement * The EU and the enlargement towards Eastern Europe – challenges and threats |
| EU Global Strategy; | 4  (2) | * Opportunities and challenges that the euro zone and the EU are currently facing, discussing, among others, the relaunch of the European project, the economic problems, the globalization and climate changes |
| ESDP/CSDP | 4  (2) | * The need of establishing CSDP * CSDP goals/principles * Practical application of the CSDP in the daily lives of European citizens (migration, energy security, global warning) |
| The Treaty of Lisbon | 4  (2) | * Treaty of Lisbon’s goals * Practical application of the Treaty of Lisbon in the daily lives of European citizens |
| EU core values | 4  (2) | * Identify the core values of the EU * Practical application of the EU core values |
| **TOTAL** | **36** |  |

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| Materials  *Essential eLearning (choice from below):* | Additional information  All course participants have to prepare for the residential module by going through the relevant eLearning preparatory phase, which is mandatory. The number of AKU’s included in the eLearning module is decided by the course director, but should not be fewer than two.  In order to facilitate discussion between course participants and trainers/experts/guest speakers, the **Chatham House Rule** is enforced during the residential module: "*participants are free to use the information received, but neither the identity nor the affiliation of the speaker(s), nor that of any other participant, may be revealed*". |