**Curriculum**

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| To be reviewed by  *PILOT* | **EU Institutions**  **The European Union for Secondary Schools** | **36 WH** |

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| Target audience  Secondary Students | Aim   * EU Institutions |

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| **Learning outcomes** | Know-  ledge | * Knows the EU Institutions; |
| Skills | * To be able to describe EU institutions and their roles and purposes. |
| Responsibility and Autonomy | * Draws conclusions from the EU institutions roles. * Promotes the EU values to students. |

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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. |

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| **Course structure** | | | | |
| **Main**  **Topic** | Recommended Working Hours | | **Contents** | |
| EU Institutions | 24  (10) | | * The European Parliament (roles, structures, prospects) * The European Commission (roles, structures, prospects) * The EU Council * The HR/VP and the EEAS (role and functions) * The European Social and Economic Committee (roles, structures, prospects, strategies) * The European Court of Auditors (role, structure, prospects, mechanisms) * The European Court of Justice * Mechanisms of inter-institutional collaboration (interferences, sharing responsibilities and influences) | |
| Visits | 6 | | * Cultural activities/school trips adjusted to each country (European Information Centers) | |
| Presentations | 6 | | * Work presentations and discussions regarding EU institutions + what they’ve learned during cultural activities | |
| **TOTAL** | **36**  **(10)** | |  | |
| *Materials*  *Essential eLearning (choice from below):* | | **Additional information and prerequisites**  **Prerequisites for participants**  English: Common European Framework of Reference for Languages (CEFR) Level B1  **Prerequisites for teachers/lecturers**  English: Common European Framework of Reference for Languages (CEFR) Level B2  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*". | |