

How the European Union Functions: Mechanism of the Functioning of the European Institutions



**WIDE - Wider and Deeper
EU**

Proj. Ref. Num. 101176547

**Jean Monnet Teacher
Training**



Training objectives

General objective

To enhance teachers' knowledge and pedagogical capacity to teach how the European Union works - its institutions, decision-making processes, and policy implementation - so they can promote active citizenship, democratic participation, and EU awareness among students.

Specific objectives

- Provide a clear understanding of the institutional structure of the EU, including the roles and interactions of the Parliament, Commission, and Council.
- Explain the Ordinary Legislative Procedure and offer strategies to make it accessible to students through simulations and role-play.
- Demonstrate how national governments and citizens influence EU policymaking, emphasizing subsidiarity and civic participation.
- Equip teachers with practical classroom tools (quizzes, games, simulators) and help them adapt EU-provided materials to their own teaching contexts.
- Encourage reflective teaching strategies that integrate EU values and democratic mechanisms into everyday learning.



Training Programme

MODULE 1: Institutional Architecture of the EU

- 1.1. Structure and functions of the European Parliament, Commission and Council of European Union
- 1.2. Decision-making process: Ordinary Legislative Procedure
- 1.3. Roles of member states and subsidiarity principle

MODULE 2: Policy-Making in Practice

- 2.1. How EU policies are created and implemented
- 2.2. The role of national governments in EU policy-making
- 2.3. How citizens and civil society influence EU policy

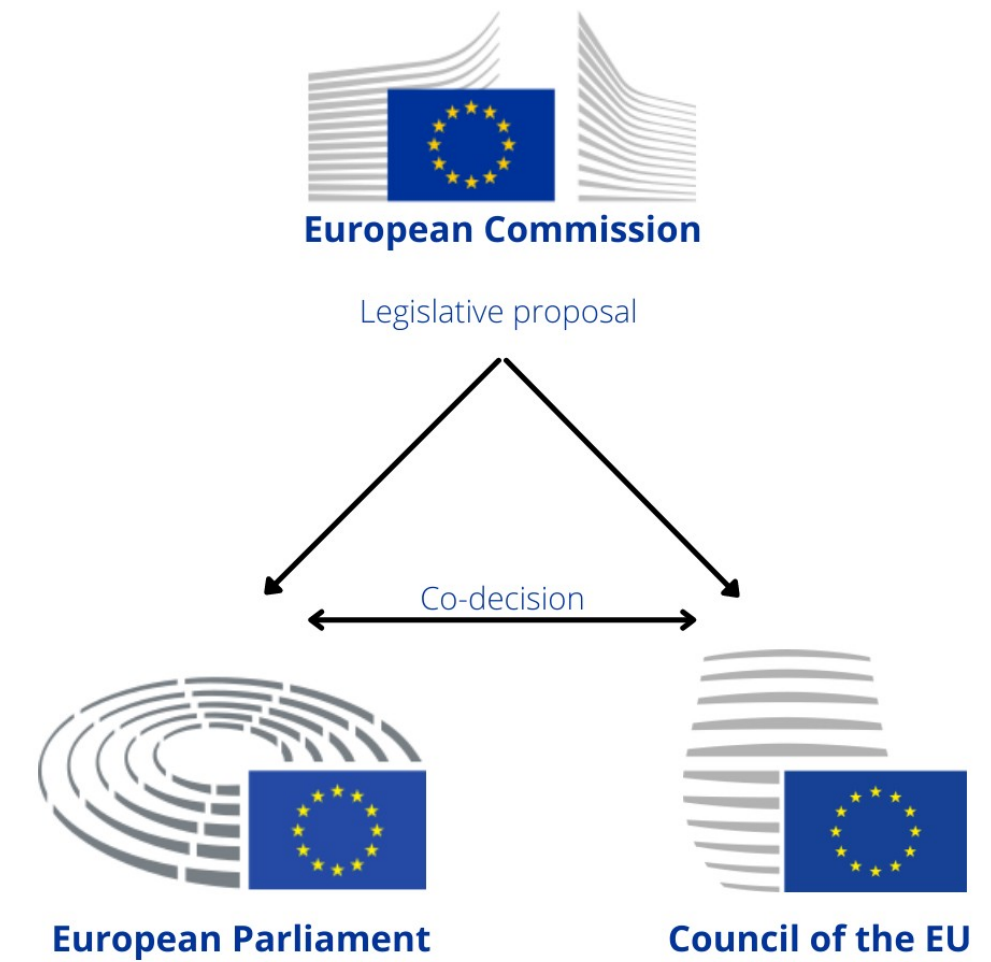
MODULE 3: Teaching the EU Mechanisms in Schools

- 3.1. The EU Learning corner: selecting and adapting learning materials
- 3.2. Simulating the EU in class: choosing the right role play for your students
- 3.3. The EU Craft simulator: Using a digital simulation to explore EU law-making



MODULE 1

Institutional Architecture of the EU





MODULE 1: Institutional Architecture of the EU

1.1. Structure and functions of the European Parliament, Commission and Council of European Union

THE EUROPEAN PARLIAMENT:

As the only directly elected body of the EU, the European Parliament serves as the collective voice of its citizens. Its members are elected every five years through a direct vote by EU citizens. Anyone who holds citizenship of an EU member state is entitled to vote in these elections. The European Parliament holds its main meetings, known as plenary sessions, 12 times a year in Strasbourg, France and up to 6 additional times in Brussels, Belgium. It is composed of 705 Members of the European Parliament (MEPs), representing all EU member states. The number of MEPs per country differs based on population size—larger countries have more representatives than smaller ones. MEPs are grouped not by nationality but by shared political beliefs, forming political groups.

FUNCTION:

The European Parliament shares legislative power with the Council of the European Union. For a law to be passed, both institutions must agree; if they do not, the legislation cannot move forward. The Parliament is also responsible for electing the President of the European Commission and has the authority to approve or dismiss the entire Commission. Additionally, it plays a key role in approving the European Union's budget.



MODULE 1: Institutional Architecture of the EU

1.1. Structure and functions of the European Parliament, Commission and Council of European Union

THE EUROPEAN COMMISSION:

The European Commission consists of 27 Commissioners, one from each EU member state. Alongside the President of the Commission, they form the EU's executive arm and are in charge of managing the Union's day-to-day operations. Their term of office lasts for five years. The President of the European Commission is nominated by the Member States through the European Council and formally appointed by the European Parliament. The other Commissioners are nominated by their respective national governments and must also be approved by the European Parliament. The President assigns each Commissioner a specific policy portfolio, such as energy, the economy, or the environment.

FUNCTION:

The European Commission is responsible for proposing new legislation and initiatives that serve the overall interests of the EU. Before putting forward any proposal, the Commission consults with a wide range of stakeholders, including national parliaments, governments, interest groups, experts and the general public. Once the Commission submits a proposal, it is examined by both the European Parliament and the Council. These two bodies have the authority to amend or reject proposals, and they make the final decision on all EU laws. In addition to its legislative role, the Commission also implements EU policies, manages the EU budget and ensures that member states comply with EU law.



MODULE 1: Institutional Architecture of the EU

1.1. Structure and functions of the European Parliament, Commission and Council of European Union

THE COUNCIL OF THE EUROPEAN UNION:

The Council of the European Union represents the governments of the EU member states. It brings together ministers from each country to discuss, negotiate and make decisions on EU policies and legislation. The ministers who attend each meeting depend on the topic being addressed. For example, environment ministers meet to discuss air pollution, while employment ministers gather to talk about job-related matters. The presidency of the Council rotates among EU countries every six months.

FUNCTION:

The Council is one of the EU's two main legislative bodies, meaning that no laws can be passed without its involvement. It plays a central role in shaping EU decisions. The voting system within the Council is determined by the member states. Most decisions are made through majority voting, but for sensitive areas, such as taxation or security, unanimity is required, meaning every minister must agree for the decision to pass. In many other fields, including consumer protection, economic recovery or environmental issues like urban waste management, decisions are made by qualified majority.



MODULE 1: Institutional Architecture of the EU

1.1. Structure and functions of the European Parliament, Commission and Council of European Union



- Voice of the European citizens
- Members elected by citizens every 5 years
- Discusses laws proposed by the European Commission
- Amends and adopts laws together with the Council of the European Union
- Elects the President of the European Commission
- Approves the European budget
- At least 6 sessions/year in Brussels and at least 12 sessions/year in Strasbourg



- TO SUM UP:**
- Represents the interests of the EU
 - Composed of a President and a Commissioner from each Member State, responsible for a specific area
 - Proposes legislation and programmes
 - Appointed by the European Parliament for 5 years
 - Manages European policies and budgets
 - Locations: Brussels and Luxembourg (+representations and delegations)



- Represents the governments of the Member States
- Is the meeting of the Ministers of the Member States on European issues (agriculture, foreign affairs, etc.)
- Adopts legislation together with the European Parliament
- Rotating Presidency - six months per Member State
- Meets in Brussels or Luxembourg



👉 MODULE 1: Institutional Architecture of the EU

Details available here: [European Council](#)

For more details look at WIDE training programme on "EU Charter of Fundamental Rights", Module 1.5

1.1. Structure and functions of the EP, EC, Council of the EU

EXERCISE

To help clarify what "Brussels" really means and which EU institutions are responsible for what, you can start by taking a short quiz yourself - then use it with your students in class. The quiz can be done digitally in both [English](#) or [Polish version](#), or you can use the printable table provided in this slide, where students mark an 'X' next to the institution(s) that match each description.

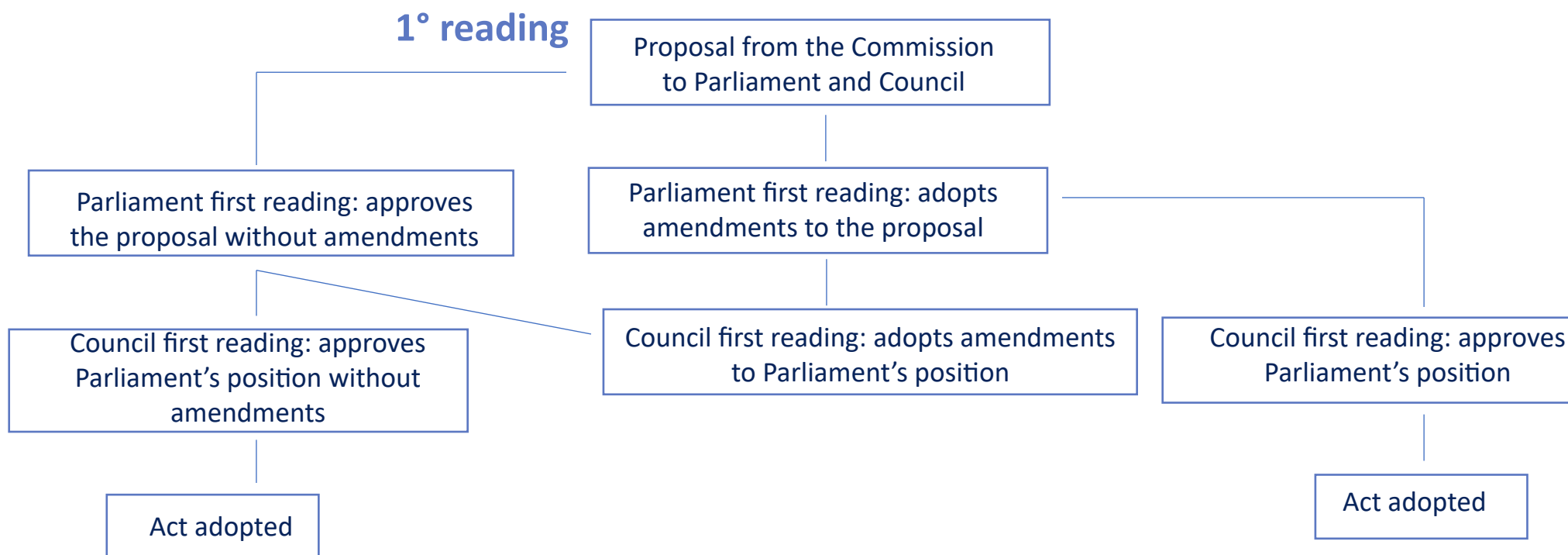
Who..?	European Parliament	European Commission	European Council	Council of the European Union	European Court of Justice
makes proposals for EU laws					
approves EU laws					
consists of (only) one representative/member per EU country					
is directly elected					
manages the budget					
represents the interests of the people					
represents the interests of EU countries/their governments					
represents the interest of the EU as a whole					
decides on the interpretation of EU laws					
defines the general political direction of the EU					



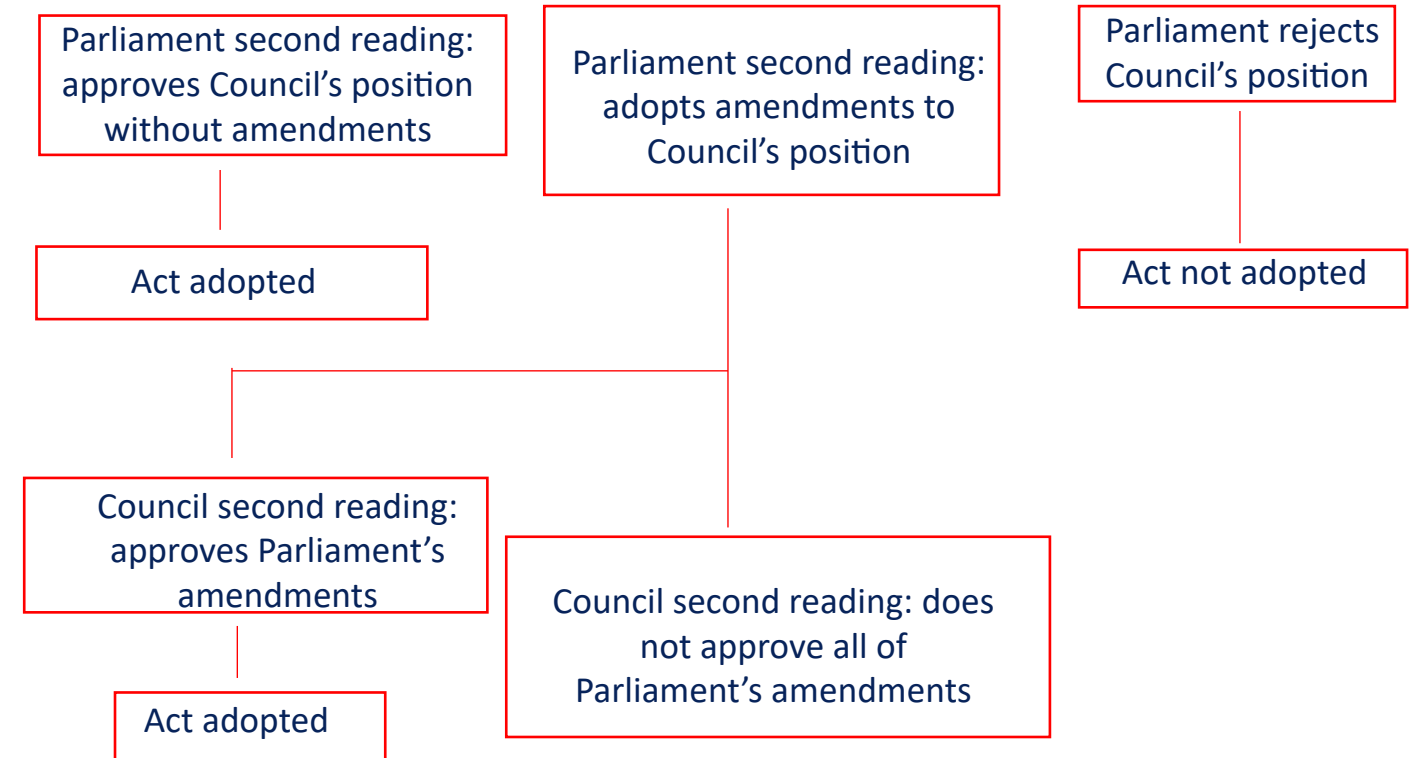
MODULE 1: Institutional Architecture of the EU

1.2. Decision-making process: Ordinary Legislative Procedure

The Ordinary Legislative Procedure—formerly known as co-decision—is the main method used by the European Union to adopt legislation. It ensures that both the European Parliament and the Council of the European Union have equal say in shaping EU laws. This process applies to most areas of EU policy, including the internal market, environment, consumer protection, and more.



2° reading



3° reading





MODULE 1: Institutional Architecture of the EU

1.2. Decision-making process: Ordinary Legislative Procedure

Simulation Games as method to teach the Ordinary Legislative Procedure.

Simulation games are a form of active learning, allowing students to experience rather than just hear about how EU law-making works. Unlike passive methods (e.g. listening or reading), active learning encourages students to construct meaning through participation, decision-making, and reflection. Through simulations, students apply what they have learned by role-playing EU institutions, debating proposals, and understanding the steps of the Ordinary Legislative Procedure in a hands-on way.

The European Union offers **practical resources and guides** for setting up simulations in the classroom. In the following slides, we will explore these resources and their functioning.

In Module 3, you will have the opportunity to discuss how they can be adapted to different training needs, choose the simulation best suited to your class, and start developing your own tailored activity.



MODULE 1: Institutional Architecture of the EU

1.2. Decision-making process: Ordinary Legislative Procedure

The Role-play EU decision-making

Developed by the European Commission, this classroom activity allows students to simulate a Council of the EU meeting, where they act as ministers from different Member States. The objective is to negotiate and adopt a law regulating chocolate ingredients, balancing national interests with the need to reach an EU-wide agreement.

Students also take on the roles of the European Parliament and European Commission, reflecting the real dynamics of the Ordinary Legislative Procedure. This engaging role play offers a hands-on way to teach how laws are debated, amended, and passed in the EU.

https://learning-corner.learning.europa.eu/learning-materials/role-play-eu-decision-making-0_en





MODULE 1: Institutional Architecture of the EU

1.2. Decision-making process: Ordinary Legislative Procedure

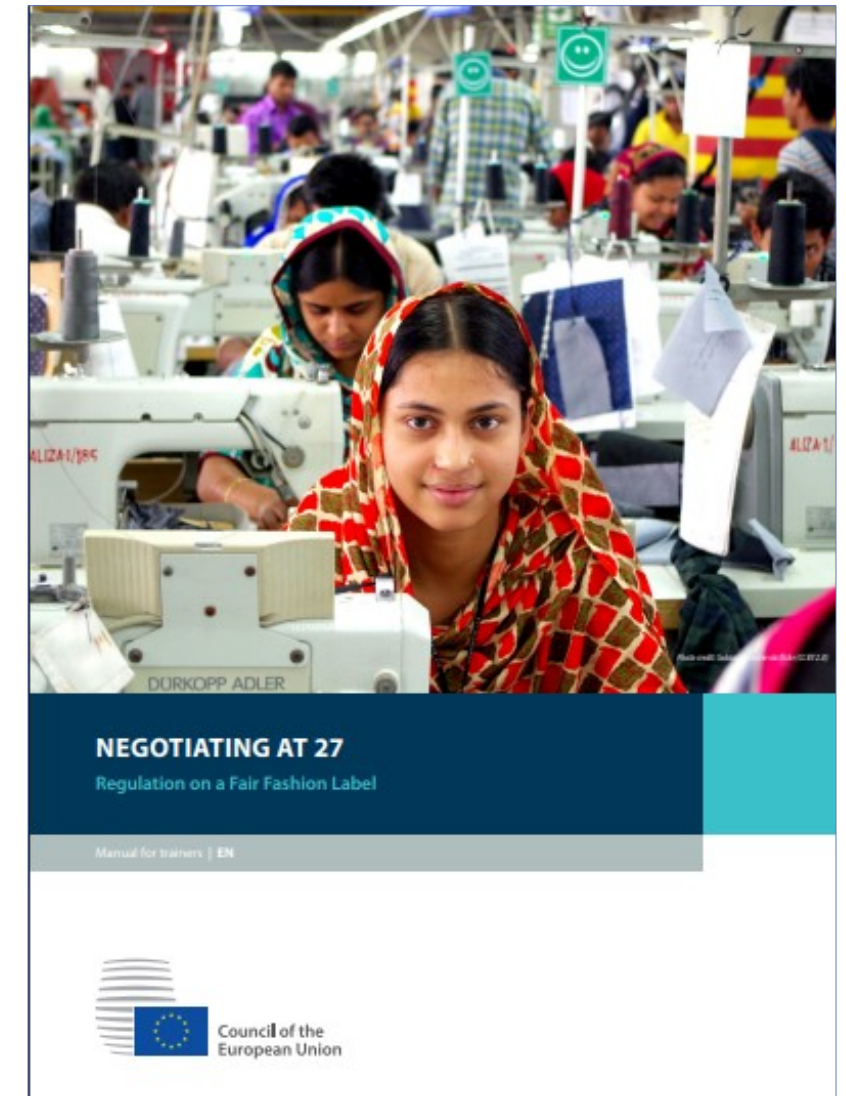
The Council Simulation Game

This role-play game, developed by the EU, lets students simulate a Council of the EU negotiation on creating a common EU label for fair fashion.

It tackles real-world issues like workers' rights, fast fashion, and environmental damage.

Students represent Member States, negotiate compromises, and learn how EU decisions are made. Designed for groups of 20–50, it offers a realistic yet simplified experience of law-making and consensus-building in the EU.

https://learning-corner.learning.europa.eu/learning-materials/council-simulation-game_en





MODULE 1: Institutional Architecture of the EU

1.3. Roles of member states and subsidiarity principle

The member states of the European Union are not mere participants, but central actors in the definition, implementation and control of European policies and laws. Their functions are multi-layered:

A. Participation in decision-making bodies

Council of the European Union:

Each member state is represented by a minister responsible for the subject matter (e.g. environment, economy). The Council co-legislates with the European Parliament.

European Council:

Brings together the heads of state or government of the 27 member states. It sets the EU's strategic priorities and general political agenda.

European Commission:

Each state proposes a European Commissioner, who assumes a specific portfolio and acts in the common EU, not national, interest.

B. Implementation of EU law

- Member states are responsible for transposing EU directives into their own legal systems.
- They must apply EU regulations directly.
- They are obliged to ensure compliance with EU law through their judicial and administrative systems.

C. Management of shared policies

In areas of shared competence (e.g. energy, transport, environmental protection), member states cooperate with EU institutions in policy-making. States may legislate independently, but not contrary to EU law.



MODULE 1: Institutional Architecture of the EU

1.3. Roles of member states and subsidiarity principle

The subsidiarity principle is enshrined in Article 5(3) of the Treaty on European Union and aims to ensure that the EU only acts when necessary.

Objective:

To ensure that decisions are taken as close as possible to the citizens and that EU action is only justified if it is more effective than that of individual states.

Application:

- Applies only to non-exclusive EU competences, i.e. competences that are competing or supporting (e.g. public health, education, industry).
- Does not apply where the EU has exclusive competence (e.g. customs union, competition in the internal market, eurozone monetary policy).

Role of national Parliaments:

They can scrutinise the Commission's legislative proposals and send reasoned opinions if they consider the subsidiarity principle to be violated.

If a sufficient number of Parliaments (1/3 or 1/4) send a negative opinion:

- the Commission must reconsider the proposal.
- if Parliament or the Council considers the objections to be well-founded, the proposal can be blocked.

The **Court of Justice** of the EU can be seized to challenge the violation of the principle of subsidiarity by the EU institutions.



MODULE 1: Institutional Architecture of the EU

1.3. Roles of member states and subsidiarity principle

Indicator	Description
Who are the actors?	Member States actively participate in the EU legislative, executive and judicial process.
What does subsidiarity guarantee?	That the EU only intervenes when states cannot act effectively on their own.
Who controls?	The national parliaments, the European Commission and the Court of Justice.
Why is this important?	It protects national competences and improves the democratic legitimacy of European decisions.



MODULE 2

Policy-Making in Practice





MODULE 2: Policy-Making in Practice

2.1. How EU policies are created and implemented

Step 1: agenda setting

The European Commission identifies problems or needs in Europe (e.g. climate, education, health). It may consult citizens, experts, NGOs and national governments.

Step 2: proposal

The Commission drafts a legislative proposal (e.g. a regulation or a directive). This is the only EU body that can formally propose new legislation.

Step 3: decision-making

The European Parliament (elected by EU citizens) and the Council of the EU (ministers from national governments) debate, amend and vote on the proposal → usually through the Ordinary Legislative Procedure.



MODULE 2: Policy-Making in Practice

2.1. How EU policies are created and implemented

Step 4: adoption

If both Parliament and Council agree, the law is adopted. If they disagree, negotiations take place until a compromise is reached.

Step 5: implementation

Once adopted, EU countries must apply the law:

Regulations: automatically apply in all member states.

Directives: countries must adapt their national laws to meet EU goals.

Step 6: monitoring and enforcement

The Commission checks the countries are applying the laws. If not, it can start infringement procedures and take them to the Court of Justice of the EU



MODULE 2: Policy-Making in Practice

2.2. The role of national governments in EU policy-making

1

Before a policy exists:

- National ministries (like education or environment) advise the Commission.

The Commission:

- Civil servants in Brussels help steer the first drafts of EU proposals
- Your country responds to public consultations

3

After the law is passed:

- Your Parliament and ministries turn EU rules into national laws.
- Implementation can differ: how one directive is applied in Italy vs. Poland can vary.
- As citizens, you feel the outcome in your school, health system and local budgets

2

While the law is being negotiated:

- Your ministers meet other EU ministers in the Council of the EU
- Decisions are influenced by alliances
- National diplomats work daily to represent your country's interests

You are a teacher and you have seen how EU policies impact your classroom: from digital education to Erasmus+ opportunities. But did you know how your national government shape these policies at every step? How?



MODULE 2: Policy-Making in Practice

2.2. The role of national governments in EU policy-making

Case study: From January to June 2025, **Poland held the Presidency of the Council of the EU.**

This Presidency is a rotating role held by each EU member state for a six-month period. During this time, the presiding country chairs Council meetings, sets agendas, facilitates negotiations among member states, and represents the Council in dealings with other EU institutions. This position gives the presiding country a direct opportunity to influence the direction and priorities of EU policymaking.

Member states holding the presidency work together in groups of three, known as “trios.” This system was introduced by the Lisbon Treaty in 2009 to ensure greater continuity and coordination. The trio sets long-term goals and prepares a common 18-month agenda outlining the main topics and issues to be addressed. Each country in the trio then develops its own more detailed six-month programme based on this shared framework.



MODULE 2: Policy-Making in Practice

2.2. The role of national governments in EU policy-making

During the period of its presidency, Poland has played an active role in shaping several EU policy areas.

1. **Security Policy** > Poland has placed security at the centre of the EU's agenda under the presidency slogan "Security, Europe!". Discussions have focused on increasing member state investments in defence and enhancing the EU's capacity to address evolving security threats. This includes proposals for strengthened cooperation among member states on defence and resilience.
2. **Economic Competitiveness** > Poland has promoted initiatives such as the Clean Industrial Deal and the Savings and Investments Union. These efforts are aimed at improving the internal market, industrial capacity, and financial integration within the EU.
3. **Energy Security and Transition** > Poland has advocated for measures to improve energy security and reduce reliance on external energy sources, especially from Russia. This includes support for the diversification of energy supplies, development of infrastructure, and promotion of renewable energy.
4. **EU Enlargement** > Poland has supported further EU enlargement, particularly involving Ukraine, Moldova, and Western Balkan countries. It has promoted advancing accession processes and aligning candidate countries with EU political and legal standards.



MODULE 2: Policy-Making in Practice

2.3. How citizens and civil society influence EU policy

Public consultations: your opinion shapes EU laws

Before drafting new policies, the European Commission opens online consultations to gather opinions from citizens, teachers, businesses, NGOs and experts. Teachers can share insights on real classroom needs in areas like education, sustainability and digital inclusion. The results are then published and directly influence Commission proposals.

→ Try it! [Public Consultations and Feedback](#)

The European Citizens' Initiative: propose a law

Any group of at least 7 EU citizens from 7 different countries can launch an initiative. If it reaches 1 million signatures, the Commission must examine it and may propose legislation. Example: Right2Water gathered 1.6 million signatures and led to stricter rules on water quality. Teachers can involve students in supporting or discussing active initiatives (to discover how, go to the WIDE Training Programme “*EU Values and Inclusion in the Enlargement Process*”, Module 4.2)

→ [European Citizens' Initiatives](#)



MODULE 2: Policy-Making in Practice

2.3. How citizens and civil society influence EU policy

Petitions to the European Parliament

All EU citizens (and residents) can petition Parliament on issues related to EU competences. For example, a teacher could petition to improve Erasmus+ accessibility for rural schools or special need students. Petitions can lead to debates, hearings and even new policy initiatives.

Teachers as civic multipliers

Schools are key in the promotion of active citizenship and to understand EU institution. Through school projects (like eTwinning), teachers train students in real participation. As educators, you influence how future voters perceive EU democracy.

Elections matter... twice!

Your vote in national elections influences the Council of the EU (national ministers). Your vote in European elections chooses MEPs → they approve/reject laws, the Commission and the budget. MEPs also represent your concerns, you can write to them as a citizen or as a school.



MODULE 3

Teaching the EU Mechanisms in Schools





MODULE 3: Teaching the EU Mechanisms in Schools

3.1. The EU Learning corner: selecting and adapting learning materials

What is the EU Learning Corner?

A free online platform created by the European Union that offers engaging, multilingual educational resources to help students understand EU values, institutions, rights, and how the EU works.

How can teachers use it? - Teachers can use it to:

- Integrate EU topics into civic education, history, geography, or languages.
- Access ready-to-use activities, games, and quizzes for different age groups.
- Assign interactive digital content for in-class or remote learning.
- Support student projects on EU rights, climate action, democracy, etc.
- Find role-play and simulation tools for active, experiential learning.

What does the platform include?

- Worksheets, lesson plans, and printable materials
- Quizzes and online games
- Simulations and role-play activities
- Educational videos and animations
- Teacher guides and classroom toolkits
- Content available in all official EU languages

Learning corner



EU Learning Corner



MODULE 3: Teaching the EU Mechanisms in Schools

3.1. The EU Learning corner: selecting and adapting learning materials



Workshop #1 total duration: 60 – 90 minutes

Goal: Help teachers explore the full range of educational resources offered on the EU Learning Corner website and identify how to use or adapt them to meet your students' needs—across subjects, levels, and teaching formats.

STEP 1 Free Exploration (25–30 min)

1. Explore the different sections of the Learning Corner:

- Learning materials (quizzes, videos, games, role plays)
- EU institutions explained (student-friendly overviews)
- Publications (interactive booklets and reading material)
- Games & digital tools (like EUCraft, Time Machine, climate tools)
- Opportunities for students and teachers (study visits, contests, EU careers)

2. Choose one resource or tool that you find particularly interesting or relevant for your classroom. Consider:

- Your subject and students' age
- Classroom time and resources
- Your teaching goals (e.g. promoting values, civic engagement, critical thinking)



MODULE 3: Teaching the EU Mechanisms in Schools

3.1. The EU Learning corner: selecting and adapting learning materials

STEP 2 Reflection & Adaptation (20–25 min)

Fill in this short grid for your selected resource

Prompt	Your Response
Name or title of the resource	
Section of the platform it belongs to	
Why did you choose it?	
What subject(s) could it support?	
What adaptations would make it more suitable?	
What practical steps would you need to use it in class?	



MODULE 3: Teaching the EU Mechanisms in Schools

3.1. The EU Learning corner: selecting and adapting learning materials

STEP 3 Sharing & Peer Discussion (15–20 min)

In small groups or plenary:

- Present the resource you selected and your reasons
- Share your ideas for using or adapting it
- Exchange tips and impressions: were there surprising or particularly useful tools?

Wrap-Up (5 min)

Key takeaways:

The EU Learning Corner offers flexible, high-quality resources - but it's up to us as teachers to bring them to life in our classrooms.

- Bookmark your selected tools
- Consider sharing your adaptation ideas with colleagues
- Plan to test one new activity in your class this semester



MODULE 3: Teaching the EU Mechanisms in Schools

3.2. Simulating the EU in class: choosing the right role play for your students



Workshop #2 total duration: 60 minutes

Goal: Explore two EU simulation resources, assess which best suits your teaching needs, and draft a simple classroom implementation plan.

STEP 1 revisit Module 1, Unit 1.2 (10 minutes)

Go back to Module 1, Unit 1.2 and open the two official simulation resources:

- Chocolate Directive Simulation (EU decision-making role-play)
- Fair Fashion Label Simulation (Council of the EU negotiations)

Review the structure, topic, roles, and teaching approach of each simulation. Choose the one that best fits your teaching context.



MODULE 3: Teaching the EU Mechanisms in Schools

3.2. Simulating the EU in class: choosing the right role play for your students

STEP 2 Compare and Evaluate (15 minutes)

Use the table below to reflect:

Criteria	Chocolate Directive	Fair Fashion Label
Appropriate for my students' age/level	✓ / ✗	✓ / ✗
Relevant to my subject or programme	✓ / ✗	✓ / ✗
Realistic to implement in my classroom	✓ / ✗	✓ / ✗
Modifications needed?	Notes...	Notes...

Select one simulation to focus on for the next steps.



MODULE 3: Teaching the EU Mechanisms in Schools

3.2. Simulating the EU in class: choosing the right role play for your students

STEP 3 Peer Discussion (15 minutes)

In small groups or pairs:

Share your choice and explain why it suits your students.

Discuss how you would adjust the simulation (if needed):

- Role numbers?
- Duration?
- Simplification of materials?
- Language or scaffolding?

STEP 4 Plan Your Implementation (15–20 minutes)

Now draft a basic classroom plan:

Simulation title: _____

Student group (age, level): _____

When/how it would be used in your curriculum: _____

Adaptations or supports needed: _____

Expected learning outcomes: _____

Your goal: Finish the workshop with a clear idea of how you could run this simulation in your own classroom.



MODULE 3: Teaching the EU Mechanisms in Schools

3.3. The EU Craft simulator: Using a digital simulation to explore EU law-making

What is the EU Craft Simulator?

An interactive online simulation tool created by the Council of the European Union. It allows students to experience the role of EU decision-makers by negotiating and drafting EU laws.

How can teachers use it? - Teachers can use it to:

- Assign students roles such as Commissioner, member state Minister or MEP.
- Create their own scenarios for negotiation.
- Guide students through the process of debating, amending and agreeing on EU policies.
- Promote teamwork, negotiation skills and critical thinking.

What does the platform include?

- Role-playing modules.
- Realistic legislative scenarios that simulate the negotiation and decision-making process of the EU.
- Interactive tools for drafting, proposing and amending EU laws.
- Step-by-step guidance through the Ordinary Legislative Procedure.
- Multilingual support for use across different EU countries.



[EU Craft Simulator](#)



MODULE 3: Teaching the EU Mechanisms in Schools

3.3. The EU Craft simulator: Using a digital simulation to explore EU law-making



Workshop #3 total duration: 1 hour 45 minutes – 2 hours

Goal: Experience the EUCraft digital game as a learner, evaluate its strengths and challenges, and plan how to use it to engage students in understanding the Council of the EU, compromise, and EU decision-making.

STEP 1 Play the Game in Test Mode (30–40 minutes)

- Go to the EUCraft portal.
- Play the game individually or in pairs.
- Explore how the simulation works: What choices do players make? How do countries negotiate? What skills are tested? - Take notes on: Game mechanics and clarity; Content relevance; Student usability (age, tech skills, language); Classroom logistics (devices, setup time)

STEP 2: Group Reflection & Discussion (20–25 minutes)

Break into small discussion groups or pairs and share your experience:

- What worked well in the game?
- What challenges might students face?
- Would your students be engaged?
- Would you use this as a standalone lesson or part of a larger EU unit?



MODULE 3: Teaching the EU Mechanisms in Schools

3.3. The EU Craft simulator: Using a digital simulation to explore EU law-making

STEP 3: Planning for Your Classroom (30–35 minutes)

Design a quick implementation plan using this guide:

Planning Prompt	Your Notes
Age/level of students	
When would you use it (e.g. before/after teaching about EU institutions)?	
Would students play alone or in teams?	
Estimated lesson time needed	
How would you introduce it and follow up (e.g. debrief questions, discussions)?	
Any tech/logistical considerations?	

Goal: Leave this session with a draft plan for using EUCraft in your school context.



Summary

Module
1

MODULE 1: Institutional Architecture of the EU

Explain the structure, functions and interactions of the main EU institutions.

- Describes how decisions are made through the Ordinary Legislative Procedure, including role of Member States and subsidiarity principle, and how to teach the procedure to students

Module
2

MODULE 2: Policy-Making in Practice

Introduces how EU policies are created and implemented in practice

- Demonstrates how national governments, parliaments and citizens can influence EU decision-making.

Module
3

MODULE 3: Teaching the EU Mechanisms in Schools

- Explores the use of effective teaching tools, simulations and interactive activities to explain the EU institutions clearly.
- Stimulates teachers to design effective strategies to engage students actively in the classroom.

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**Jean Monnet Teacher
Training**



**Education about the EU –
The key to conscious citizenship!**