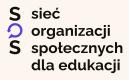# European Education

in the New Core Curriculum

The rationale behind and objectives of European education

European education is the presence of Europe and European values in schools' daily life and in the instructional content used to develop learners' competencies.

European education prepares young people for active participation in building the European community alongside peers from other countries, based on shared values such as respect for human dignity, freedom, democracy, the rule of law, respect for human rights (including the rights of minorities), equality, solidarity, tolerance, non-discrimination, pluralism, and justice. It fosters interest in European affairs, facilitates the development of critical thinking about the social, cultural, and political processes occurring in Europe, and serves as a space for discussing our continent's common challenges and potential solutions.

It allows young people to experience Europe, helps them discover their European identity, and develop identification with the European community. It facilitates the understanding of their own rights as European Union citizens, as well as the educational, professional, and life opportunities that Poland's membership in the EU provides for young people. It equips them with the knowledge necessary for this process, including information about European integration, European diversity, the functioning of the EU, and its impact on the daily lives of its citizens. European education strengthens the resilience and power of our societies in response to the greatest challenges we face–defending democracy, the rule of law, and European values in the face of crises and threats of war.

Everyday school life offers the opportunity to experience European values in practice, for example, through a democratic student council, respecting the rights of learners, solving problems through dialogue and seeking consensus, and supporting volunteering and social activity. Student exchanges and cooperation with schools from other European countries, as a school standard, will increase young people's readiness to live in multicultural societies and make it easier for them to benefit from the freedom of movement across Europe as a shared space and common market–one of the achievements of European integration.

2 General objectives

1. Engaging young people in European topics, developing critical thinking about ongoing social, cultural, economic, and political processes in Europe, and the ability to independently evaluate them and express one's opinion.

2. Preparing young people to actively participate in building the European community alongside peers from other European countries.

3. Understanding the processes of European integration, the principles and areas of activity of the European Union, the EU's impact on daily life, and the key challenges facing the EU today; the ability to independently assess and express opinions on these issues.

4. Understanding the significance of and sharing European values, including respect for human dignity, freedom, democracy, the rule of law, respect for human rights (including the rights of minorities), equality, solidarity, tolerance, non-discrimination, justice, pluralism.

5. Developing the ability to exercise the rights of EU citizens and take advantage of the educational, professional, and life opportunities that arise from Poland's membership in the European Union.

The list of seven competencies is included in the document "Proposals and recommendations for a graduate profile, universal competencies, and a model for the new core curriculum."

- **C1: INDEPENDENT THINKING (including critical thinking)**

- **C2: PROBLEM SOLVING (including creativity)**

- **C3: COMMUNICATION (including message creation)**

- **C4: COLLABORATION (including leadership)**

- **C5: ENGAGEMENT AND AGENCY (collective and individual)**

- **C6: LEARNING AND SELF-MANAGEMENT (personal development)**

- **C7: EMPATHY AND CARE (including acting for the good of others)**

🌐 https://sosdlaedukacji.pl/profil-i-podstawa/

3 Sections and key issues

S1

Our values:

What are European values, such as respect for human dignity, freedom, democracy, the rule of law, respect for human rights, solidarity, tolerance, etc.; how these values are protected in everyday life.

S2

European unity and diversity:

The diversity of European countries–cultural, political, social; integration in Europe–the causes and effects of integration, the principles and areas of EU activity, further enlargement of the EU.

S3

Europe and me:

My identity, how the European Union affects daily life, how I can influence the European Union, the rights of EU citizens.

S4

History and future of Europe:

Challenges facing the EU and Europe, including climate change, migration, external and internal security, the war in Ukraine and hybrid warfare, economic competition with China and the United States, the green economy and its challenges, populism and nationalism, social polarization, the links between historical events and the socio-political situation in Europe, Poland's role in integration processes.

4 Examples of specific requirements and their corresponding transversal competencies

Transversal competencies	Key issues	Examples of specific requirements
1 C1: Independent thinking	S2: European unity and diversity S3: Europe and me S4: History and future of Europe	• Indicates the connections between historical events and the current socio-political situation in Europe. • Indicates how the European Union affects everyday life. • Examines the economic, demographic, and political potential of individual European countries and the European Union on the international stage, in comparison to other countries and global players, and draws conclusions.
2 C2: Problem solving	S2: European unity and diversity S4: History and future of Europe	• Diagnoses current challenges in Europe and seeks appropriate solutions for them. • Compares the benefits of cooperation between European countries with the attendant difficulties and draws conclusions. • Analyses the actions of the EU in response to specific crises, such as the migration crisis, economic crisis, climate crisis, environmental crisis, Russian aggression against Ukraine, hybrid warfare against Western countries, and evaluates their adequacy and effectiveness.
3 C3: Communication	S2: European unity and diversity S3: Europe and me	• Communicates in other European languages, including during educational exchanges in other European countries. • Expresses their opinion on the relationships between local, national, and European identity and gives arguments for their position. • Presents dilemmas and challenges related to the functioning of the European Union and formulates their opinion on these issues.

4	C4: Collaboration	S1: Our values S3: Europe and me	• Working in a team, conducts an analysis of the organisation and space of the school regarding the presence of European values and prepares proposals for changes if they are not being implemented. • As part of a team, organises an educational campaign for the local community on the impact of the EU on everyday life.
5	C5: Engagement and agency	S1: Our values S3: Europe and me S4: History and future of Europe	• Implements, individually or as part of a team, selected proposals to increase the presence of European values in the space and organisation of the school. • Establishes a European Club or participates in its activities and engages the school community in discussions about Europe. • Responds when student rights stemming from European values are being violated.
6	C6: Learning and self-management	S3: Europe and me	• Selects an aspect of EU citizenship that interests them and deepens their knowledge about it. • Identifies credible sources of information on European topics, including the European Union, and uses them to independently expand their knowledge.
7	C7: Empathy and care	S1: Our values S2: European unity and diversity S4: History and future of Europe	• Is sensitive to cultural diversity. • Maintains contact with peers from other countries and establishes relationships. • Learns about and respects different opinions regarding the direction of cooperation in Europe and the ways of addressing common European problems.

5 Examples of cross-curricular connections

Subject	Example activity	Transversal competencies	Section
Preschool education	Learners participate in culture weeks of various European countries in preschool (music, food, symbols, clothing, etc.).	C7: Empathy and care	S2: European unity and diversity
Early childhood education	Learners prepare role-play scenes teaching how to respond to violations of children's rights.	C1: Independent thinking C6: Learning and self-management	S1: Our values
Native language	While discussing George Orwell's book "1984", learners prepare a catalogue of values important to them and compare it with the values outlined in Article 2 of the TEU and the preamble of the Polish Constitution.	C1: Independent thinking C6: Learning and self-management	S1: Our values
	Learners write a petition to request the opportunity to host European Solidarity Corps volunteers at their school.	C3: Communication C5: Engagement and agency	S1: Our values S3: Europe and me
	Learners analyse the etymology of words related to European integration, such as "peace", "security", "community", "Europe", etc., and discuss how they understand these words.	C3: Communication	S1: Our values S4: History and future of Europe

Foreign languages	Learners prepare a speech they could deliver when accepting the Nobel Peace Prize on behalf of the European Union, discussing the EU's role in maintaining peace and ensuring security in Europe.	C3: Communication	S1: Our values S4: History and future of Europe
	Learners prepare an invitation for a European Solidarity Corps volunteer from another European country to visit the school during a school language day.	C3: Communication C5: Engagement and agency	S2: European unity and diversity S3: Europe and me
	Learners create a graphic using a map of Europe to showcase the linguistic diversity across Europe.	C3: Communication C7: Empathy and care	S2: European unity and diversity
	Learners learn neutral and inclusive forms of a foreign language (e.g. feminatives; pronouns) and compare them with their Polish equivalents.	C7: Empathy and care	S1: Our values
Mathematics	Learners compare product prices in different currencies used in European countries and perform currency conversions.	C1: Independent thinking C2: Problem solving	S2: European unity and diversity
	Learners conduct a survey at school on the enlargement of the European Union, collect, compile and analyse the results.	C3: Communication C4: Collaboration C5: Engagement and agency	S4: History and future of Europe
	Learners calculate the mean, median and mode based on Eurostat data on salary levels in various EU countries.	C1: Independent thinking C2: Problem solving	S2: European unity and diversity
	Learners study prominent European figures from the field of mathematics and present their achievements in a chosen manner.	C1: Independent thinking C6: Learning and self-management C7: Empathy and care	S4: History and future of Europe
Natural science	Learners analyse the origins of smog and create graphic or multimedia content with examples of how the EU and its member states are combating smog.	C2: Problem solving	S2: European unity and diversity S4: History and future of Europe

Social science	Based on the analysis of world maps showing data on individual EU countries, including e.g. GDP, population, political systems, learners discuss the situation and significance of various European countries within Europe and the position of the EU in the world.	C1: Independent thinking C3: Communication	S2: European unity and diversity S4: History and future of Europe
	Learners search for an answer to the question „Where is Europe?" starting their search from the geographical dimension - they look for the geographical borders of Europe, find the overseas territories of European countries, check which countries are part of the EU and which are not, and on this basis discuss what Europe is and what geographical ambiguities mean.	C1: Independent thinking C2: Problem solving C3: Communication	S2: European unity and diversity S3: Europe and me
	Learners work together to prepare a travel plan around Europe and present selected locations.	C3: Communication C4: Collaboration	S2: European unity and diversity S3: Europe and me
	Learners participate in a class/school debate about what kind of Europe they want to live in 20 years from now, what is important to young people. They send a summary of the debate to MEPs they selected.	C1: Independent thinking C3: Communication	S3: Europe and me S4: History and future of Europe
	Learners conduct a case analysis of a selected challenge in Europe and the EU's response to that challenge, assessing the effectiveness and adequacy of the actions.	C1: Independent thinking	S4: History and future of Europe
	Learners search for information about chosen social movements in Europe in the second half of the 20th century, looking for similarities and differences with contemporary social movements.	C1: Independent thinking C6: Learning and self-management	S4: History and future of Europe
	Learners learn about the history of partner cities in their town or region; if a given town is not in partnership with another city in Europe, they propose to the local authorities to initiate the process of establishing cooperation, and then support it by undertaking joint activities with selected educational institutions in the partner city.	C4: Collaboration C5: Engagement and agency	S3: Europe and me
Computer science and technology	Learners work in teams to produce graphic/audiovisual material on the topic of EU citizenship.	C3: Communication C4: Collaboration	S3: Europe and me

	Learners prepare a weekly overview of the most important events in the EU from the perspective of young people, conducting critical analysis of sources, share the results with the school community (like a school newsletter), and follow the news presented in the form of a newsletter.	C4: Collaboration	S3: Europe and me
	Learners explore graphic, programming, text editing and other tools that utilise artificial intelligence, while also analysing how the EU ensures protection against the risks posed by AI.	C2: Problem solving	S1: Our values S3: Europe and me
	Learners learn about deepfake technology through examples of deepfakes created using images of individuals involved in EU politics and discuss the threats and defensive strategies against such manipulations.	C1: Independent thinking C2: Problem solving	S1: Our values S4: History and future of Europe
Art subjects	Learners research the work of artists from various European countries in any field of art and their contribution to the development of culture and present the selected figure to the class in a manner of their choice.	C3: Communication C6: Learning and self-management	S2: European unity and diversity
	Learners listen to Beethoven's 9th Symphony "Ode to Joy" and reflect on why this melody serves as the anthem of the Council of Europe and the EU and what were the reasons for integration in Europe.	C1: Independent thinking	S1: Our values S4: History and future of Europe
	Students prepare decorations for the school for Europe Day.	C4: Collaboration C5: Engagement and agency	S2: European unity and diversity
	Learners create or participate in a European film club, using films important to the history of cinema to discuss historical processes and contemporary challenges.	C1: Independent thinking C3: Communication C4: Collaboration	S4: History and future of Europe
Physical education, health	Learners create an example of a healthy meal plan, choosing healthy products, using information on labels (information on the composition of products on labels are the result of consumer protection regulation in the EU).	C1: Independent thinking C2: Problem solving	S3: Europe and me

	On Europe Day, learners organise or take part in a European sports tournament in a chosen team sport, representing the teams of various European countries.	C4: Collaboration C7: Empathy and care	S1: Our values S2: European unity and diversity
	Before going on a student exchange to another EU country, learners, with the support of their guardians, apply online or at a National Health Fund (NFZ) facility for an EHIC card and learn about how it works.	C3: Communication C5: Engagement and agency	S2: European unity and diversity
	Learners learn about the operational model of social media platforms such as TikTok, discuss the impact of social media on the mental health of young people and, based on the provisions of the Digital Services Act, analyse the best ways to protect minors from the dangers associated with social media.	C6: Learning and self-management	S3: Europe and me
Homeroom/form class, ethics, religion	Learners present the profiles of their chosen Sakharov Prize winners in any manner they choose and discuss the activities of these people.	C3: Communication C6: Learning and self-management C7: Empathy and care	S1: Our values S4: History and future of Europe
	Learners maintain a school-wide calendar of holidays of various religions practiced in Europe and organise thematic events/prepare graphic materials related to these holidays.	C1: Independent thinking C4: Collaboration C7: Empathy and care	S1: Our values S2: European unity and diversity
	Learners discuss online safety, learn about the forms of protection of personal data processing on the Internet introduced by EU standards and analyse their own online activity.	C1: Independent thinking	S3: Europe and me
Interdisciplinary classes and projects	Learners, working in a team, analyse the school's organisation and space in terms of the presence of European values, prepare proposals for changes and implement them.	C2: Problem solving C4: Collaboration C5: Engagement and agency	S1: Our values

Learners, working in a team, organise an educational campaign for the local community about the impact of the EU on everyday life.	C3: Communication C4: Collaboration C5: Engagement and agency	S3: Europe and me
Learners take part in a student exchange in another European country and host peers from other countries.	C3: Communication C5: Engagement and agency	S3: Europe and me
Learners establish or participate in a European Club and involve the school community in a conversation about Europe.	C4: Collaboration C5: Engagement and agency	S3: Europe and me
Learners analyse the projects of Charlemagne Youth Prize winners and create a model of a social project that they could potentially implement in their local environment.	C1: Independent thinking C5: Engagement and agency	S4: History and future of Europe

6 Recommended methods of work

European integration pertains to many areas of our lives, and similarly, the content related to European education encompasses various thematic areas- an interdisciplinary and cross-curricular approach is therefore recommended. European education is not just about content; European values should be present in the organisation and functioning of the school, e.g. class representatives or the student council should be elected and operate democratically, students' rights should be respected, and problems should be resolved through dialogue and seeking consensus, etc. The methods and forms of work should support the development of universal competencies and represent European values. Recommended methods include, among others:

- Group work,
- Debates and discussions,
- Educational projects, such as European Clubs, simulations of EU institution operations, debates in the European Parliament,
- Activities based on international and intercultural experience– international student exchanges, cooperation with schools from other European countries, support from European Solidarity Corps volunteers from other European countries, etc.
- Surveys and educational/social campaigns
- Case analysis and solution design,
- Utilisation of modern technologies,
- Gamification,
- Data analysis and processing,
- Working with sources.

Recommended materials:

„Why we need European Education and what it should look like", Robert Schuman Polish Foundation, 2024,

▶ https://schuman.pl/strona-glowna/dlaczego-potrzebujemy-edukacji-europejskiej-i-jak-powinna-wygladac/

„Handbook of European Education", Robert Schuman Polish Foundation, 2022,

▶ https://schuman.pl/wp-content/uploads/2022/05/Podrecznik-Edukacji-Europejskiej-Fundacja-Schumana-2022.pdf

Additional material by SOS for Education (2022)

▶ https://sosdlaedukacji.pl/en/edukacja-europejska-doswiadczenie-europejskiej-tozsamosci-i-wspolnoty/

7 Remarks on Assessment

The suggested model of assessment is **formative assessment.**

As part of the „Learning School" programme, five foundational strategies for formative assessment have been proposed:

1. Defining and explaining the l**earning objectives and success criteria** to students.

2. Organising classroom discussions, asking questions and setting tasks that **provide information on whether and how** students are learning

3. Providing students with **feedback** that allows them to make visible progress.

4. Creating space for students to use **their knowledge and skills**.

5. Supporting students in becoming **authors** of their own **learning process**.

The basis for every conducted lesson should be to present the learning objectives to the learners and introduce them to the success criteria, i.e., answering the question: "How will we know that we have achieved the objective?" At the end of each lesson, learners should engage in self-reflection and consider their own learning process using tools selected by the teacher.

The Centre for Citizenship Education proposes several specific teaching aids to support the achievement of the aforementioned goals, including methodology aids, portfolios, methodology dice, and reflection boxes.

More information on this topic can be found at:

🌐 https://pomagajsieuczyc.ceo.org.pl/tematy/ocenianie-ksztaltujace/pomoce-dydaktyczne/.

Source:

🌐 https://pomagajsieuczyc.ceo.org.pl/

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Some of the ideas for activities come from the "Handbook of European Education" by the Robert Schuman Polish Foundation, prepared by teachers and individuals working with young people.

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