

1995  
2004  
2007  
2013

EUROCLIO's upcoming  
Thematic Seminar

# Teaching European Integration

How and Why?

Brussels, Belgium  
22-24 November 2019

## Concept Note

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22-24 November 2019

EUROCLIO – European Association of History Educators and the learning department of the House of European History are delighted and honoured to present the Training Seminar “Teaching European Integration: How and Why?”. The Training, which is the first training organised by EUROCLIO and the House of European History, will take place in Brussels, Belgium, from 22-24 November 2019.

By interpreting history from a European perspective, the House of European History connects and compares shared experiences and their diverse interpretations. It aims to initiate learning on transnational perspectives across Europe.

EUROCLIO, the European Association of History Educators, is an international Non-governmental organisation that promotes the development of responsible and innovative history, citizenship, and heritage education by promoting critical thinking, multi-perspectivity, mutual respect, and the inclusion of controversial issues.

Together, we will welcome 20 motivated history and citizenship educators from all across Europe. We will offer a programme full of active workshops, keynote lectures, feedback sessions and visits to the House of European History’s exhibition and to the European Parliamentarium. The programme will focus on the theme: “*Teaching European Integration. How and Why?*”, and will make use of original educational material developed by the House of European History and by EUROCLIO.

This concept notes serves as a guide to the training themes and aims.

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## Teaching European Integration. How and Why?

Whether students, and people at large, like it or not, the European Union has a huge impact on everyone's life. Every day, in fact, European citizens enjoy freedoms that would not have been at their disposal were it not for the Union, and are at the same time subject to rules and regulations that have been established by it. Furthermore, in the last decades, people's identity has been increasingly influenced by their sense of belonging or not belonging to the Union, ultimately resulting in complex and multiple identity affiliations.

Nevertheless, students lack a clear understanding of what the European Union is and how it came to be. The day after the Brexit Referendum (23 June 2016), for example, the most researched question on Google in the United Kingdom was "What is the E.U."<sup>1</sup>.

With no knowledge of the EU and its history, it can be argued, students become disenfranchised, starting a vicious circle hard to break: the less they know about the EU, the less they understand the impact it has on them and on their identity, and the impact they can have on it, and the less they want to know about it.

History and citizenship educators are in a unique position: they can help students break this circle. They, in fact, have the possibility to promote, among their students, a clear understanding of the events that led to the creation of the European Union, of how it functions, how it came to be, and why it is a unique institution, results of unique choices and turns of events.

Unfortunately, however, teachers often encounter a series of obstacles when tackling the history of European Integration in the classroom. Among them, the most relevant are:

1. a lack of time to devote to the topic;
2. an dense, set curriculum, which allocates few lessons to the history of the EU;
3. the lack of interest from students in approaching European integration and its history.

This training on "Teaching European Integration" will focus on how teachers can bring the history of the European Union to the classroom in an engaging and meaningful way. Participants will be equipped with a series of ready-to-use materials to teach the history of the European Integration, including materials that link the topic with national and world history, making easier to connect it with national curricula.

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<sup>1</sup> Brian Fung, "The British are frantically Googling what the E.U. is, hours after voting to leave it", *The Washington Post*, 24 June 2016, last accessed on 13 May 2019 at [https://www.washingtonpost.com/news/the-switch/wp/2016/06/24/the-british-are-frantically-googling-what-the-eu-is-hours-after-voting-to-leave-it/?noredirect=on&utm\\_term=.ac25a1904270](https://www.washingtonpost.com/news/the-switch/wp/2016/06/24/the-british-are-frantically-googling-what-the-eu-is-hours-after-voting-to-leave-it/?noredirect=on&utm_term=.ac25a1904270).

## Key questions

The key questions that will be addressed during the training are:

- 1 How can we make the history of the EU relevant and meaningful?
- 2 How can we teach about the history of the EU at primary/secondary school level without jeopardising the complexity of the topic?
- 3 How can we teach about the European Union in its historical context?
- 4 How can we integrate EU history with national and world history?

## The House of European History<sup>2</sup>

The House of European History is the perfect venue and partner for this training.

It is a forum for learning, reflection and debate, open to audiences from all generations and backgrounds. Its primary mission is to enhance understanding of European history in all its complexity, to encourage the exchange of ideas and to question assumptions.

The House presents Europe's history in a way that raises awareness about the multiplicity of perspectives and interpretations. It preserves shared and dividing memories. It exhibits and collects the history of European integration and its foundations. A project of the European Parliament and part of its visitor offer, the House of European History is academically independent.

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<sup>2</sup> Information on the House of European History is retrieved from the official website of the institute: <https://historia-europa.ep.eu/en/mission-vision>

During the training, participants will have the possibility to follow workshops facilitated by the Educator in charge of school programming at the House of European History as well as to visit the permanent and temporary exhibitions: “Restless Youth – Growing in Europe, 1945 to Now”.

### The permanent exhibition<sup>3</sup>

The permanent exhibition of the House of European History explores how history has shaped a sense of European memory and continues to influence our lives today and in the future. It is composed of different sections, including:

- Shaping Europe – is there a shared European past?
- Europe: a global power – social tensions in 19<sup>th</sup> century Europe and its impact on current affairs
- Europe in ruins – mass war and totalitarian terror in the first half of the 20<sup>th</sup> century
- Rebuilding a divided continent – European integration during the cold war
- Shattering certainties – globalisation and the end of the Cold War and their effect on European integration
- Accolades and Criticism – What is the relevance of our memories? What does the future hold, and how will you participate?

### The temporary exhibition<sup>4</sup>

In the past 70 years, young people in Europe have gone from being a group to whom history happened, to a group that actually makes history. This exhibition looks at four generations of such young people who came of age at key moments in the European story: the late 1940s, the 1960s, the 1980s and the 2000s. It explores the key experiences of youth: from education and employment, to forging an identity and finding love.

Such experiences are inevitably shaped by the politics, society, culture and economics of the time. Being young in an affluent and free society is very different from a youth shaped by poverty or political oppression.

Across Europe, young people chose to break with the values of their parents and view themselves as a distinct generation – ‘my generation’. They forged their own culture with its own set of values; values that young people were ready to fight and even die for.

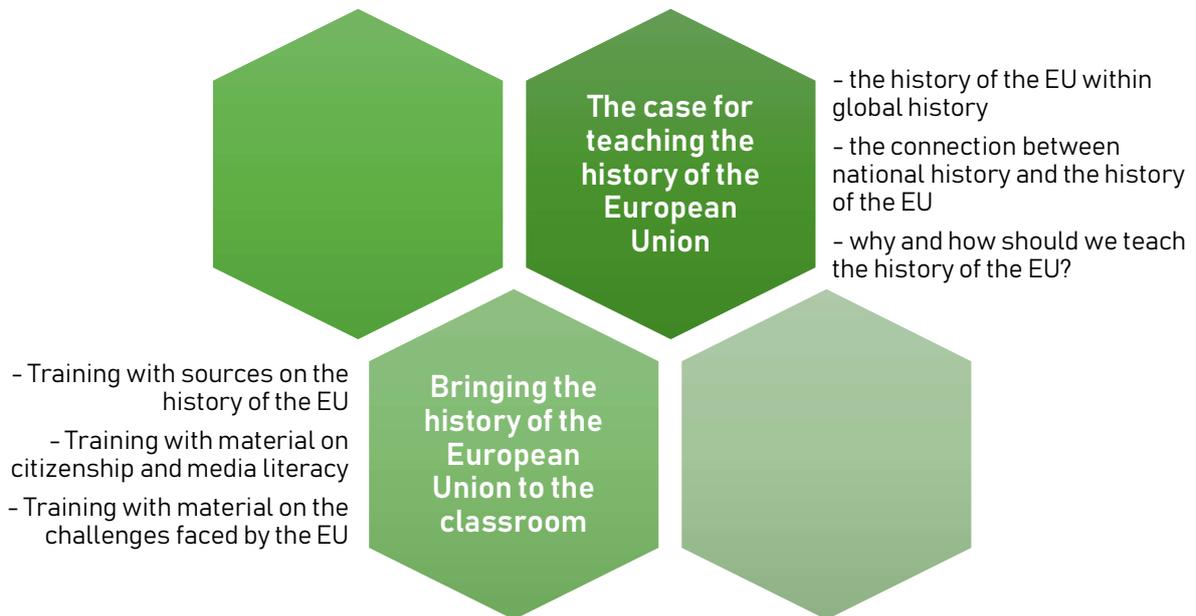
## The design of the seminar

The seminar will take place from 22 to 24 November 2019, and will be hosted at the House of European History, in Brussels. Throughout the seminar, participants will take part to active sessions (including workshops and feedback session) that tackle the history of the European

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<sup>3</sup> Additional information on the permanent exhibition of the House of European History can be found at the following link: <https://historia-europa.ep.eu/en/permanent-exhibition>

<sup>4</sup> Additional information on the temporary exhibition “Restless Youth: Growing up in Europe, 1945 to now” can be found at the following link: <https://historia-europa.ep.eu/en/restless-youth>



Union from two different angles. First, the case for teaching the history of the European Union will be made, and European Integration will be put in the global and national contexts. In the second part of the seminar, participants will receive specific training on how to bring the history of European Integration in the classroom, making the concepts accessible to all students without sacrificing the complexity of the institutions and their history. They will also be introduced to material on how to discuss the European Union in the twenty-first century, and its impact on global history and people's identity.

### **Part one: the case for teaching the history of the European Union**

The seminar will be officially opened with a keynote lecture on *The case for teaching the history of the EU*. During this lecture, participants will investigate how and why teaching the history of the EU.

Once introduced the topic, participants will *put the European Union in its historical context*. In this session, the case for teaching the history of the EU will be further deepened: participants will be introduced to the elements that made the creation of the European Union an *unicum* in history. They will also be presented practical and ready-to-use strategies and activities to bring this uniqueness in the classroom.

In the following session, *European Election in focus 1979 - 2019*, the focus will be shifted from integrating EU history with world history to integrating it with national history. This will be done by analysing posters and election campaign from 1979 to 2019. The posters form a wide transnational collection of sources, that will allow teachers to develop a resource-based approach to EU integration and its impact in national history and political narratives.

## Part two: bringing the history of the European Union to the classroom

The second part of the training will be devoted to discussing how to bring the history of the European Union in the classroom. Through active workshops, participants will be introduced to various methodologies and activities that make EU history engaging, relevant, and meaningful for students.

In particular, participants will be introduced to:

- The **Changing Europe** unit on [Historiana.eu](https://www.historiana.eu). In particular, teachers will be introduced to the materials that help students understand *the challenges that the EU is facing* in its day-to-day contemporary work.
- The activity sheet *“Learn about the EU”*, which is designed for secondary school students to approach the history of the EU, focusing on milestones of European Integration as they are displayed in the permanent exhibition of the House of European History.
- The material on dealing with migration developed by EUROCLIO and VPRO within the project *In Europe Now*. In the autumn of 2019, in fact, a TV series focusing on the events that took place in Europe since 1999 will be broadcasted. In parallel to this TV series, called “In Europe Now”, VPRO, the VGN (the Dutch History Teachers Association) and EUROCLIO are creating an education kit for students aged 14–18. This kit will contribute to forming opinions, citizenship, and media literacy. Participants will be introduced to one of the lesson plans that are part of this kit.
- The online resource *“who do you think you are – Identity”* developed by the House of European History. This resource tackles how our views about who we are and who others are open to change. In turn, it allows to examine the multidimensional nature of identity and draws on past and present examples, getting us to ponder on what European identity might mean in the 21st century.

The last day of the seminar will focus on contemporary history. It will begin with a visit to the *European Parliamentarium*. The visit will be integrated with the role play game for schools, where participants will become MEPs and learn to negotiate to build the future. The visit will allow participants to put the EU and its functioning in relation with their national contexts.

The last workshop will ultimately shift the focus from the history of the EU to today’s EU functioning, which can be understood only if analysed with sound historical knowledge.

The seminar will be concluded with a visit to the temporary exhibition of the House of European History *“Restless Youth: Growing up in Europe, 1945 to now”*. This visit will allow participants to create bridges between the history of the European Union and the role played by young people in Europe since the end of the second world war.

## Links between the training and the school curricula

Often, the history school curriculum is too dense, and teachers do not have enough time to dedicate to teach the (recent) history of Europe and of the European Union. Furthermore, there are instances in which the curriculum is firmly set, and teachers do not have the freedom to devote hours to additional topics.

For this reason, we have design the seminar so as to make every session of the programme directly linkable and applicable to elements present in history curricula across Europe.

In particular, during the seminar we will touch upon and equip teachers with ready-to-use material to approach:

- The birth of the Nation State
- The history of the XIX Century
- The end of World War 2
- The Cold War and its End
- European Integration
- Globalisation
- Ethics
- International Relations
- The use of ICT in the classroom

## Aims of the training

### ENGAGE

- To engage in a dialogue about the EU and its rich history between history, heritage, and citizenship educators from across Europe.

### SHARE

- To share educational initiatives which contribute in making the history of the EU relevant and meaningful.

### EQUIP

- To equip students with a clear understanding of the complexity of the history of the EU;
- To equip teachers with ready-to-use material that brings the uniqueness of the history of the EU within the classroom

### INTEGRATE

- To integrate the history of the European Union with world history
- To integrate the history of the European Union with national history

### EXCHANGE

- To exchange innovative tools, methods, and professional knowledge with other educators in Europe and beyond

### INNOVATE

- To introduce history and citizenship educators to the educational material developed by the House of European History, as well as available on [Historiana.eu](http://Historiana.eu)

## Expected outcomes

Increased dialogue about the EU and its rich history within the European community of history, heritage, and citizenship educators

Increased understanding of how to make the history of the European Union relevant and meaningful for all students

Access to innovative history education tools with a focus on motivating students in learning the history of the European Union

Access to innovative history education tools which make the history of the European Union accessible to all students without jeopardising the complexity of the topic

Increased understanding of the European Union within its historical context

Increased understanding of the history of the European Union and how it relates with national and world history

Creation of meaningful connections between the national curriculum and the history of the European Union

Recognition of developed competences in history education through lifelong learning in the international context

Dissemination of Educational Materials developed by EUROCLIO and by the House of European History

Improved (English) language competence through facilitated and engaged dialogues