PARTENARIAT ÉDUCATIF GRUNDTVIG 2009-2011

GENERAL PRESENTATION
OF THE REPERES TEACHING MODULES
CONNECTING THE HISTORY OF EUROPE WITH THE HISTORY OF EUROPEANS

1.- AIMS OF THE REPERES PROJECT

REPERES is an innovative initiative for European citizenship training based on situating the family and personal history of the learner in the context of European integration history.

The aim of rooting historical, political, economic and cultural knowledge shared during the training in individual experience is to help the learners establish a personal connection with the European project and become part of it, being aware of their role and their ability to take action in their environment.

The training is based on the emotional context that underpins the choices, judgements and actions of learners, a dimension that is often underestimated or missing from education strategies when it comes to 'transferring' values. Recognising the emotional context of learning should not, however, lead us to forget that 'complex societies cannot be held together solely by feelings like sympathy and trust, which are geared to the local sphere' (Jürgen Habermas).

It is for this reason that during the REPERES training the learners will also have to develop basic citizenship education skills (judging, choosing, deciding, justifying, reasoning, discussing, supplying answers, committing, etc.) and also acquire skills in the areas of cooperation, communication and critical analysis.

REPERES has been developed by a multidisciplinary European team:
> **CENTRE VIRTUEL DE LA CONNAISSANCE SUR L'EUROPE (CVCE), site www.cvce.lu**
>> Marco Gabellini, Historian
>> Nadège Mougel, Project Manager — Historian
> **EUROPEAN NETWORK FOR EDUCATION AND TRAINING (EUNET)**
>> Richard Stock, Vice-President
>> Thomas Heckeberg, Permanent Representative
> **TOULOUSE MIDI-PYRENEES MAISON DE L'EUROPE** *(project initiator)*
>> Geneviève Saint-Hubert, General Secretary
>> Claire Hugonnet, Project Manager
> **HOUSE OF EUROPE, RHODES**
>> Anna Charitou, President
>> Maria-Eleni Sokianou, General Secretary

2.- THE SPECIFIC APPROACH ADOPTED FOR THE REPERES PROJECT

The aim was to establish a methodology for European citizenship training that would allow the trainees to:
1. increase their awareness of the strong European link which unites them through the sharing of their family history and individual experiences;
2. learn about European citizenship and its values;
3. reflect together on an active commitment to citizenship.

Experience and ideas are shared via discussions between the learners prompted by personal accounts. True citizenship education takes place when the learners really get involved in the discussions, when they explore their past experience (on a personal level, the experience of family members or, failing that, of friends or public figures that have attracted their attention) and link it to the stages and values of European integration, when they seek to identify what unites them in diversity, etc.

REPERES is a tool that is perfectly suited to an intergenerational project.

On completing the training, the learners should begin to assimilate a new vision of European integration and their personal role in the process. This new vision is based both on their (or a) past experience and on the contribution of knowledge acquired during the training. The various teaching modules that make up REPERES allow the tutor to suggest ideas, concepts or theories to the learners when they are ready to compare their own experience and understanding with the values of European citizenship.

The tutor will have the complex task of helping the learners establish links between both their personal history (or their family history or that of the figures that they have chosen) and the history of European integration, and also between their emotions, judgements and prejudices and the true values of the European Union.

3.- THE REPERES MODULES
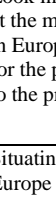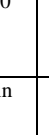
The REPERES modules form a coherent whole based on a learning progression. The main modules can be used as part of a full training scheme that takes place over 32 hours. The additional modules can be used if the learners request (or need) explanations, or as part of an overall strategy for active European citizenship training over 8 hours.

They can also be implemented separately and independently of each other.
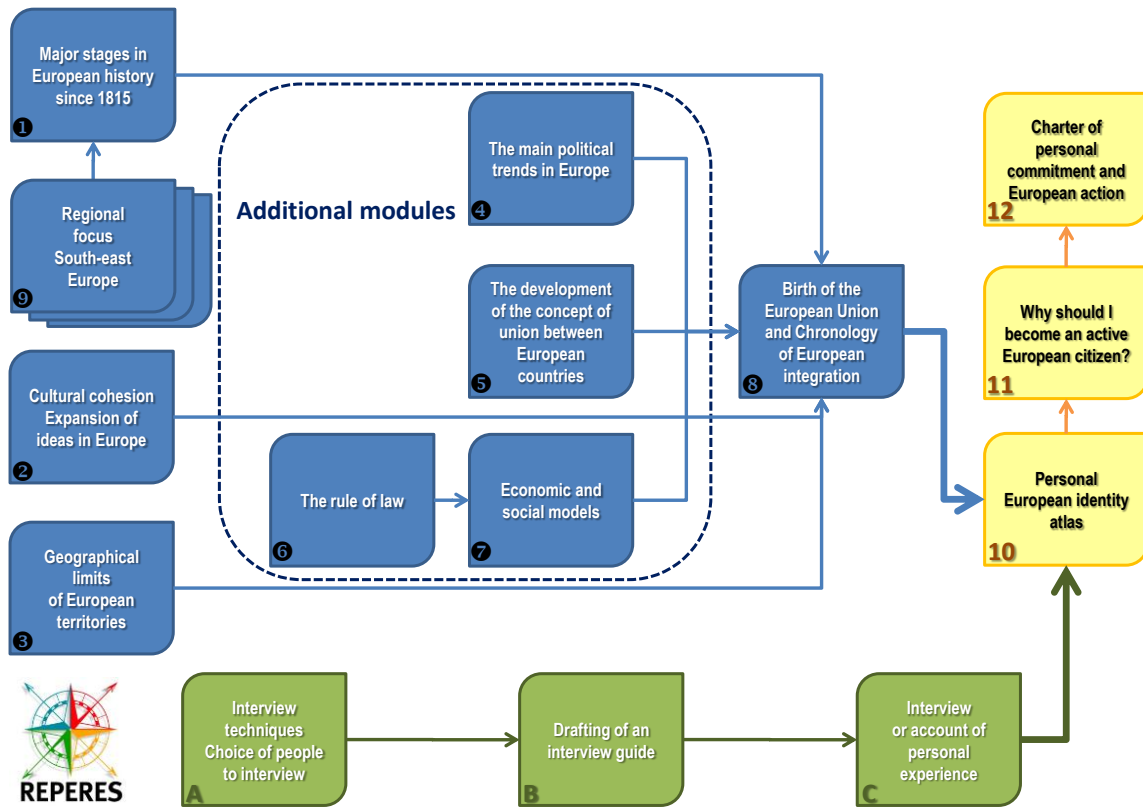
4.- THE PROGRESSION AND INDIVIDUAL DESCRIPTION OF THE REPERES MODULES
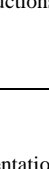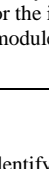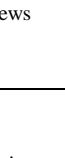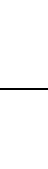
Module	Learning objectives	Methods	Resources	Tasks set for learners	Recommended length
Main modules					
1.- Major stages in European history since 1815	By the end of the module, the learners should: 1. be familiar with the broad outline of European history; 2. be in a position to select people to interview	Knowledge transfer Critical reflection on European history	Presentation Instructions for tutor	Identify major stages in European history to be used for the interviews (module B)	3 hours
	Knowledge transfer				
	Interactive module				
	Skills transfer				

Module	Learning objectives	Methods	Resources	Tasks set for learners	Recommended length
9.- Regional focus Currently available: South-east Europe	Look in more detail at the major stages in European history by focusing on one region in particular	Knowledge transfer Critical reflection on general and regional history	Presentation Instructions for tutor	Identify major stages in European history to be used for the interviews (module B)	2 hours
2.- Cultural cohesion and expansion of ideas in Europe	Learning about unity in diversity	Interactive module using a method based on the game 'Memory'	Instructions for tutor Presentation allowing the cards in the game to be edited	Supplement the chronology of European history with the major stages in the continent's cultural development	2 hours
8.- Birth of the European Union and Chronology of European integration	Look in more detail at the major stages in European history for the period 1950 to the present day	Knowledge transfer Critical reflection on European integration	Presentation Instructions for tutor	Identify major stages in European history to be used for the interviews (module B)	3 hours
3.- Geographical limits of European territories	Situating oneself in Europe Learning about the different European territories (member countries of the main cooperation bodies in Europe)	Knowledge transfer Critical reflection on the geography of Europe	Presentation Instructions for tutor	Identify countries to be used for the interviews (module B)	2 hours
A.- Interview techniques Choice of people to interview	The learners familiarise themselves with the various interview techniques Choice of one or more people to interview	Skills transfer Critical reflection on the choice of people to approach for an interview	Presentation Instructions for tutor	Identify the people to interview (module B)	2 hours
B.- Drafting of an interview guide	The learners each draft their own interview guide	Individual work	Presentation Instructions for tutor	Identify the questions to ask	3 hours
C.- Interview or account of personal experience	Interview conducted Summary of results	Individual work	Instructions for tutor Learner's interview guide (module B) Guide for summary of results	Complete the interview guide Draw parallels between the answers concerning the general history chronology and those concerning the European integration chronology	6 hours

Module	Learning objectives	Methods	Resources	Tasks set for learners	Recommended length
10.- Personal European identity atlas	The learners familiarise themselves with the various aspects of individual and collective identity Summary of results	Individual work	Presentation Instructions for tutor	Trace their personal identity atlas	2 hours
11.- Why should I become an active European citizen?	Understanding: 1. why some European citizens have chosen to act to improve or defend a political or social situation; 2. the role of NGOs (non-governmental organisations/civic associations) in civil society.	Group work Research and presentation of results Discussions between the groups Moral reasoning Critical evaluation Web-based research	Instructions for tutor Presentation allowing the cards in the game to be edited	The participants, divided into groups, have to piece together the life story of Jelena Santic with the cards for the Jelena Santic thread. The participants identify (if possible via the Internet) NGOs that are active in citizenship education, sustainable development, the social field, etc. As the final exercise of this module, each group chooses an NGO active in one of the above fields and prepares a presentation on this subject.	6 hours

Module	Learning objectives	Methods	Resources	Tasks set for learners	Recommended length
12.- Charter of personal commitment and European action	1. Learning about the duties and rights of citizens in a democratic society; 2. Encouraging personal commitment; 3. Presentation of the personal commitment charter	Group work Research and presentation of results Discussions between the groups Moral reasoning Critical evaluation Web-based research	Instructions for tutor Presentation allowing the cards in the game to be edited Template for a personal commitment charter	The participants, divided into groups, analyse, using 'duties & rights' discussion cards, the various responsibilities of citizens and how citizens can be encouraged to take them more seriously. The leader then asks the participants, working in groups, to come up with a campaign encouraging commitment to citizenship (design and production of a poster). As the final exercise of this module, each group presents and comments on its poster.	4 hours

Additional modules					
Module	*Learning objectives*	*Methods*	*Resources*	*Tasks set for learners*	*Recommended length*
4.- The main political trends in Europe	By the end of the module, the learners should be able to identify the main political trends in European history	Knowledge transfer Critical reflection on democratic political trends	Presentation Instructions for tutor	This module provides an opportunity to answer questions from the learners	2 hours
5.- The development of the concept of union between European countries	Familiarising oneself with the various forms of cooperation between States	Knowledge transfer Critical reflection on the aims of the integration process	Presentation Instructions for tutor	This module provides an opportunity to answer questions from the learners	2 hours
6.- The rule of law	Understanding the various conceptions of the rule of law	Knowledge transfer Critical reflection on the role of the rule of law	Presentation Instructions for tutor	This module provides an opportunity to answer questions from the learners	2 hours
7.- Economic and social models — the social market economy	Understanding the basic workings of the social market economy	Knowledge transfer Critical reflection on democratic political trends	Presentation Instructions for tutor	This module provides an opportunity to answer questions from the learners	2 hours

5.- TERMS OF USE:

Teaching is first and foremost about sharing, transferring and exchanging knowledge. This presentation may be used freely in conjunction with school-based and extra-curricular training conducted on a not-for-profit basis. Please cite the source!

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