

Competences that the pupils can acquire within the framework of the trilateral encounter and cooperation:

- Students work in a multinational setting and travel to at least one other EU country:
 - Application and consolidation of foreign language skills
 - intercultural learning
 - personal and social learning Die Schüler:innen machen Erfahrungen in außerschulischen Kontexten.
 - Pupils recognise the importance of external partners and supporters/donors (Rotarians).
- The students work methodically in presence and online:
 - They expand their skills in the digital domain: collaborative work on documents, video conferencing,
 - they get to know the advantages and disadvantages of different forms of work.
- Pupils acquire subject-specific competences on the EU.
- Students learn about the importance of the EU for democracy, human rights and justice.
- The students learn about central opportunities, but also challenges of the EU, using the example of the three countries:
 - Opportunities: United in diversity (EU motto), cooperative solutions, community is stronger than single country,
 - Challenges: Overcoming nationalism, engaging with new concepts, finding consensus,
 - diversity through the range of individual histories, geopolitics and societies is both an opportunity and a challenge.
- The students acquire further content-related competences with their self-chosen thematic focus.

→ The students are adequately challenged and supported according to their age in the sense of promoting giftedness and can thus further develop their personal, social, professional and methodological competences.