



Lifelong
Learning
Programme

GUIDELINES FOR KNOWLEDGE, SKILLS AND ATTITUDE FOR ACTIVE CITIZENSHIP

Version 1

Target Groups

This document is designed for VET Educators, trainers, teachers, Citizens and citizens associations, formal&informal citizens interest groups, pedagogical staff, facilitators (including community facilitators, mentors, coaches, social workers, public local, regional and national authorities and other community key actors, private enterprises , other stakeholderes



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1. Introduction to European citizenship.

This document is part of the informal learning provisions developed in the framework of the project DANTE - Drivers & Active NeTWork for European Citizenship in Vocational education and training. It is aimed at different target groups working to build the skills and knowledge on active citizenship

The Guideline combines ideas and delivery methods of active European citizenship exploring the positive experiences and knowledge of the target groups to equip trainers with innovative ways of providing informal training to different stakeholders

The most important idea is the existing connection to learning in community context as each citizen has to be part of the local community to which it belongs and for that some topics will be covered such as:

- exploring the definition of active citizenship
- exploring the active citizenship issues from learners own experience
- use the different tools to express concern, ideas, and knowledge

2. Mapping the mind

2.1. Definition – what is it?

The concept of *European citizenship* was formally set out in the Maastricht Treaty which come into force 1 November 1993 following its approval by all 12 that time member states in the European Community.

European citizenship is supplementary to national citizenship. Every person holding the nationality of a Member State of the European Union is also automatically a citizen of the EU. It gives every EU citizen a number of important rights such as the right to vote in European elections, the right to move and reside freely within the territory of the EU, right to consular protection, settlement and employment across the EU.¹

2.2. Benefits to the EU citizens

Although each country in the EU maintains its own government structure, EU membership guarantees certain rights² and benefits for citizens. Some of the rights

¹ For full list of rights check out: http://ec.europa.eu/justice/citizen/index_en.htm

² The rights of all EU countries are reciprocal. This means that a citizen of any EU country can live, work, and study in any other EU country with the privileges of a citizen.

(electoral rights, right to free movement and residence, consumer protection rights etc.) are now part of citizens' everyday life but not all of its benefits are well known. For example:

- If you're travelling outside the EU and there is no embassy of your country in that country, you are entitled to consular protection from the embassy of any other EU member state on the same terms as its own nationals.
- The EURES network, with its more than 750 advisers and the EURES web portal with job vacancies and practical advice, are available to help you find a job and to prepare your move abroad.
- The European Health Insurance Card (EHIC) entitles you to reduced cost and sometimes free medical treatment anywhere in the EU, Norway, Switzerland and some other countries.
- EU rules keep down the cost of using your mobile phone and smart device.
- Thousands of young people have taken advantage of the ERASMUS scheme, one of the EU's most popular programmes.
- The EU provides co-funding for a range of environmental initiatives through its LIFE programme.
- Strict EU rules on proper labeling of all food stuffs, enable you to understand exactly what is in the food you eat.
- In 2005, the EU agreed joint rules for keeping European airspace free from airlines and aircraft considered to be unsafe. The European Commission checks and updates the list of banned airlines at least every three months.
- EU rules keep down the cost of using your mobile phone and smart device.

2.3. Main information sources

Europa information sources:

- *EU Who is Who* - the online version of the interinstitutional directory of the European Union, searchable by personal name, organisation and position.
<http://europa.eu/whoiswho/public/index.cfm?lang=en>
- *Get involved in European policy making*
http://europa.eu/eu-law/have-your-say/index_en.htm
- *Your voice in Europe* - the European Commission's single access point to a wide variety of consultations, discussions and other tools that enable citizens to play an active role in the EU's policy-making process.
http://ec.europa.eu/yourvoice/index_en.htm

Online directories, portals and gateways

- *EURES Portal* - provides information, advice and recruitment and placement services for EU citizens wishing to benefit from the principle of the free movement of labour.
<https://ec.europa.eu/eures/page/homepage?lang=en>
- *Europe Direct* - provides information about EU policy, advice on practical issues such as how to obtain a residence permit, and contact details for organisations.
http://europa.eu/europedirect/index_en.htm

- Your Europe Portal - information for citizens and business.
<http://europa.eu/youreurope/index.htm>

Contracts, grants and funding

- *Beneficiaries of European Union Cohesion Policy* - at national, cross-border and transnational levels.
http://ec.europa.eu/regional_policy/country/commu/beneficiaries/index.cfm?LAN=EN&lang=en
- *CORDIS* - Community Research and Development Information Service - offers access to EU research and development funding programmes, information on potential partners and previous and ongoing projects.
<http://cordis.europa.eu/>
- *Contracts and Grants of the European Union* - the EU awards grants in order to fund projects and activities which implement EU policy. This site presents a list of European policies in favour of which contracts and grants are awarded, with additional information on specific programmes and the application process and a list of beneficiaries.
http://ec.europa.eu/contracts_grants/index_en.htm
- European Commission Financial Transparency System –
<http://cordis.europa.eu/>

EU legislative process and legal databases

- *Company law and corporate governance* - has official reports and legislation from the EU
http://ec.europa.eu/internal_market/company/index_en.htm
- *EUR-Lex* - the key portal to legal and judicial materials of the EU updated daily. It includes the Official Journal from 1998, treaties, legislation in force, legislative proposals, and case law with extensive search facilities.
- *Smart regulation* - the Commission assesses the impact of policies, legislation, trade agreements and other measures at every stage - from planning to implementation and review.
<http://ec.europa.eu/smart-regulation/>
- *Summaries of Legislation* - offers summaries of EU legislation in key policy areas, with links to most important primary documents.
http://europa.eu/legislation_summaries/index_en.htm
- *Your voice in Europe* - the European Commission's single access point to a wide variety of consultations, discussions and other tools that enable citizens to play an active role in the EU's policy-making process.
http://ec.europa.eu/yourvoice/index_en.htm

European statistical information

- *Eurobarometer*- public opinion and attitude surveys
http://ec.europa.eu/public_opinion/index_en.htm
- *Eurostat* - free access to all publications and data
<http://epp.eurostat.ec.europa.eu/portal/page/portal/eurostat/home/>
- *Statistical Data Warehouse* - economic and financial indicators supplied by the European Central Bank
<http://sdw.ecb.int/>

European Union institutions

- *European Council* - defines the general political direction and priorities of the European Union. The web site includes Council meeting documentation, i.e. papers submitted, background notes and a link to the President's web pages
<http://www.european-council.europa.eu/home-page.aspx?lang=en>
- *European Commission*
<http://ec.europa.eu/>
- *European Parliament* - the web site includes debates, minutes, reports, common positions, texts adopted, consolidated legislative documents, Parliamentary Questions, etc.
<http://www.europarl.europa.eu/>
- *European Court of Auditors* - reports of independent audits of the EU's collection and spending of funds.
<http://www.eca.europa.eu/Pages/Splash.aspx>
- *European Economic and Social Committee* - activities, documents and opinions of the Committee.
<http://www.eesc.europa.eu/?i=portal.en.home>
- *European Central Bank* - web site offers statistical releases, the Monthly Bulletin, Annual Report, Convergence Report and research, occasional and legal papers.
<http://www.ecb.europa.eu/home/html/index.en.html>
- *Agencies of the EU* - links to the web sites of EU specialist agencies divided into four categories: Community Agencies, Common Foreign and Security Policy Agencies, Police and Judicial Cooperation Agencies, and Executive Agencies.
http://europa.eu/about-eu/agencies/index_en.htm

2.4. DANTE partnership's definition

The DANTE project emerges as a necessary approach to overcome the current distance between politicians in Brussels and European citizens and promote active and participatory citizenship based on the development of digital competencies and social and civic competence through the exchange of best practices based on an increased access to Open Education Resources & Social Media. The partners decided to work on the field of active and participatory citizenship because the future of the European Union means major changes for European citizens. An important part of this is a bottom-up strategy, hence key skills such as ICT and entrepreneurship need to be at the heart of their professional education and training. Nowadays technological changes and development offer unprecedented opportunities in education and training, reducing social barriers through a leverage effect. Individuals can learn anywhere, at any time, following flexible and individualized pathways based on their citizen's rights. Teachers, trainers and other target groups will discover, through the DANTE project, how to create and use educational apps by improving their ICT skills. The handbook and guidelines will provide them with the basics of creating simple apps for their classrooms extracted from the Social media environment or free OER that can be used or accessed on a

device, like iPads, android tablets, laptops, smartphones etc. The added value is based on scaling up the use of ICT learning and access to free OER as well as a transfer that can be done from young citizens 35 to 50+citizens. The consortium is composed of universities, colleges, NGO,s and a Chamber of Commerce, hence we benefit from diverse perspectives on the matter as well as the soft & technical competences to create a valuable VET input.

3. Guidelines for knowledge, skills and attitudes

3.1. What is active and participatory citizenship?

Active citizenship refers to the involvement of citizens in public life at various levels within communities, in order to bring about change or even resist undesired change. Depending on the level at which it occurs, active citizenship may span from expressing the voting rights to becoming basically involved in campaigns and movements designed to promote and support environmental causes, sustainability or reduce poverty. Having a democratic creed at the basis, participatory citizenship entails respect for justice and the rule of law, without limiting nonetheless the citizens' freedom of expression in regards to having the courage to defend different points of view or to stand up for others. Often, active citizens' participation in activities refers to class actions, civil society demonstrations and committees or support of pressure groups acting within local communities. Participatory citizenship is commonly visible in a few solid directions: participation in the community through involvement by volunteering, knowing and understanding the political, socio-economic and civic context of the citizens' participation so as to make informed decisions and respectively the ability to support, develop and modify existing structures based on equality and inclusiveness principles.

List of Knowledge, skills and attitude

3.1.1 Active citizenship engagement:

- feeling the community you belong of as »My place«
- to experess the opinions concerning the » way thinks happened around here«
- to actively involve in the change process and problem solving helping stakeholders :
- to use reflexive thinking
- to identify important problems
- to debate
- to communicate
- to be active- to do things
- to consolidate their voice in the community
- to involve in the decision making process
- to understand the processes, institutions and people real concern

3.1.2 Active citizenship learning process

To learn :

- about civil & civic roles
- how to take part (confidence to engage)
- how to build a stronger voice
- how to understand the processes
- how to encourage dialogue being part of it
- how to share
- how to work with guvernemnet and local authorities
- how to structure the debate

To develop:

- Personal communication skills (e.g public speaking, critical thinking, reading, writing,..)
- Willingness to engage in debate and discussion
- A certain level of confidence & experience sharing
- The level of knowledge concerning the community processe, institutions, decision makers ..
- The sense of belonging to a group & community
- Community models
- Trust
- Cooperation with others
- Ability to listen to others
- Ability to express ideas and opinions clearly and forcefully
- Ability to adapt and be flexible

To know about:

- Citizenship and active citizenship
- Civil and civic participation
- Community engagement
- Social justice
- Participatory democracy
- Participatory approach
- Europe: geography, history, languages, cultures, institutions
- current affairs and issues in Europe
- at least 2 foreign European languages
- Willingness to engage in debate and discussion

3.2. How is it taught by trainers?

The status of active citizen is an acquired position, one that individuals must develop and steadily consolidate. The basis, nonetheless, lies in the educational foundations, when students gain knowledge and thorough understanding of the purpose and value of being actively engaged in decision-making processes. Schools and higher education institutions represent ideal contexts in which active citizenship can be built and instilled, both because there is a wide availability of teaching tools but also because such education facilities are small-scale communities that can make a difference once challenged.

Apart from the theoretical basis gained from the knowledge-acquisition process, active citizens need to be engaged in the pragmatic dimension of communities and thus organize their own know-how fundamentals. There are some directions in which participatory citizenship can be taught and encouraged:

- Voting in school elections. Whether the students are enrolled in schools or as undergraduates in universities, the idea of organising elections is a starting point for developing active citizenship projects, as it teaches young people not just about the process at stake, but also about the networks that can be built between candidates and voters. School elections will imply voting for a school president/representative, campaigning and supporting the candidate, as well as suggesting and organising distinct public events to promote the school community, attract funds or gain public image.
- At a smaller scale and in view of supporting diversity, starting group and club affiliation may prove equally efficient. Students and undergraduates can be enrolled in various clubs(reading, photography, environmental, civics) club and organise an array of activities, spanning from debates and mock trials to hosting public events in order to support a cause or trigger attention over certain topics.
- Activism is based on holding the knowledge necessary to initiating change and within the educational environment, this can be organised within online learning communities, constituted as Facebook groups, where trainers can mobilise students to take part in the course completion schemes. For each topic discussed in class students will be required to do research and visit profile websites, post topic-related articles and debate by commenting and replying. Such networks can provide suitable assessment materials, while, at the same time, it represents a valid tool for learning what citizenship means.
- Trainers can participate in organising and coordinating events that focus on charities, such as fund raising or cause supports, whereby the contributors are students manufacturing and selling handmade goods in public events. Volunteering stands at the basis of this concept and the young can learn new skills and establish their own networks of communication and action.

3.3. Structure of existing training material – an example

Europe Direct Bistrita Centre host structure, Bistrita Chamber of Commerce and Industry in collaboration with Europe Direct Centre Franche Comte, developed under a Comenius project an innovative pedagogical tool "**Bet on the European Union**" for high school classes students. The two centers have gone on the principle that today's youth will be tomorrow's EU citizens, so it is imperative that they are well informed. Thus, they want to be innovative and creative as a Quizz containing information about various topics including: symbols EU Member States and candidate countries, European institutions, European citizenship, key steps in the history of the EU. The instrument has been and will continue to be implemented by the Europe Direct Centre in high schools from Bistrita Nasaud county.

3.4. Tips for designing training for target groups

Training to consolidate active citizenship is tightly related to learning about and expressing the European citizenship in view of building conversations for change at local and national level. To do so, the young must understand some basic guidelines that may be used when carrying out activities for the pursuit of the common good:

- People's concerns vary greatly, but at a local level there are some common themes (environment, public events, NGOs) that ask for group cohesion, debates, forum groups or public manifestations. The young can be the linking level between authority figures and the citizens, by organizing and coordinating awareness campaigns and public events
- Partnership learning: working together with partner groups/towns can have tremendous advantages as it reveals alternative perspectives and it mobilizes larger groups of people. Such partnerships can be founded between educational facilities, clubs and even towns/cities, being a resourceful means of making available more opportunities to actively take part in the European citizenship realm. Such a partnership, combined with volunteering, can refer to recruiting young people to work with children and teenagers having learning disabilities in view of improving peer group integration and providing a role-model figure for them. Such local-level partnerships can be extremely fruitful as they offer an insight in various social layers, fight against discrimination and exclusion, engages both parties in constant work and enables cohesion between citizens. By extension, such groups can build partnerships with youth groups across Europe and find charitable causes to support in areas not necessarily located in the activists' countries.

4. Learning process

4.1 Different learning approaches

- Education differs and can be presented in many forms, all depending on how you approach and design it. The main importance is that it fit our values, our experiences but mainly our target audience. There are many forms available to select from ranging from behaviourist to constructivist, to social networking, peer learning, lesson studies, problem based learning, learning with technologies and many more, with newer forms such as MOOCs (Massive Open Online Courses) and Open Innovation structures, gaining ground. Each teacher should focus on what they need to transfer and consider the best option to do so.

4.2. Different roles in the community: trainer/learner

- An open learning community is considered one of the most successful methods of learning where trainer and learner are inter-related and interconnected. The information flows freely both sides allowing also, learner-learner interaction. This stimulates information sharing and role playing allowing learners to take initiatives and be in control of their own learning path. Communities are common and represented on Learning Management Systems (examples are Moodle, Blackboard and Sumtotal), closed networking sites such as Buddypress for example, but also blogs created by schools to allow information sharing.

4.3. Autonomous learning

- Autonomous learning is characterised by learning at your own pace and at your own time. The actual meaning is that a learner sits by him/herself and studies. When in an online or e-environment, the trainer/course designer has to appropriately design the course to allow the learner access to all relevant tools and course information in order to complete it autonomously. This means, self-assessment questions, exercises with links to evaluation tools, course material and tools for communication with the trainer (such as a discussion forum / email). Related to training on European Citizen rights, examples for autonomous study are short videos available on YouTube, PowerPoint presentations or PDF files with information, and URL links to specific sites.

4.4. Collaborative learning

- Collaborative learning is the opposite of autonomous and is characterised by working in groups, either online or in a classroom. Unlike autonomous learning, people engaged in collaborative learning capitalize on one another's resources and skills (asking one another for information, evaluating one another's ideas, monitoring one another's work, etc. leading to active interaction, sharing of experiences and engagement in a common task. Trainers can use conversation analysis evaluation methods to assess this method but also statistical analysis of results.

4.5. Face to face learning

- Face to Face learning is the most common approach used in education today offering both advantages and disadvantages. The trainer/learner role is more evident and interaction depends on how the course material is structured and delivered. This method is mostly used when training on European citizen rights, with trainers integrating videos, testimonials, information and case studies during class. Group work can be organised to allow exchange of information and knowledge sharing.