



Dante

**DRIVERS & ACTIVE NETWORK  
FOR EUROPEAN CITIZENSHIP  
IN VOCATIONAL EDUCATION AND TRAINING**





## Citizenship Best Practices e-handbook content

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## PARTNERS

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ΔΙΚΤΥΟ ΕΠΙΣΤΗΜΟΝΩΝ ΚΑΙ  
ΕΠΑΓΓΕΛΜΑΤΙΩΝ ΤΟΥΡΙΣΜΟΥ ΚΑΙ  
ΠΟΛΙΤΙΣΜΟΥ ΜΕΣΟΓΕΙΟΥ – ΙΟΝΕΤ





# 1. INTRODUCTION

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 participant-tory citizenship because the future of European Union means major changing European citizens being important part of the 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 offers unprecedented opportunities in education and training reducing, through a leverage effect social barriers. 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

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 Social media environment or free OER that can be used or accessed on a device, like I pads, android tablets, laptops, smartphones etc. The added value is based on the 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. Consortium is composed by universities, colleges, NGO,s and 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.





## 2. Aim :

The project : will approach the education and training on citizenship issues not only as a classical pedagogy but mainly by using the power of Social Media as a valuable learning environment. The number of smart phones, tablets, social media accounts, e mail addresses, You Tube videos are growing explosively and , through its final product our project will help target groups to learn how to use this new and modern environment to teach students no matter young or old, men and women persons with disabilities or not. VET approach has to be changed by using new and modern methods and our project will contribute to that.



### 3. Detailed presentation of the case

#### *a. Romania – Building a stronger voice*

The case study concerns the use of social networks to inform the Romanian citizens about exploring natural gas from shale by horizontal drilling and hydraulic fracturing.

**Definition :** Shale gas refers to natural gas usually found in compact, low-permeability rocks deep beneath the surface. Shales are fine-grained sedimentary rocks that can be rich sources of petroleum and natural gas. Reserves are estimated to represent between 120 and 150 years' worth of natural gas supply at the current rate of consumption.

Four oil concession agreements have been executed in Romania for exploration, development and production: one in Barlad, in eastern Romania, and three in Dobrogea, in the south-east. All of them were granted to a local subsidiary of US oil and gas giant Chevron. Exploration started in October 2013 and was suspended shortly afterwards due to opposition from the local community, organised mainly by means of social networking. Chevron began the exploration process again in February 2014 and was granted a second environmental permit to install additional exploration equipment in the concession areas, but decided to withdraw in 2015.

In Romania the subject of the shale gas exploitation (unconventional gas type) grew and became extremely controversial because of significant threats it posed to the environment and communities living near mining perimeters.

## **Environmental Concerns**

There are some potential environmental issues that are associated with the production of shale gas, these being the main concerns of social media activists. Shale gas drilling has significant water supply issues. The drilling and fracturing of wells requires large amounts of water. In some areas of the country, significant use of water for shale gas production may affect the availability of water for other uses, and can affect aquatic habitats.

Drilling and fracturing also produce large amounts of wastewater, which may contain dissolved chemicals and other contaminants that require treatment before disposal or reuse. Because of the quantities of water used, and the complexities inherent in treating some of the chemicals used, wastewater treatment and disposal is an important and challenging issue.

If mismanaged, the hydraulic fracturing fluid can be released by spills, leaks, or various other exposure pathways. The use of potentially hazardous chemicals in the fracturing fluid means that any release of this fluid can result in the contamination of surrounding areas, including sources of drinking water, and can negatively impact natural habitats.

## **Social media voicing of the protest**

To raise public awareness on the effects of shale gas exploitation, many organizations use social networks such as Facebook, YouTube, etc. campaigned against the project from Chevron.

### **Facebook:**

One of the pages created to inform citizens about this project is:

<https://www.facebook.com/pages/Impotriva-exploatarii-gazului-de-sist-prin-fractionare-hidraulica/367516606594649#> =



This page has managed to collect 3728 appreciations. The web administrator has made a petition. Reference is also made to pages of other groups:

Group Romania

<https://www.facebook.com/groups/444752518917275/>

Group Barlad

<http://www.facebook.com/groups/246073258803542/>

Group Dobrogea

<http://www.facebook.com/groups/231493600282404/>

The first probe was operating in Romania located within the commune Pungesti.

To inform the population of the community various items have been posted on the following links:

<https://www.facebook.com/rezistentapungesti>





### **YouTube**

After a search on the network about 1,050 results were found:

The first documentary about shale gas in Romania:

<https://www.youtube.com/watch?v=udrJ0ebaNnQ> 7998 views

Pungesti protest: <https://www.youtube.com/watch?v=dej9TKbK1TM> 7998 views

Barlad protest: <https://www.youtube.com/watch?v=tajJ66mLWGQ> 1483 views

### **Conclusions:**

The protests that led to Chevron's withdrawal from the shale gas project in Romania were also founded on the conflicts occurring between the local communities and the public authorities. If the latter could draw benefits from such a contractual agreement, the former was subject to no benefits whatsoever and therefore left to be mere witnesses and even victims of the promised drillings and explorations. The campaign against the multinational Chevron was conducted exclusively on social media networks, allowing citizens to support a public cause, to organize strikes and protests by communicating online, sharing ideas and experience and lobbying in order to protect the area.



### b. *Greece – Using OER for active citizenship*

**Definition:** Open educational resources (OER) are freely accessible, openly licensed documents and media that are useful for teaching, learning, and assessing as well as for research purposes.

**Active citizenship:** active citizen - a citizen who takes an active role in the community / a native or naturalized member of a state or other political community.

Some key characteristics of active citizenship which are directly linked to the key competences needed by adults are:

- Participation in the community (involvement in a voluntary activity or engaging with local government agencies)
- People are empowered to play a part in the decisions and processes that affect them, particularly public policy and services
- Knowledge and understanding of the political/social/economic context of their participation so that they can make informed decisions
- Able to challenge policies or actions and existing structures on the basis of principles such as equality, inclusiveness, diversity and social justice.

Key competences related to active citizenship are:

- ICT skills in order to search, locate and acquire information
- Communication skills in national and foreign languages
- Active listening skills
- Communication skills
- Understanding of different cultures skills

**Description/Relevance:**

There exist a plethora of training material regarding the training delivery of active citizenship and each trainer accommodates and adopts training and learning material according to their target group’s needs. OERs optimise training delivery due to their conformity to transferability rules within educational systems (online or not), as well as their possibility to alter to fit specific needs. The case study investigates the training of social media to be subsequently used when training topics of active citizenship. Trainers need ICT skills in order to create, use and modify OERs hence, social media use is an essential skill to possess. Moreover, ICT skills are key competences in order to participate in today’s society as many prefectures, municipalities and other public sector organisation, allow for online interaction with their citizens.

**Case presentation:**

Use of social media as an adult or trainer is becoming more and more useful in today’s information society and having training material readily available is very

beneficial. The OER was re-created for the DANTE project by IONET and is an interactive training unit on what social media are, how one can use them and their benefits in training delivery for adults. The material is SCORM compliant i.e. can be used in any SCORM compliant Learning Management System as is available as both Flash and HTML5 versions. If need arises, it can easily be translated into other languages. It can be re-used under the Creative Commons Use Licence.

### **Conclusion:**

The material will be readily downloadable from the DANTE project website for any interested party to use as well as for trainers to use within their educational settings. The OER aims to increase trainers and adult educators ICT skills and social media tools knowledge and their use in adult education provision.

The training community can benefit from this since the OER Unit is divided into sections and can easily be structured according to specific and respective training programmes delivered.

## ***c. Spain - Citizenship best practices - citizenship key competencies***

### ***Spain - Engaging community stakeholders***

#### **1. Introduction**

1.1 Since 2000, Gijón has been a member of the Eurocities Network, taking an active part in the network's forums and work groups. In 2013 Gijón was awarded the Eurocities 'Smart Governance' prize for its citizen's card and was also commended in the category 'Smart Living'. Lawton School has engaged directly with the city authorities on several occasions and through its training activities is in constant contact with a representative spectrum of citizens.

1.2 These two factors have allowed us to reach a series of conclusions as regards

a digital approach to citizenship and the way forward for education and training in citizenship issues.

2. The growing number of smart phones, tablets, social media accounts, email addresses, etc. has given rise to the belief that people born after 1980 are 'digital natives' and fail to excel academically with the teaching methods of the past. In other words, people raised in the post-digital, media saturated world require a media-rich learning environment to hold their attention. There is a growing body of belief that this is a fallacy, that the fact that a person is a proficient user of Facebook, Instagram, Twitter and so on does not necessarily mean that they will learn better with digital platforms. If it is indeed true, however, that the 'digital native' exists, it means that there is also a 'digital divide' that negatively affects a large proportion of those responsible for education and training. The aim of this project is to help the latter to learn how to use this new environment to teach students, both young and old, no matter whether they are 'digital natives' or not.

3. On several occasions Lawton School has worked with Gijón Town Hall in the framework of the Local Employment Agency 'Impulsa' project. One aspect of this project is career guidance and advice for people who may be thinking of seeking work in other parts of Europe. This involved language skills auditing on an individual basis in English, French or German, as well as help with drawing up a curriculum vitae (Europass model), use of internet for job searches, and discussion of cultural differences within Europe. By and large, with the exception of a few older people, the participants were well versed in the use of internet and social media. In general, however, they knew relatively little about Europe and the EU and were not particularly aware of being European citizens.

Among students attending language classes in our own organization we find a similar lack of awareness of European issues such as the drive towards economic, social, monetary and fiscal union.

This lack of awareness on the part of the populace also extends to the Gijón Town Hall web portal, which offers a vast array of services to citizens apart from the well-known citizen's card. Use of these services requires more than a passing knowledge of internet and social media, and in the case of older citizens especially will constitute a real problem unless the Town Hall takes steps to provide some form of training in the use of all these digital services.

In the case of our organization we have examined and experimented with several different options for online training, and our staff have reached the conclusion that the most effective solution is blended learning based on a platform such as Moodle and/or a closed learning environment such as Edmodo and/or Skype, combined with class-based learning. Although Lawton School's primary aim is not to promote the concept of European citizenship as such, we do contribute to this tangentially in the sense that we train students in the use of language skills and digital language learning tools.

#### **4. Conclusions**

4.1 As mentioned above, Gijón Town Hall has developed a highly detailed and



complex

set of digital services. So far the impact on the community has not been as great as expected but steps are being taken at present to remedy this. For example, the Town Hall has signed an agreement with the National Institute of Public Administration to launch an online training programme for municipal employees to update their knowledge and digital skills in the service of the public, and a short course has recently been held for companies that provide services to the Town Hall in the use of the new outsourcing and tendering platform.

4.2 Public bodies in general should bear in mind that it is not enough to provide digital services. They also need to provide adequate training for present-day citizens to use these services, while coordinating with educational and training institutions to provide this training for young people going through the educational system.

4.3 The main subject areas for a tailored training programme would be keyboarding, use of browsers and search tools, familiarization with online form-filling, online security, and use of online learning resources. Additionally the learners should be encouraged to learn not only how to be an active citizen in their own locality, but also about their rights and responsibilities as citizens in the wider European context.

#### ***d. Lithuania - SOCIAL MEDIA FOR ENCOURAGING DIALOGUE WITH STUDENTS AT ALYTAUS KOLEGIJA / UNIVERSITY OF APPLIED SCIENCES***

##### **1. Introduction**

###### **1.1. Short description**

Social media has tremendous potential in education. Learners can develop key competencies in the social Internet: collaboration, negotiation, reflection, constructive criticism, selection, and information analysis. This case study explores the role of social media in study process at ALYTUS KOLEGIJA University of applied sciences in International business management. Specific

social media – Facebook, Google+ and MySpace, YouTube, Twitter, and LinkedIn – are the most popular among students. This case study also notes an increase in student familiarity with using social media and student research skills. Social media provides teachers with an opportunity to develop communication skills among their students.

### 1.2. Relevance

This case study is relevant with the specific objective SO1 of the Project “To facilitate the development of innovative practices in the field of vocational education and training through new ways of learning and teaching, characterized by personalization, engagement, use of Social Media, collaboration, bottom-up practices and where the learner or teacher is creator of learning content“. In doing that Alytaus Kolegija teachers created this tool for educational e-material using Social Media and Open Educational Resources.

**2. Aim: The project** will approach the education and training on citizenship issues not only as a classical pedagogy **but mainly by using the power of Social Media as a valuable learning environment**. The number of smart phones, tablets, social media accounts, e mail addresses, You Tube videos are growing explosively and, through its **final product** our project will help target groups to learn how to use this new and modern environment to teach students no matter young or old, men and women persons with disabilities or not. VET approach has to be changed by using new and modern methods and our project will contribute to that.

### 3. Detailed presentation of the case

ALYTAUS KOLEGIJA / University of Applied Sciences Higher Education institution which introduced a binary system of Higher education in Lithuania. Students develop academic and professional competences in the study fields of Management and Business Administration, Informatics, Informatics Engineering, Transport Engineering and Civil Engineering in three faculties Management, Technologies and ICT. ALYTAUS KOLEGIJA / University of Applied Sciences is a state university providing nationally and internationally accredited higher education study programmes, offering Professional Bachelor’s degree.

This case study research was conducted during the two semesters from 2013 autumn to 2014 spring at the Alytus Kolegija within the Management course of International business management program. In the autumn of 2013, the Management course underwent an extensive redesign intended to help new students build a stronger foundation of knowledge and skills in preparation for their studies. The course incorporated a variety of learning activities, called skill builders, which utilised social media. Active use of social media would support the development of competencies and skills in students’ learning activities and their use of the media. Social media is one of the best choices for students to build new skills during:

- **Independent learning activities**, which always are supported by educators and each other students by students. There are two ways to work independently:
  1. Student personally choose the topic (theme) and work alone using scientific

literature and internet resources;

2. Group of three people work on a certain topic / project. Students were involved in one collaborative group project throughout the semester. Throughout the Management course, students use different types of social media. **Blogs**, as online journals, serve the purpose of allowing students to process and personalize information. Long-term blog assignments allow students to become capable of taking charge of their own learning, and they eventually develop into independent lifelong learners (Pang, 2009, cit. SCS Porto, L. Blaschke, G. Kurtz, 2011).

**Wikis** is used in the online teaching setting to facilitate shared knowledge building among and by students. Students are asked to work in a wiki as a group to create e.g. glossary of “leadership” terms relevant to the course. This is an ongoing activity as students can choose any term that they like as long as it is relevant to the course and has not been contributed in earlier classes. **Twitter** is used for search for potential research resources, share information discovered with others.

• **Assessing learner achievement:**

Students created an individual website using a wiki, blog, or other web tool

Using **Google Docs**, students worked with assigned group members to develop a grid that depicted the evolution of distance education across waves of development as part of an on-going collaborative group project.

**Best Practices**

**Benefits for learners:**

Respectful and safe environment for communication and discussions among students and educators;

Provide background information on certain topics;

Encourage students to present their perspective on all issues. They are free to express their opinions and approaches and even feelings, students feel self-confident and important.

**Benefits for the community:**

Students less likely to participate in anti-social behaviour. They bring forward new community projects and ideas and develop a sense of social responsibility, which they will carry into their adult lives.

**Conclusions**

Social media may hold the key to increasing youth civic engagement. The excitement surrounding social media is hard to deny and connecting that excitement to issues that might seem out of reach for the average high school student could reverse the trend of declining interest. Alytus kolegija serves as an example of the successful integration of social media with civic engagement to empower high school students from disadvantaged circumstances. By helping students become more competent in social media use, educators have the potential to empower them in finding new ways of acquiring knowledge. At the



same time, any incorporation of these media requires careful consideration so that the key affordances of the media are fully exploited and support the objectives of the learning activities in a holistic and pedagogically meaningful way.

**References:**

1. Alytaus kolegija / University of applied sciences. [www.akolegija.lt](http://www.akolegija.lt)
2. Stella C. S. Porto, Lisa Blaschke and Gila Kurtz. Creating an ecosystem for lifelong learning through social media: a graduate experience. 2011. [file:///C:/Users/Dell/Downloads/6\\_Porto%20Blaschke%20and%20Kurtz\\_REV\\_changes\\_Porto.pdf](file:///C:/Users/Dell/Downloads/6_Porto%20Blaschke%20and%20Kurtz_REV_changes_Porto.pdf)
3. Lynnette G. Leonard. Youth Participation in Civic Engagement through Social Media: a case study. <http://www.medialit.org/reading-room/building-citizenship-skills-through-media-literacy-education>

e. **Italy** – Working with government and local authorities

**Introduction : Background**

In the province of Messina foreign residents are about 5% of the population and 20% of them are SECOND GENERATION YOUTHS , that is to say children of European or non-European citizens immigrated in Italy. In the matter of question



we refer to youths who came in Italy when they was child or who were born in Italy directly. Most of them speak perfectly our language (including our local dialects), know our customs and traditions that they often adopts and the majority of them identify themselves as Italians. The Italian state, unfortunately, has not yet recognize them as Italian citizens. But that's a very open question according to the fact that births to foreign citizens continue to increase and, before realizing it, they will be young adults fully integrated into the social, cultural and economic Italian fabric.

### **Description of Interventions**

The Coop. Città Viva worked together with “Anolf Messina” for a training on the subject of European Active citizenship of second generation youths. That activity was carried out in close collaboration with the Ministry of Labour and Social Policy of the Italian Republic, which also has created a web portal called “The Integration of Migrants”.  
(<http://www.integrazionemigranti.gov.it/Pagine/default.aspx> )

The partnership has also developed with local authorities, as well as various Municipalities of the Province of Messina and the Associations Municipal Consult of the City of Messina.

#### **1.2 Relevance** – what is the relevance of the case for project’s needs

Thus were organized intense training for teachers ( Schools and University ), social workers, mediators, associations cultural operators and practitioners, associations representing various nationalities, parents and young people of the second generation , decision makers etc. All contents of traing course will be online by internet ( web site , facebook , youtube )

### **Training contents in short**

Integration, multiculturalism as well as making use of the multi-cultural youth immigrants wealth under an economic key were the main topic discussed. Were highlighted language and cultural skills that young second generation, many of them with higher education including universities, can make available to Italian companies for their internationalization so to conquer emerging markets.



In other words active European citizenship is the key to switch from a mere phase of understanding of Second Generations youths rights and duties to the concrete realization of functional actions in order to increase economic welfare and cultural life of the person and society. The initiative had a strong effects thanks to trainers with great experience, proficiency and professionalism.

**Dr. Serena Matarese**, representative of the Ministry of Labour and Social policy, outlined the ongoing efforts of the Ministry in foreigners political integrations in the country especially concerning employment, productivity, youth entrepreneurship, all opportunities and the role of second generation youths open mentally and culturally to interact with new international markets.

**Professor Mirella Guta and Professor Laura Tringali**, both principals of educational institutions of Messina, expressed about communicative and teaching methods useful in the processes of integration of foreign children in schools. Concepts of basic importance for the training of teachers, parents and cultural mediators.

In particular Professor Guta is herself an example of integration and the real presence of opportunities for immigrants, because of her Romanian origin, then Italianized becoming firstly a school teacher and then principal.

**Dr. Maria Lucia Serio**, President of the Council of Associations of the City of Messina, exposed the municipal policies regarding integration highlighting the important resource represented by foreigners referring to the production, trading and financial activities of the local area.

It was also given space to interventions of practical training thanks to the experiences of second generation youths and cultural mediators who contributed to the exchange of good practices in different social contexts.

Also language courses of Italian, Arabic, English, Chinese and others.

### **Others good practices : Main E.U. projects**

On the issue of European active citizenship the Anolf Messina also participated in various European programs and the main topics were:



- Joining the generations. The elderly men as a resource: good European practices (GATE)
- Social inclusion of immigrants in Europe: the fight against poverty and marginalization and promotion of cultural diversity ( PRO EUROPE - Youth in Action project )
- Active citizenship and European intercultural exchange (A.C.E project)

#### **4. Conclusions**

4.1. The training activity exercised had a strong effect on the Italian and foreign community. The first part gave concrete answers about problems faced on a daily basis, about integration, multiculturalism and the role of the second generation youths in the society. Above all, principals such as teachers and cultural mediators were compared on different teaching and relational methods. The foreign community, largely made up of students and their families, went through the sensitivity and the real interest of the institutions and associations to them, also through listening to their problems and their proposals.

4.2. Strong point of what has been achieved is certainly the possibility of repeating it. We can do that again cause of the extent of the province of Messina, so there is a need of implementing distance education that can be carried out in loco, avoiding difficult transfers.

4.3. There are two main areas on which the distance education can be based. The first area takes advantage of the possibility of using modern methods of communication, such as social networks (Skype etc.) for video conferencing and having continuous tutorial support. The second area is the possibility of using the training papers and data sheets which can be easily downloaded directly from website. It was also arranged an agreement with the University of Messina for the creation of an e-learning platform that will be the key tool of the training.

#### *f. Slovenia - Involving young people in community*

The Association for Culture and Education PiNA is implementing many activities aiming to empower young people, encourage their active cooperation in

the community and to promote the importance of opening up spaces that will enable more effective opportunities for active participation of young people.

One of the most important projects implemented by PiNA intended to strengthen active, equal inclusion and participation of the youths of the coastal Slovenian municipalities and furthering their social competences was implemented in 2014 and titled *ADD Something Meaningful*.

The analysis of youth policies in municipalities in Slovenia in 2012 showed that none of the coastal Slovenian municipalities had a youth board in their municipal council, not even a commission for youth issues. These municipalities also do not have a Youth Friendly Municipality certificate and do not even have a regional institution for youths. The key organisations are scattered, unconnected, their work programmes do not include the concept of active citizenship. The aim of the project was thus the increase of active inclusion and participation of youths by raising the level of active citizenship and improving social competences through education and by providing relevant information.

PiNA has chosen a group of young representatives who have formed a coastal initiative group and cooperated together in performing field actions and consulting. They prepared educational workshops for secondary school and university students, an educational seminar on participation and active citizenship for youth workers and a few events.

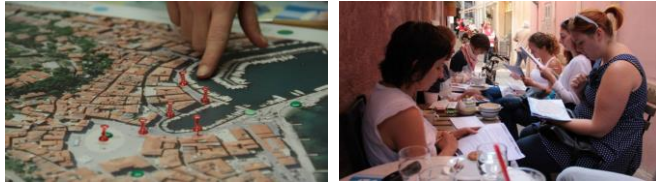
The two most interesting field actions carried out by young people were:

1. **WATCH THE HOLE:** Youngsters performed a recreational cycling race from Koper to Piran, during which they tried to determine whether the route could be safely ridden without violating road rules. They also tried to find out sites that would need more appropriate arrangements to provide greater security for cyclists and other users of the route.



2. **SECURITY IN URBAN CENTRES:** Young women came together and tried to identify which spots in the cities of Koper, Izola and Piran elicit positive emotions and provide a sense of security and those, which do

so. Afterwards they discussed what measures to undertake in order to improve the sense of security for young women in the urban centres.



The project also conducted an extensive study on the satisfaction of the youth in coastal municipalities in which all municipalities, key youth organisations and more than 350 young people participated. The study is presented in an extensive document titled *Youths in Coastal Municipalities, Analysis of the Situation and a documentary entitled Add Something Meaningful* was created in order to present the whole project.

Some competences (knowledge, attitudes and skills) that citizens need for participation:

- to take part in discussions; consciousness of current issues; to be able to take and evaluate a position or decision;
- to be capable to critical handling of information and information technology;
- to use the media in an active way (not as consumer, but as producer of media content);
- to have language competence, reading and writing;
- to be able to present in verbal and/or written manner his/her ideas;
- to cooperate and interact with other;
- to be creative and innovative.

### *g. Czech Republic – Community Branding*

#### **Introduction**

Ostrava is the third largest city in the Czech Republic as well as the third biggest city as for the population. The Silesian part of Ostrava was first mentioned in 1229, until the late 18th century, Ostrava was, however, a small provincial town with the population around one thousand inhabitants engaged mainly in handicraft. In 1763, large deposits of black coal were discovered, leading to an industrial boom and a flood of new immigrants in the following centuries. The

20th century, in particular, saw further industrial expansion of the city accompanied by the increase in population. While in the beginning of the last century the population amounted to 30 ths. inhabitants, the number of inhabitants rose to 183 ths. in the middle of the century and the growth continued further in the upcoming decades to 327 ths. inhabitants in the beginning of the 1990s. On the contrary, since 1991 there has been the gradual decrease in the number of population to the current 295 ths. inhabitants.

Reflecting the inevitable structural changes, black coal mining in the area of the city was stopped in 1994 and other industries have undertaken a thorough restructuring process since that time as well. It has resulted in the decline of the economic and political importance of the city as the industrial agglomeration.

At the current times it could be considered as the traditional and old industrial region that has gone through the fundamental and eventually beneficial restructuring process accompanied by the increase in the rate of unemployment and emergence of vast brownfields as the consequence and the by-product of the process of deindustrialization. The deindustrialization and the loss of the job opportunities have had the impact on demographical development, i.e. the shrinkage in the number of population and the change of the socio-demographic structure of the city. The reduction in the number of population has been caused mainly by the migration of the significant amount of inhabitants to the more labour-intensive and economically attractive cities within the Czech Republic.

### **Ostrava is in the centre**

With respect to the above stated trends in the development of the city, there was the Club for Beautiful Ostrava (“Za krásnou Ostravu“) established based on the initiative by Ilona Rozehnalová, the owner of the antiquarian bookshop and the cultural club Fiducia.

The Club has followed in the footsteps of the similar alliances of the pre-war period (before the WWII). The aim of the club activities is intended to be the intellectual support, mental enrichment and entertainment of its members. The club itself is the apolitical association independent on sponsorship, subsidies and grants and has over four hundred members, including artists, historians, theatremakers, teachers, journalists, photographers, directors and architects.

The members of the club have not avoided taking in their hands hoes, rakes, shovels, buckets or mops and embellish a part of their city. They contributed to enhancing a commemorative plaque, the members also lit up the Torchbearer by the artist Marek Pražák and cleaned the sculpture by Miroslav Chlupáč or the sculpted relief by Václav Uruba. Moreover, they organize guided walks focused on architecture, “poetical assassinations“, and publish the quarterly bulletin named Krásná Ostrava (Beautiful Ostrava) by which they embellish the city from the intellectual point of view. The bulletins consist of the photo reports from the embellishing events as well as the original contributions, critical remarks, cartoons and humorous essays or articles about interesting places and people of the city.



The latest initiative of the association is a campaign called Ostrava is in the centre.

Within the beginning of the campaign web pages and profiles in social network Facebook (<http://facebook.com/ostravajevcentru>) and Twitter (<https://twitter.com/hashtag/ostravajevcentru>) have been created with the challenge for sympathizers who are not indifferent to gradual devastation and depopulation of the historical centre of Ostrava. They are invited to take a photo (nowadays such a popular selfie) with their favourite sight or place in the historical city centre and send it using hashtag **#ostravajevcentru** (#ostravaisinthecentre).



Happening was another event where parade participants marked about 15 places hungering for improving their dismal state over a long period with handmade billboards, comic bubbles or yellow and green balloons with smiles.







The next interesting social occasion was a public debate with a presence of the city mayor, a historian and a sociologist, focusing on how to face negative trends as evidencing shrinking the city by reducing the number of its inhabitants, decaying empty buildings and shop windows, neglected public spaces, outskirts inside the city, obstacles for pedestrians and cyclists, or the construction of architecturally problematic buildings and unconceptual complexes.



People are welcome to send their essays or other texts bringing initiative and particular suggestions how to solve the current situation through Facebook or e-mail letters.



## Okrašlovací spolek Za krásnou Ostravu

### TIP NA OŽIVENÍ CENTRA OD ONDŘEJE POLANSKÉHO – „DOMÁCÍ ÚKOL“ PRO INICIATIVU OSTRAVA JE V CENTRU

30. 3. 2015 · rubrika Ostrava je v centru

-V centru chybí veřejné záchodky. Nabízí se možnost opravit a zprovoznit existující záchodky na náměstí E. Beneše, ale nemělo by zůstat jen u nich. Chápu, že provoz a údržba je nevděčná práce, ale když zvládnou záchodky provozovat ve městech na západ i na východ od Ostravy, zvládnou to také. A zapomenout bychom neměli ani na nápojové fontány, které v létě ocení všichni.

-Noční mříž v pasáží Vesmír. Nesmyslná bariéra ve městě, ve kterém se už tak špatně pohybuje pěšky. Původní problém, tedy že lidé v pasáží moci, se podařilo vyřešit, zato přibýlo lidí, co moci na mříž. Well done. Ze všech možných řešení tak bylo zvoleno to nejpohodlnější, ale nejméně citlivé. Například noční strážník hlídající tramvajovou zastávku a pasáž by byl efektivnější a přinesl by i pár vedlejších výhod.

- V centru chybí večerka. S tím úřad sice moc nenačká, spíše se dívám tomu, že nikdo občas nepotřebuje něco koupit po 20h...Že by to s tím vyliďněním centra bylo až tak vážné?

- Československá ve špičce představuje regulérní rychlostní komunikaci v prostředí města, která zneumožňuje efektivní pohodlný pěší pohyb. Čekání na přechodu pro chodce u Husova sadu je útrpná zkušenost, zvláště když trolejbus, na který jdete, je schopen během jednoho intervalu červeně odbočit ze Sokolské, projet kolem sadu, po vašem přechodu, zastavit na zastávce, nabrat lidi a vesele zmizet v dálnicích.

Hledat na stránce...

#### RUBRIKY

- Aktuality
- Fotogalerie
- Média
- Naše články a stanoviska
- Ostrava je v centru
- (+)Ostravská témata

- Bulletin
- Okrašlovací spolek Za krásnou Ostravu
- O nás
- Členové spolku
- Kontakty
- Naše články a stanoviska

#### MAPA OKRAŠLENÝCH MÍST



Some competences (knowledge, attitudes and skills) that citizens need for participation:

- To have communicative skills,
- To learn during all life, e.g. to follow lifelong learning ideas,
- To be flexible, creative, open-minded,
- To be ready to share his or her experience,
- To take a risk,
- To adopt proactive thinking,
- To accept challenges, not only to wait for ready information,
- To be able to think out of the box.



## 4.Social Media Netiquette

There are declarative statements like “you can’t / you should / you must” that Internet users love to make about how to behave online. The do’s and don’ts of online conversation got codified early on in what was soon known as “netiquette”. The term netiquette, attributed to Apple’s Chuq von Rosbach, first appeared in 1983.

If you really want social media to work for you, you need to make sure that you are treating others with respect. What does that mean? Well, here are some of the rules of social media etiquette (or netiquette) that you should be following.

### **Be polite.**

As simplistic as that sounds, it really is one of the most effective methods of communicating with others on social media. Remember to say please and thank you and people will remember you. Best yet, avoid the anger induced rants that are so easy to get into when someone has done you wrong.

### **Be kind.**

A kind word goes a long way in social media, as well as in real life. Being nice to everyone you meet, online and offline, is a great way to gain friends and make valuable contacts. Don’t be rude and make sure you listen to people and they will keep coming back.

### **Give credit.**

If you post something taken from another source, give the appropriate credit. Users like to be recognised and linked back to. Observe some basic copyright rules and never simply copy and paste content. If you see something worth sharing, mention where or from who you have seen it.

### **Talk like a human being.**

Write like you would normally talk, not as if you are sending an email to your boss. Try to avoid corporate jargon and meaningless euphemisms. Check your spelling and avoid excessive use of abbreviations that others may find confusing.

### **Respect the community.**

An online community is made up of a complex mix of personalities. When commenting and posting, avoid any kind of inappropriate behaviour and language that may offend, or the community will punish and ignore you. Be patient, be forgiving.

### **Listen before you speak.**

Take time to carefully read what is being discussed and remember to establish a clear connection if you have something to say. Understand where others are coming from and why they say certain things so you can really appeal to them. People appreciate constructive criticism, but despise know-it-alls and those who bring up matters irrelevant to the conversation taking place.

**Add value to the conversation.**

You may not be a journalist, pro blogger or a communications professional, but you should still write something of substance, something new, something that others can learn from: in essence, something worth reading.

**Be creative - be fun.**

Online conversations commonly have a very relaxed feeling. You must have a good sense of humour. Being witty, willing and entertaining are ways you can ensure success. This will help other people approach you and relate to you more easily.

**Protect the privacy of others.**

As a courtesy, you should ask permission before posting photos or videos of others online. You should also protect the email addresses of others by deleting them from emails you forward.

**Do not use all caps.**

Using all capital letters in electronic communication is like shouting at someone in person. Shouting is not acceptable. There are caveats and exceptions. Subject lines, headings, and advertisements are often in all capital letters for readability reasons.

**Resources:**

A Netiquette Guide for Social Media Interaction

<http://www.cambre-associates.com/component/downloads/downloads/10.html>

7 Rules of Social Media Netiquette

<http://www.mirnabard.com/2009/09/7-rules-of-social-media-netiquette/>

25 rules of social media netiquette

<http://www.alexandrasamuel.com/world/25-rules-of-social-media-netiquette>

Netiquette tips

<http://www.gcflearnfree.org/internetsafety/7.4>

## 6. Conclusions

1. Social media and digital tools as a mean to boost civic participation

With the increasing of public access to digital communication tools, the civic participation became easier, providing people wishing to participate in the democratic processes the possibility to support values, principles and ideas

though Social Media and other digital tools, such as online petitions or other digital tools provided by public institutions.

## 2. Increasing the access to digital tools for vulnerable groups

Even if more and more people have access to internet, the access to digital tools is still limited to certain persons who are belonging to vulnerable groups. Beside the creation and promotion of such tools, it is also necessary the development of measures oriented to develop key digital competencies among the general population.

## 3. Social media: a new frontier in education

Social media can be used to increase the access of students to education and information. By using tools such as Skype and Edmodo, distance learning can achieve better results, by allowing the trainers to present their courses to a large number of students. Also, by making the books, courses and other information materials available online by internet (website, Facebook etc) the students and the general public will have a better access to education.

## 4. Social media as a mean to protect our values and our communities

Social media could be considered one of the best means to support democracy and to stop abuse and bad practices by providing for the general public the possibility to associate, to change ideas and information and to bring into the public agenda problems that can be considered dangers for the community.

