EUROPEAN CITIZENS ARE GROWING UP

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ECLIPSE: European Citizenship Learning in a Programme for Secondary Education

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You will find on the accompanying DVD and the project's homepage (http://eclipse.lett.unitn.it/index.html) the teaching/learning materials, the testing materials, teachers' guidelines and how to use the resources in Italian, Spanish Portuguese, German and Romanian.

Letter from the ECLIPSE partners

Dear pupils and teachers,

Welcome to Eclipse!

Within these pages, you will find fascinating learning materials and you will have the opportunity to share your work with pupils from 6 European countries: Italy, Germany, Portugal, Romania, Spain and United Kingdom.

You will learn more about your region, your Country, which is located in the European Union, you will become familiar with social, economic and political questions of our time and will be able to build on improving and contributing to the European Union.

What will you find in this book? This publication offers basic teaching/learning resources that help pupils to grow up as European citizens, obtaining key information about where we live (local, national, European) and developing civic competence.

In the first instance, it is for the pupils and teachers who deal with citizenship learning within different subjects, such as history, economics, law, chemistry, etc., for pupil teachers, teacher educators, for school masters, and other professional educators who are aware of the importance of promoting competent citizenship and social engagement.

The manual includes core and optional teaching/learning resources in 7 European Citizenship Modules (ECMs), which can be used alongside the teaching resources already in existence in the schools of the EU countries.

The learning strategies should foster active participation and autonomy. The given proposals can be adapted to the different situations according to the official curricula, to the work already done at school, and to the learning interests.

You'll find transversal learning opportunities for learning to learn and for transition to work as well; the Pupils' portfolio is a helpful tool to help pupils to develop these skills.

You can assess your learning by answering the questions in the *Knowledge Test* before, after working through the ECLIPSE resources.

The paperwork offers resources for the pupils (the first part), and for the teachers (the second part). In the DVD you will find the knowledge test (pre and post), the answer sheets for the tests, the questionnaire of beliefs, and the proposals for the teachers.

The ECLIPSE project team wishes you well with this work and hopes that you will enjoy learning and sharing your experience using the resources.

Olga, Lidia, Maria Helena, Carolina, Kerry, Patrick, Tom, Dirk, Irina, Cesar,

Marta, Cristina, Yaritza, Luis Feliciano, Maria Olga, Manuel Humberto,

Joseph, Dulce, Florbela, Doreen, Madalina, Monica, Dan

Introductory remarks

The ECLIPSE (European Citizenship Learning in a Programme for Secondary Education)[1] project is a multilateral COMENIUS project, selected and co-financed by the EACEA (Education, Audiovisual and Culture Executive Agency); it seeks to develop, test, and implement a Programme for Secondary Education (PSE) for the pupils of the 8th grade[2], in the years 2011-2014, offering a bar-minimum of knowledge in European Citizenship Learning (ECL) for all pupils, developing a sense of belonging, European identity, responsibility and transversal competences needed in a life long learning process.

The six Consortium partners of ECLIPSE (Germany, Italy, Spain, Portugal, Romania, and United Kingdom), carried out the project in order to improve the European Citizenship Learning approach in the countries involved, and hopefully in all the interested schools, especially in the wide European area.

In this introductory part we present the background, the reasons for the creation of the ECLIPSE project, what you will find in this publication, the ECLIPSE's concepts and the basic assumptions, particularly the conceptual framework.

The introduction provides a description of the structure of the project, concerning the European Citizenship Learning, and the European dimension; it outlines the curricula comparison, the learning aims and the expected outcomes, describes how PSE takes place in schools, the teaching, and testing materials.

Presentation of the ECLIPSE project and its reasons

This project starts from the premise that citizens of a democratic society should have a civic competence, to defend their rights, to perform their duties, and to contribute to a common progress, and aims to overcome the gap between policy and implementation in education for citizenship.

In fact, there is limited evidence of citizenship competence (Survey ICCS-IEA 2009[3]) of pupils, and of intercultural and European dimension, necessary premises for European cooperation and for mobility.

Young people should acquire the basic life-skills and competences necessary for their personal development, for planning their future employment and for an active European citizenship, focusing on self knowledge, information, transversal skills (self regulated learning and self-planning), an interest for local, national, European and world issues.

Transversal competences, such as learning to learn, critical thinking, sense of initiative, entrepreneurship (for growth, employment and personal fulfillment), ICT skills, are basic elements for

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[1] ECLIPSE (European Citizenship Learning in a Programme for Secondary Education) eclipse.lett.unitn.it
[2] The school level of the pupils may vary; It can be the 7th, 8th or 9th grade, according to the National school system.
[3] Kerr, D., Sturman, L., Schulz, W., & Burge, B. (2010). *ICCS 2009 European report: Civic knowledge, attitudes, and engagement among lower-secondary students in 24 European countries.* Amsterdam: IEA (International Association for the Evaluation of Educational Achievement).

the life of the learners and for the world of work, and are a declared priority both by the European Institutions (s. 2020 Education and Training policy agenda - ET 2020)[4] and by the National /local School Authorities.

ECLIPSE contributes to improving at theoretical and practical level the domains of education for citizenship in European dimension and the teacher (initial and in service) training which are two sides of the same coin, in the context of the school development paying attention to formal, and informal learning.

It intends to address the educational research internationalising it in order to find new roots, and achieve higher results through the international exchange, as it happens in all scientific fields.

At the same time, ECLIPSE partners designed and implemented teaching/ learning activities using shared monitoring tools. The learning resources on offer in the ECLIPSE publication are the result of 30 months' work of the ECLIPSE Consortium, where the partners shared concepts, methods and approaches for citizenship education, in a close mutual cooperation.

Partners studied their individual country's situations, especially the official curricula, and the European surveys. They developed the ECMs, implemented them within the context of school practices in the pilot schools of the partner countries, and provided in-service teacher training in order to check the practical use of it and seek suggestions for improvement. Lead teachers implemented the ECMs in their schools and shared the results with colleagues during 3 teacher courses (Trento 2013, and Bucharest 2014); they discussed and gave practical feedbacks to a re-shaping of the materials, where appropriate, and to the evaluative pupil tests as well.

The estimated time to be allocated to the use of the ECLIPSE teaching and learning resources is 10 to 30 teaching hours. In any case, ECLIPSE is something transversal in the general education, meant to enrich the existing teaching of civics, geography, history and economics in schools.

Teachers of different disciplines are expected to use the ECLIPSE material, dealing with civic and citizenship education in the different subjects, especially: Mother tongue and Foreign Languages, History, Geography, Economics and Law, Chemistry, Visual Education, Citizenship education (in its different names in the EU countries), adopting an interdisciplinary and collaborative approach[5].

The project promotes a paradigm of citizenship education, centred on the development of competent citizens, who critically engage with, and seek both to respect citizens' rules and to affect the social, economic and political life, by interacting democratically in different groups.

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[4] Education and Training 2020 (ET 2020). Council Conclusions of 12 May 2009 on a strategic framework for European cooperation in education and training (ET 2020) [Official Journal C 119 of 28.5.2009]
http://europa.eu/legislation_summaries/education_training_youth/general_framework/ef0016_it.htm
 (last access Febr. 9th 2014).
[5] Bombardelli O. (2012 ed.), L'Europa e gli europei a scuola, La Scuola, Brescia.

What will you find in this publication?

This book aims to support pupils, teachers and other professional educators in promoting pupils' European Citizenship Learning. The present publication is made up of 3 main parts, of which 2 are both in paper and in digital form, one is only available on the DVD. Part 1 is the document for the pupils and offers the European Citizenship Modules, with core and optional aspects, and the Pupil Portfolio. Part 2, to be used by the teachers, includes testing materials for the pupils, explains how teachers should use the ECLIPSE material, and gives some guidelines for the teacher's professional development through the Teacher Portfolio. All texts, activities, worksheets and the materials in the national languages, are included in the accompanying DVD for easy printing; in the DVD further information is collated, such as the translations in national languages of the teaching and learning materials, the answer sheets for the tests, the curricula comparison.

The chapters devoted to the teaching and testing materials introduces the ECMs, the knowledge test, the questionnaire of beliefs, making explicit what kind of competences should be developed in the European Citizenship Learning Programme. The pupil portfolio and the teacher portfolio are useful tools to improve pupils' learning and to promote teachers' learning and growth both as individuals and as professionals through reflection and self-assessment.

The book is useful for the people at the forefront of education, such as teachers, head teachers and stakeholders at school level (pupils, parents, school administrators and other staff, members of school governing bodies and the community). It can be used for initial and in-service teacher training, for teacher educators, and other professional educators, for interested people and associations.

European Citizenship

European citizenship is a concept with a bewildering variety of interpretations. In spite of a long list of European networks[6], the barriers remain high in many fields. By comparing the different National concepts, and constantly referring back to the European documentation[7] (Council of Europe, OCSE, UE 2006, IEA- ICCS, Eurydice) the Consortium partners agree upon the main aspects of citizenship, and about how citizenship education must be structured in order to develop competent European citizenship.

Competent European citizenship goes way beyond a definition of citizenship that focuses on rights and obligations. Competent citizenship means to be a willing and active participant in taking on the responsibilities of the community at different social and geographical levels, with a sound knowledge

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[6] Oonk, G.H., Maslowsky, R., van der Werf, G. (2012), Internationalization in Secondary Education in Europe: A European and International Orientation in Schools Policies, Theories and Research, Information Age Publishing 2011.

[7] Eurydice (2012), Citizenship Education in Europe,
http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/139EN.pdf

and understanding of the facts, an appreciation of the skills and values and to be able to interpret situations in their European and global horizons.

The concept of citizenship has been linked to knowledge of social, cultural, economic and political dimensions as well as to individual and social responsibility. ECLIPSE partners agree that education for competent active citizenship in the local, national, European and global dimension needs to become an internalised, aware and accepted habit for youngsters.

The Consortium decided to adopt the definition of competence for lifelong learning set out by the Council on Education and the European Parliament in December 2006**:** "Civic competence is the sum of the different learning outcomes which are necessary for an individual to become an active citizen. It is a combination of the knowledge, skills, attitudes and values which enable people to act successfully in civil society, representative democracy and everyday life based on democratic values"[8], adding some aspects, like understanding, dispositions, and behaviour, focusing on competent citizenship, which includes active engagement. Active citizenship is defined as "participation in civil society, community and/or political life characterised by mutual respect and non violence, in accordance with human rights and democracy"[9]. Competent citizenship in the European dimension includes, besides information, the challenge of developing transversal skills, especially learning to learn and entrepreneurship, ICT skills, being aware of the problems, looking for solutions, and being active in improving situations.

The term *citizenship* mainly denotes a legal status and judicial relationship between the citizen and the State, it can be perceived also as related to the knowledge and exercise of rights and responsibilities.

In the interdependent society of the EU, where member States share part of their sovereignty, citizenship is decoupled from its dependence on national identity, the concept and the practice of citizenship expands from a membership status in a local community to a central membership in the territorial nation-state, and to the European communities as well.

The Maastricht Treaty formally introduced the EU citizenship[10] as a legal concept. All nationals of a member State also become EU citizens who shall enjoy the rights guaranteed by this Treaty and shall be subject to the duties imposed thereby.

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[8] Recommendation 2006/962/EC of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning [Official Journal L 394 of 30.12.2006]; s. European Reference Framework of Key Competences http://ec.europa.eu/education/policies/2010/doc/basicframe.pdf.
[9] Hoskins, B. (2006), Draft framework on Indicators for Active Citizenship, Paper presented at the European Commission (Crell) conference, Working towards Indicators on Active Citizenship, Ispra, Italy, September, p.6.
[10] The Union citizenship is set out in Part II of the Treaty on European Union of 1992 and reaffirmed in the Constitutional Treaty. Article 17 states that every person holding the nationality of a member state shall be a citizen of the Union. Citizenship of the Union shall complement and not replace national citizenship.

The European Union is a young entity and most European citizens still leave school without any awareness of their belonging to Europe and are deprived both of correct information and of real contact with schools in other European countries. Young people need to learn more in this field.

The European Dimension

Teaching and learning for European Citizenship implies being aware of the importance of the European integration process for the European countries and for the planet. Civic care for European affairs is not in addition to the National ones, it is a constitutive part of it, due to the close relations between the countries in the European Union (EU), and at a global level.

The European identity[11] can develop based on common traditions and cultural values, and especially in the awareness of a common destiny of the European people in the global scenario.

The image of the European Union is not perceived in a clear way by its citizens. A relative majority of Europeans have a neutral image of the EU (39%, unchanged since spring 2013). However, the proportion of respondents for whom the EU conjures up a positive image is 31%, while there has been a slight decrease in the number of Europeans with a negative image of the EU (28%)[12].

In fact, the trust in national political institutions continues to decrease; the proportions of Europeans who tend not to trust national governments (72%) and national parliaments (69%) are high, and even the number of respondents who do not trust the European Union (58%)[13] is a reason for concern. Two-thirds of Europeans consider that their voice does not count in the EU[14].

The European cooperation process is taken for granted in the XXI century, without perceiving the enormous results achieved, like peace among Countries that historically fought violently in the past. The cooperation among countries is the only way for them to play a leading role in the globalised world.

In many countries politicians and mass media describe the European Union, and the Euro from negative point of view, overlooking the fact that decisions taken at a central European level (Brussels etc.) are common decisions shared by the member States in a democratic way; citizens need information and critical habits to establish their own ideas.

The ECLIPSE project materials aim to develop inclusive National and European Identities, reminding us that social identities incorporate cognitive, evaluative, and affective meaning, reflect shared representations of a collective self; social Identities are 'we' rather than 'I' identities, and as

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[11]European Commission, Declaration on European Identity, http://www.ena.lu/declaration_ european_identity_ copenhagen_14_december_1973-020002278.html. Solemn Declaration on European Union, Stuttgart, 19 June 1983, Bulletin of the European Communities, June 1983 6/1983, pp. 24-29.
[12] Standard Eurobarometer 80 First Results – Autumn 2013
[13] Standard Eurobarometer 80 First Results – Autumn 2013.
[14] The proportion of Europeans considering that their voice counts in the EU represents less than three Europeans in ten (29%) in 2013, Standard Eurobarometer 80 First Results – Autumn 2013.

such they depend on collective beliefs and social patterns of interpretation that define the group. Its membership is shared by all of those in the group, as well as by outsiders. Social Identity[15] also has behavioural implications, since identification impels attachment, loyalty, and a sense of obligation to the group; this behavioural component in particular makes social identification a potential resource for collective action.

The ECLIPSE idea of Europe is a balanced and inclusive one, valuing the local and National dimension while avoiding citadelthinking, conciling national and European identity, focusing strongly on civic values like belonging and responsibility. We also see the project as an opportunity to integrate European teenagers into a community gradually free of intolerance, reducing prejudices about other nations and to develop tolerance to each culture by having regular contact with one another.

ECLIPSE provides the opportunity for all the participants (pupils, teachers, parents) to gain information, skills, differences and similarities in values of the EU members, offering a core common European programme at European level and common testing/ monitoring materials, which represent a strong European added value in the education for citizenship.

It is expected have a positive impact on teachers and pupils, by means of information, critical reflection, focusing on active involvement of learners, in order to reach citizenship competences, beyond mere rhetoric. The ECLIPSE learning materials aim to be a guide to help pupils learn why and how to make documented and motivated choices and to develop coherent competences for their life plans.

Pupils should be empowered to go over a declarative knowledge about the EU and to understand the effects of the common decisions that the country representatives take at EU level in all fields related to everyday lives. The emphasis on competent European citizenship should encourage citizens to know how they want Europe to develop, and to engage in promoting this, perceiving themselves as being responsible at local, national and European level, sharing a common destiny.

The European Commission's commitment to promoting active citizenship is longstanding; policy plans for the future should increase pupils' learning and teacher training in citizenship education.

ECLIPSE fosters the exchange of good practice, in order to improve the quality of education and training, to look beyond the blinkers we typically wear as scholars within our own research system. The ECLIPSE partners are committed to ensuring the sustainability of the project work. The desired impact of ECLIPSE includes scientific debate, an influence on future educational policies and the design of teacher education as well as teaching in this area. Policy makers in educational field and communities, NGO's and Municipalities, teacher associations and Youth associations at local, national at international level should continue to promote youth exchanges (study stays and trips, common projects etc.), across Europe and beyond.

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[15] Tajfel, H., Turner, J. C. (1986). The social identity theory of inter-group behavior. In S. Worchel and L. W. Austin (eds.), *Psychology of Intergroup Relations*. Chigago: Nelson-Hall.

Cooperating with young people from other European countries should encourage them to get a closer look at the daily life in other countries, to become familiar with the peer groups through social networks, photos, books, and to overcome the possible prejudices, thereby increasing their yearning to get to know their European partners better.

The bodies involved are encouraged to continue emphasizing civic learning and the cooperation among school and the world of work; schools are expected to keep and expand any links with "twin schools". In order to support them, the ECLIPSE website will remain active for two years; teachers and learners will have therefore multiple opportunities to access free on-line language resources or to share their lessons.

Competent citizenship contributes to shaping the future of pupils and of society; the European dimension implies the acknowledgement of the political and institutional relevance of the European Union, the awareness of the importance of a more convincing European cooperation project, in documented, critical, and non-populist way. Pupils will discover presence and impact of Europe in their daily lives, understand that they live in an interdependent world, that their countries cooperate at a European level, and become better able together to compete in the world scenario.
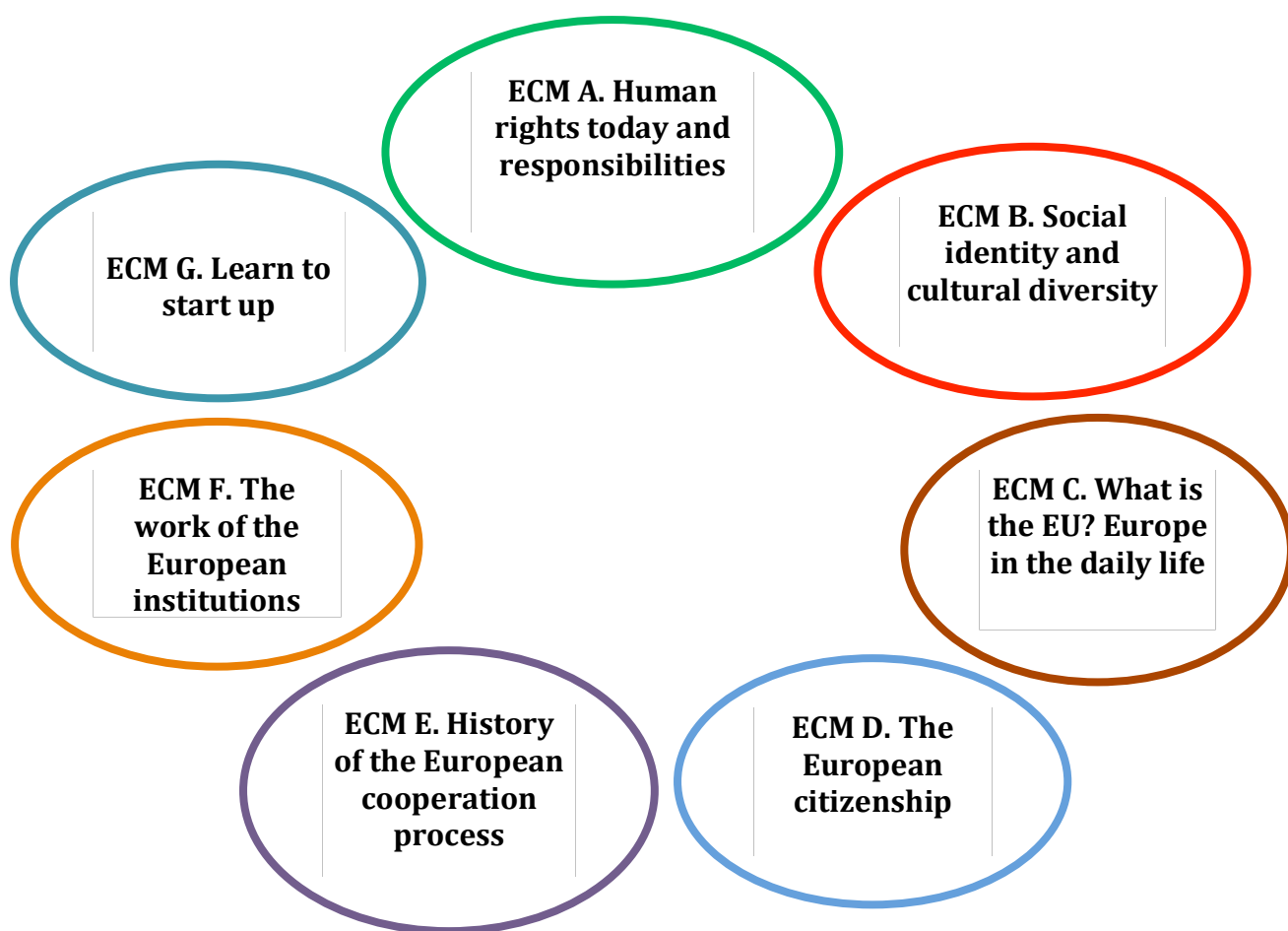
ECLIPSE may represent an opportunity to implement a new view of citizenship, fostering forward-looking cultural policies and aiming to a shared sustainable future.

Part 1. Publication for the pupils

1.1. Teaching materials: The European Citizenship Modules (ECMs)

This specific Programme for Secondary Education includes seven European Citizenship Modules (ECMs). These the map of the Modules.

MAP OF THE ECMS - European Citizenship Modules

ECM A. Human rights today and responsibilities

ECM G. Learn to start up

ECM B. Social identity and cultural diversity

ECM F. The work of the European institutions

ECM C. What is the EU? Europe in the daily life

ECM E. History of the European cooperation process

ECM D. The European citizenship

Human rights and Responsibilities in today's world

1. Introduction

The foundation of the European Union (EU) is based on the safeguard of values such as human dignity, freedom, equality, democracy, rule of law and respect of Human Rights. These values are enshrined in the EU Treaties and are reinforced in the

Charter of Fundamental Rights of the EU. As citizens of the EU it is our duty to know our rights in order to fully exercise our citizenship. In this Module you will reflect about the respect of diversity.

2. The Universal Declaration of Human Rights

The Universal Declaration of Human Rights, signed in 1948 after the Second World War by the General Assembly of the United Nation, and accepted by the Countries which have ratified it, can be defined as a common standard of achievement in terms of rights and freedoms. No distinction shall be made on the basis of race, colour, sex, language, religion, political beliefs, opinion, national or social origin, property, birth or other status. All the people are equal before the law and no-one shall be held in slavery or subjected to torture or to inhuman punishment.

The most important aim is to defend the equality of rights and opportunities, to reject discrimination and violence and to practice forms of participation and coexistence based on respect and cooperation.

Source and more information on:
http://www.un.org/en/documents/udhr/

Remember   As we can see from a number of Countries that struggle for freedom, democracy is not guaranteed everywhere.

Key words

Human rights education

Rights and responsibilities

Discrimination

Time
Core: 1h
Optional: 3 h

Contents

Universal Declaration of Human Rights (1948)

Charter of the Fundamental Rights of the European Union

Preamble Articles 20 - 21—22 - 23 of the Charter of the Fundamental Rights of the European Union

Discrimination

Confronting violence against and women children, teenagers

3. The Charter of the Fundamental Rights of the European Union

People of the EU are resolved to share a peaceful future based on common values: this is the preamble of the Charter of Fundamental Rights of the European Union (2000/C 364/01). This Charter, which is an annex of the Lisbon Treaty (2009), aims to preserve the diversity of the cultures and traditions of all Member States.

> **You can find the entire text of the Charter at the following website:** www.europarl.europa.eu/charter/pdf/text_en.pdf

4. The chapter III of the Charter: Equality

Article 20: Equality before law.

Everyone is equal before the law.

What does the word "equality" mean to you?
………………………..

Article 21: Non di scrimination.

Any discrimination based on any ground such as sex, race, colour, ethnic or social origin, genetic features, language, religion or belief, political or any other opinion, membership of a national minority, property, birth, disability, age or sexual orientation shall be prohibited.

Article 22: Cultural, religious and linguistic diversity.

The Union shall respect cultural, religious and linguistic diversity.

Article 23: Equality between men and women.

Equality between men and women must be ensured in all areas, including employment, work and pay.

Reflection

Choose one article of the Charter and create a symbol to represent it. Show to your partners and exchange ideas with them.

………………………………………………………………………………..

5. Rights and Responsibilities

There are inalienable fundamental rights to which a person is inherently entitled simply because she or he is a human being.

We talk about rights… but as a European citizen what are our duties? Think of, at least, four items and discuss with your classmates.

> Dignity
>
> Freedom
>
> Equality
>
> Solidarity
>
> Citizens rights
>
> Justice

In groups, discuss the meaning of these terms and find one example for each one.

1. What are your conclusions? …………………………………………

Case Study

1.a Human Rights: universal, indivisible and irreplaceable

Imagine a situation: e.g. "Student A teases Student B about his physical appearance". Think about this and try to answer:

1. Is student A violating student B's rights? ....
2. How will the victim feel? ……………………………………………
3. What will the consequences be if the situation continue? ....…

1.b. Human Rights Violations

Your class is divided into small groups. Each group will look in the news, media or reports of NGOs (Amnesty International, United Nations High Commissioner for Refugees—UNHCR, Human Rights Watch), for cases in which a Human Right is violated by a Country or a group of people. You will subsequently present this to the rest of the class with your proposal for improvement.

Have a look at:

UNHCR: http://www.unhcr.org/cgi-bin/texis/vtx/home
Amnesty International: http://www.amnesty.org/
Human Rights Watch: http://www.hrw.org/

6. Discrimination

News about people who have been abused or discriminated often goes unnoticed. Many times people are harassed for different reason such as disability, ethnicity, physical features, clothing, religion, sexual orientations. Discrimination and abuse may become harassment when the physical or psychological violence continues over a period of time, and when it is done with the intention of doing harm. It is very important that you understand that although some discriminatory situations may seem to have a low-intensity or low importance, they could be the antecedents of more serious events.

In order to have an idea of the European Union's action against the gender discrimination, please, see the following link:

http://europa.eu/legislation_summaries/employment_and_social_policy/equality_between_men_and_women/index_en.htm

Reflection

Various situations of physical or psychological violence are daily reported by the mass media. The class is divided into small groups: each group must prepare a small sketch — using pictures, newspaper clippings, short dialogues, videos — to represent a case. The class analyses and then proposes one or more solutions for preventing and avoiding this kind of violence.

Suggestions for facing hypothetical bad situations:

A. "Nobody wants to sit next to Ricardo because he has additional educational needs";

B. "Everybody makes fun of Michael because he is black skinned ";

C. "Carolina is insulted because she always gets good grades in school";

D. The new girl is isolated because the others do not like her".

Humanitarian aid

Have a look at:
http://www.youtube.com/
watch?v=xpo60JuW-ak

7. Respect for children's rights worldwide

Respect for Human Rights and dignity are values common to all European Member States. They also guide the Union's action both inside and outside its borders to develop assistance and humanitarian aid. The European Union is committed to protecting and promoting children and teenagers' rights because they represent the future.

Problems in the world:

1) Children not attending school: 72 million, 57 % of whom are girls

2) Children involved in child labour: 110 million

3) Over 50% of all mothers giving birth are not assisted by a trained midwife

4) Over 3 million children die from complications that arise during or immediately after delivery

5) Over 300 000 children annually are born HIV positive

6) 10 million children die every year from preventable causes before reaching the age of five.

Source: http://europa.eu/legislation_summaries/humanitarian_aid/l33603_en.htm (last access, 3.3.2014)

Source and more information on:

http://europa.eu/pol/rights/index_en.htm

Research project

Research UNESCO's children rights. Can you find any information about projects around the world dedicated to protecting children's rights? ....

8. A focus on the freedom of religion or belief

Freedom of religion or belief is one of the fundamental Human Rights; it means that everyone has got the right to follow or not a religion or belief, it includes also the freedom to change one's belief and to manifest it alone or with others, in public or in private through teaching, practice, observance.

Reflection

There are a huge number of festivals and celebrations that are an integral part of religions around the world.

1. Do you know any of them? ……...

2. Research some festivals/celebrations and choose one that you would like to celebrate. Describe it.

7. Discussion text

"Europe is still the closest thing to paradise on Earth"

"Despite the Eurozone crisis, Europeans should not forget how great a place to live their continent is. […]. Even with a crisis, European still enjoy about the safest, healthiest and wealthiest lives in the planet.

According to the UN human development index (HDI), which measures life expectancy, literacy, education levels and standards of living Country, six of the 10 most developed nations in the world are in Europe. I realize the 24% of unemployed Greek citizens might take issue with being told they are lucky to live in Europe. But in 2011, after four years of recession, Greece still had a higher GDP per capita based on purchasing power parity (PPP) than any country in South America and Africa as well as most Asia, according to IMF. […]. Some suggest Europe is no longer able to compete with the strongest emerging economies. […]. Countries such as China and India are making laudable progress, but most of their citizens still live in the kind of crippling poverty unimaginable in the EU. […]. The US offers more opportunity to the gifted, the entrepreneurial and the rich than Europe does. But those who don't fall into those categories are better off there.. […] Of course, there are some large territories such as Canada and Australia that also offer a good life but their relatively small populations […] require they be compared with particular EU Countries and not the whole continent. The level of development Europe has attained is one of humanity's greatest achievements. […] But Europeans should never forget that most people in this world would give anything to be able to live like them. So those who are lucky enough to be citizens of the closest thing to paradise on Earth should be more appreciative of what they have and less depressed about the future of this continent.

(The Guardian, Remi Adekoya 19 September 2012)

The class is divided into two groups to take part in a debate. One group will be for and the other against the opinions expressed by this article. Each group reads the text and plans their discussions accordingly.

You have now covered the following topics:

⇒ **Human Rights;**

⇒ **The importance to avoid discrimination**

Time
Core: 1h
Optional: 3h

Social identity and cultural diversity

1. Introduction

Topics like migration, social identity, mobility and cultural diversity are regularly discussed in the European Union (EU). Several young people know other EU Countries due to holidays or school/university experiences. In this specific Module, you will understand and appreciate the value of the European cultural heritage, and you will develop awareness of the intercultural dimension.

2. Cultural heritages in the European Union: identity and diversity

European citizens should know and value the cultural heritage passed down over the centuries: Europe shares a common identity and, at the same time, has a significant cultural diversity within it.

The cultural heritage helps you to understand own histories and the ancestry that binds people together; it is also an integral part of your present and of your future. For the European Union the preservation of cultural heritage is of high importance; the arts, cultural and natural heritage are essential to the development, the social cohesion, and to create a sense of belonging, without excluding new citizens.

Heritage is a complex concept which identifies different categories: tangible heritage (UNESCO, *Convention Concerning the Protection of the World Cultural and Natural Heritage*, 1972) and intangible heritage (UNESCO, *Convention for the safeguarding of the intangible cultural heritage*, 2003).

Split the class into teams. Each team has to identify and write down an example of common cultural heritage from each EU Country member. The team that comes up with the most examples is the winner. Internet sources can be used

3. Tourism in Europe

Cultural heritage is one of the m ost attractive aspects for the visitors: ancient architecture, monuments, historical cities, museums attract millions of tourists every year. Tourism is becoming an increasingly important element in the life of European citizens, and it plays a key role in the development of many European reg ions. What is very important for the European Union is to promote sustainable and responsible tourism.
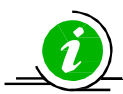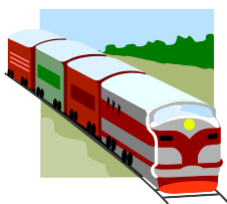
More information at:

http://epp.eurostat.ec.europa.eu/statistics_explained/index.php/Tourism_trends

http://ec.europa.eu/enterprise/sectors/tourism/index_en.htm

3.a. Do you know what an InterRail is?

Travelling through out Europe means enjoying a lot of opportunities from the transportation infrastructure (train, bus, plane). Since the 1970ies InterRail is one of the instruments created to facilitate travelling across Europe. It is a special and flexible railway ticket that allows the free circulation of people into thirty European Countries.

Case study. Find information regarding the "InterRail".

Try to plan the InterRail trip of your dreams for the following summer. Which Countries would you like to visit? Why? With whom would you go? How much would you spend? Where would you sleep? Have your parents or friends ever been on an InterRail trip? If so, when? Where did they go?...

4. The free movement of persons and the Schengen Area

Nowadays, the possibility of getting to know the territory of the European Union is facilitated by the abolishment of controls at borders. The free movement of persons is one of the fundamental freedoms guaranteed, along with the free movement of goods, services and capital, by the European Treaties. Thanks to the Schengen Agreement, signed on the 14th of June 1985, and subsequently to the Treaty of Maastricht (1992), European citizens can move and reside freely within the European Union. Currently, the Schengen Area includes most EU States; Iceland, Norway, Switzerland and Liechtenstein, not EU-Countries, have joined the Area. Thanks to Schengen rules, you need only present your Identity Card within the Schengen Area, and need your passport when travelling to non Schengen Countries.

Source and more information at:

http://europa.eu/legislation_summaries/justice_freedom_security/
free_movement_of_persons_asylum_immigration/l33020_en.htm

http://ec.europa.eu/dgs/home-affairs/what-we-do/policies/borders-and-
visas/schengen/ http://europa.eu/abc/euslides/index_en.htm

5. The multicultural Europe

Did you know?

With only 0,27% of a total of 20.121.641 inhabitants Romania is the EU Country with the fewest immigrants but the number of emigrants is large (over 1 mil- lion) - according to the National Statistics Institute.

The European Union has become a place of destination. During recent years, the European Continent has faced an increased immigration and demographic changes. If, in the past centuries, the Europeans travelled to the Americas or Australia to seek better living conditions, today the flow of immigration is a priority of the European Union agenda (e.g. see the Lampedusa case).

Many of those who live in poor and developing Countries try to emigrate to the richest Countries of the European Union. The historical context and the social

> ***Push factors: the reasons that lead a human being to emigrate***
>
> **Political conditions**: wars, genocide, ethnic, religious, political persecutions
>
> **Economic factors**: unemployment; poverty
>
> **Enviromental conditions**: earthquakes, desertification, floods, famines.

> ***Pull factors: the factors that attract a migrant***
>
> **Political conditions:** political stability, democracy, security, freedom of religion, of opinion and of expression;
>
> **Economic factors:** job opportunities, better health and living condi- tions, education
>
> **Environmental factors:** good weather, fertile soil

and economic factors of the migratory movements must be taken into account in order to understand the reasons for migration: as a matter of fact, migration can be a free choice or, in

Did you know?

With immigrants making up 0,27% of a total of 20.121.641 inhabitants, Romania is the EU Country with the fewest immigrants but the number of emigrants is large (over 1 million) - according to the National Statistics Institute.

Reflection

Looking at the graph [Source: Eurostat, 2012] the largest number of immigrants come from non EU European Countries (38.5%), then from Africa (24.5%), Asia (22%), Americas (14.2%) and Oceania (0.8%).
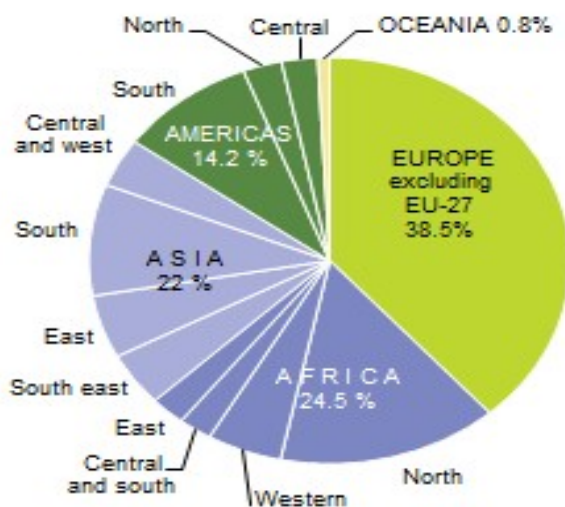
1. Why, in your opinion, does such a large percentage of immigrants come from Europe (non-EU Countries)?..
2. Find out what the situation is in your town/region…………………...
3. Which is the percentage of immigrants in your Country?......................

The European Union is becoming a multi-ethnic and multicultural context. The integration process is sometimes difficult both in social and economic fields.

Source and more information at:

http://epp.eurostat.ec.europa.eu/statistics_explained/index.php/Migration_and_migrant_population_statistics

http://www.ohchr.org/EN/Issues/Migration/Pages/MigrationAndHumanRightsIndex.asp x

http://www.unfpa.org/pds/migration.html

http://epp.eurostat.ec.europa.eu/portal/page/portal/product_details/publication?p_product_code=K S-SF-12-031

The coexistence of people with diverse cultures may cause social unrest with the risk of stereotypes, prejudices and discrimination. The concept of stereotype refers to a set of views or generalisations, widely shared by the general public, of certain characteristics attributed to a specific group or to a person. Stereotypes linked to age, gender, skin color, religion or nationality, do not reflect the correct reality; they lead to false beliefs, assessments and judgments. Prejudices are attitudes directed toward people who are members of specific social groups.

Stereotypes and prejudices are an obstacle to integration. Just on the basis of the existence of many prejudices and clichés, immigration is often associated with delinquency, organized crime or social problems in general. To overcome stereotypes you need to positively interact with people from other backgrounds and collect information about them. In a multicultural context it is important to develop a mutual respect which is a prerequisite for the creation of common attitudes: multiculturalism refers to a society in which many cultures live together, each one with its own identity. Tolerance, respect and dialogue are the keywords to avoid racism and xenophobia.

Reflection

The stereotypes regarding your Country

The class is divided into four heterogeneous groups. Each group individuates three stereotypes connected to e.g. Italian or Spanish or English (or different Country) people.

……………………………………………………………………………………

Then all the pupils, in front of the teacher, discuss how they feel to be represented by the stereotypes listed, either told or staged.

6. The language of your neighbor

To feel like a true European citizen, it is essential that you are able to communicate with others. Within the European Union, people speak twenty four different languages: Bulgarian, Czech, Croatian, Danish, Dutch, English, Estonian, Finnish, French, German, Greek, Hungarian, Irish, Italian, Latvian, Lithuanian, Maltese, Polish, Portuguese, Romanian, Slovak, Slovene, Spanish and Swedish. Most of them come from the same language family: Romance (e.g. Italian, French, Romanian, Spanish, Portuguese), Germanic (e.g. German, English) and Slavic (e.g. Slovak).

Close to the official languages, there are many minority languages protected by the EU. The Article No. 22 of the Charter of Fundamental Rights of the European Union states that: "The Union shall respect cultural, religious and linguistic diversity". Today there are about sixty regional languages and more than 175 spoken by the immigrant population. Only 54% of the European population (Source: Eurobarometer, 2012) seem able to communicate in a foreign language. This ability not only allows them to relate to people from other Countries, but also facilitates the opportunity to spend a period of study abroad, to travel or to find a job.

Source and more information at: http://ec.europa.eu/ languages/ languages-of- europe/eu-languages_en.htm

Erasmus plus. This programme aims to reinforce skills and employability among Europe. It has the goals to modernise education training and youth work. This is the EU programme for education, training, youth and sport for 2014– 2020. [http://ec.europa.eu/programmes/erasmus-plus/index_en.htm]

Youth on the move. This programme aims to improve young people's edu- cation and employability, to reduce high youth unemployment and to in- crease the youth employment rate. It is part of the Europe 2020 Strategy. [http://ec.europa.eu/youthonthemove/]
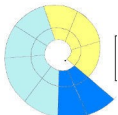
Learning activities: how to run the task?

1. Comment on the meaning of Cultural heritage of the EU

The class is divided in groups. Each group finds out the following information:

a) Has cultural heritage been conserved in your Country/City?......................

b) What Cities you know that are World Heritage Sites?.................................

c) When were they declared World Heritage Sites by UNESCO? …………...

d) Why have they been declared World Heritage Sites?.................................

The information gained will be presented. As a result of the presentations the following questions will open a debate:

Why does the European Union defend cultural and linguistic diversity in the Member States?..

For more information, you can use the following web pages:

http://portal.unesco.org/es/ev.php-URL_ID=45692&URL_DO=DO_TOPIC&URL_SECTION=201.html

http://www.europarl.europa.eu/sides/getDoc.do?pubRef=-//EP//TEXT+REPORT+A6-2006-0260+0+DOC+XML+V0//EN

http://europa.eu/pol/cult/index_en.htm

2. We propose a trip to...

The class is divided into groups of students. Each group should choose a city from a list of European cities to organize a four day trip with their peers. The following roles are allocated in each group: a) Tourist guide; b) Gourmet; c) Travel Organiser; d) Accommodation Officer.

Try to find some web pages with this information:

The Tourist guide must obtain information about the city and select five or six places to visit (monuments, parks, museums...).

The Travel Organiser must find information, evaluate prices and select transport companies (air, land or sea) to travel to the selected city.
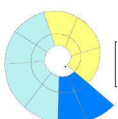
The Accommodation Officer must find information, evaluate prices and select hotels to stay in the chosen City.

The Gourmet must obtain information about restaurants and assess.

All responsible members gather information about the prices.

3. Find similar words in different languages

Italian	English	German	Portuguese	Romanian	Spanish	...
Mamma						
	Europe					
		Schule				
				Acasă		
					Gracias	
.			Filho			
...						

4. Project research

1. Write an article for your school newsletter or for the local newspaper and describe a situation of discrimination (racial, ethnical...).

   What would you propose to change the situation?..................................

2. Write an article for your school newsletter or for the local newspaper and describe an example of a good multicultural/tolerance and mutual respect.

> You have now covered the following topics:
> ⇒ **the meaning of cultural heritage**
> ⇒ **the possible reasons of migration**
> ⇒ **the advantages of traveling, studying and working in Europe outside the borders of the native Country**
> ⇒ **the importance of a multicultural environment**
> ⇒ **the importance of the knowledge of foreign languages**

What is the EU?
Europe in the daily life

1. Introduction

Citizens every day carry out many different activities such as for example: studying, travelling in public or private vehicles, buying clothes, food or medicines, participating in different types of events, visiting cities and natural parks. Some aspects of these activities are regulated by the European Union (e.g. minimum age for alcoholic drinks for teenagers). Through various regulations, directives and decisions, the institutions of the European Union (EU) aim to protect the security and the quality of life of its citizens and to give young people a voice. Thanks to this Module you will be able to analyse how the European Union rules affect the everyday life of European citizens. Furthermore you will become aware of the value and of the duty of belonging to the EU.

## 2. The European Union: Member States, population and surface

The European Union is a political and economic union of 28 Member States. The development of the European Union has included its growth in size from six Countries at the origin to twenty-eight nowadays. The European Union has 508 million of inhabitants and thanks to its different policies (e.g. human aid, agricolture, transports, economy and financial, foreign affairs, welfare, culture, justice, local development, research) it can be defined as a space of freedom, security and justice. It is a territory with high human capital but without huge natural resources; as a matter of fact many elements like coal, gas and petrol come from other parts of the Globe.
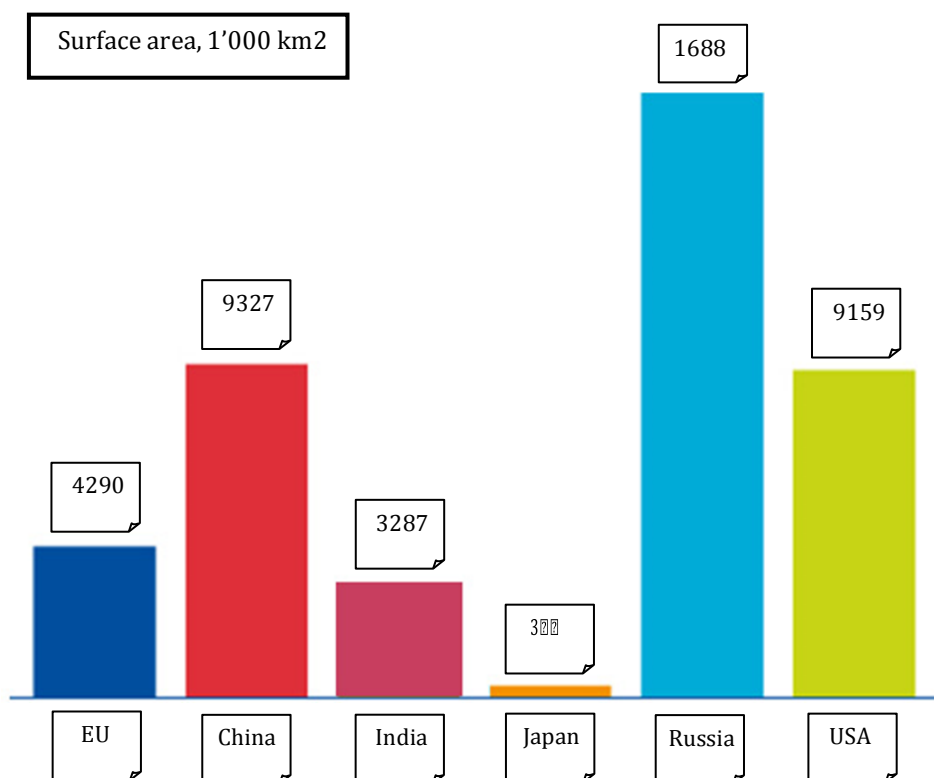
Reflection

Analyse the graph below, explain the data and compare the different Countries. Draw conclusions and then find some information about how many people live in the single European Member States. Have a look at: http:// europa.eu/abc/euslides/index_en.html
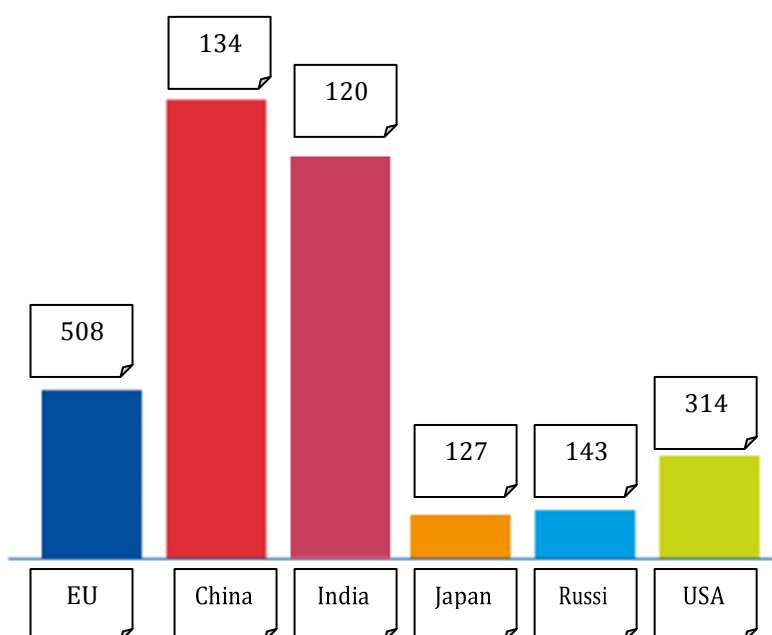
Source: The EU in slides (last access, 19.2.2014)

1. Please, compare the following graph with the previous one.

2. Is there a relationship between population and surface? ……...................

3. What do you think about the economic role of the EU on the global scene? ....

Surface area, 1'000 km2

4290	9327	3287	3⬚⬚	1688	9159
EU	China	India	Japan	Russia	USA

Source: The EU in slides (last access, 19.2.2014)

You can find information about the European Union cooperation process in various ways:

1. School books;
2. Journals and magazines;
3. European Documentation Centers;
4. Television;
5. Internet.

Let's play!
A memory game

http://europa.eu/europago/
games/memory/memory.jsp?
language=en

The web is a useful research tool but it is very important that you select carefully the reliability of the sources and of the materials found as not all web information is reliable.

3. The European Union symbols

One flag for 28 Member States.

The European flag consists of twelve golden stars on a blue background: the circle is a symbol of unity and harmony amongst the European people. There is not a relationship between the number of stars and the number of European Countries.

Source and more information on:
http://europa.eu/about-eu/basic-information/symbols/flag/index_en.htm

One motto for 28 Member States.

How would you represent with an image the European motto? Please, draw three or more ideas.

"United in diversity" is the motto in use since 2000. These two words represent the long European building process through different traditions, cultures and languages.

Source and more information on:
http://europa.eu/about-eu/basic-information/symbols/motto/index_en.htm

One anthem for 28 Member States.

The European Hymn (9th Symphony) was composed in 1823 by Ludwig van Beethoven. Beethoven gave music to the "Hymn to Joy" composed in 1785 by Friedrich von Schiller. The poem expresses the idealistic vision of Schiller about the development of a link of brotherhood among people, a vision which was shared by Beethoven.

Beethoven

Source and more information on:
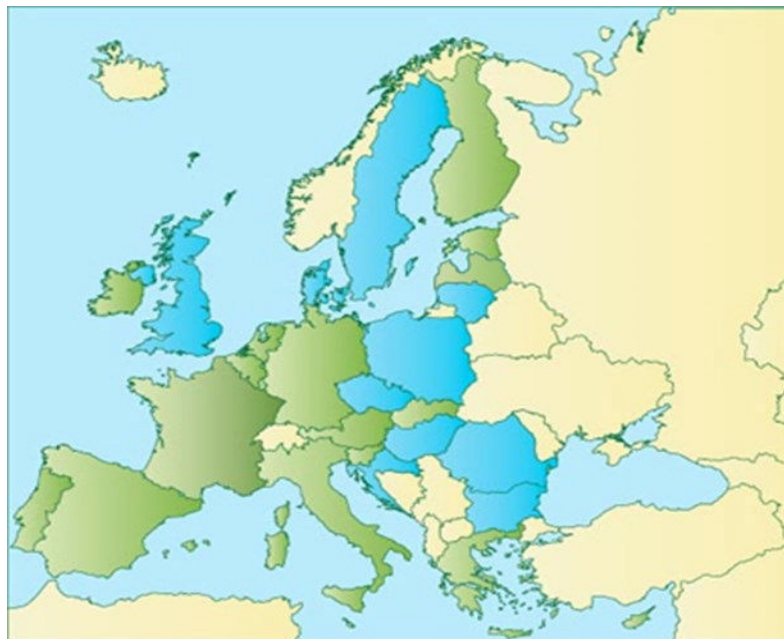http://europa.eu/about-eu/basic-information/symbols/anthem/index_en.htm

4. A single currency for many Europeans

Source: The EU in slides, (last access 19.2.2014)

The adoption of a common currency, the Euro (coins and banknotes went into circulation on January 1st 2002), has been an important step in the European cooperation process: it makes international trade easier affecting the global financial exchange. Thanks to the Euro it is possible to travel and shop without having the problem of exchanging money. If you look at the map you can see that there are different situations: in green are the European Countries that are using the Euro and in blue the ones that are not using the common currency. The Eurozone, in fact, comprises only 18 States (2014). A key figure of the monetary policy is the European Central Bank that has got its headquarter in Frankfurt, Germany. This organism works statutorily and independently from national Governments, it tries to ensure price stability and it controls the interest rates.

Source and more information on:
http://www.ecb.europa.eu/home/html/index.en.html
http://europa.eu/abc/12lessons/lesson_7/index_en.htm   and
http://europa.eu/abc/euslides/index_en.htm

Reflection

> **What does the European Union deal with?**
>
> Law
>
> The European Common Currency - Euro Economics,
> Labour, Finance
>
> Solidarity
>
> Security and food security
>
> Relations among Member States
>
> Relations with other world States
>
> Communication, Culture, Interculture
>
> Education etc.

5. Europe in your daily life

Have you ever thought about how the European Union influences your daily life? …………………………………………………………………….

Free movement ....

Peace ....

Euro ....

Medical assurance ....

Toy Regulation............................…………………

Roaming tariffs ....

Please, give some examples linked to your daily life and complete the blue ball with other words, then share your observations with your classmates.

Reflection

Let's improve. Choose, at least, two of the activities

1. Do the mass media give enough information about the European Union?...

2. Listen to the news for three days and make a note of the news items affecting in any form the EU: make a wall poster and discuss it with your friends.

3. Have you ever seen movies produced in other European Countries? Which ones?...

4. Have you ever read novels written by authors from other EU Countries or set in other States? Which ones? Why are they important for you? ………....….....….....…......

6. Focus on the EU's law

Case Study

1. If you buy a product and then you do not like it, can you return the product in your Country? For how many days can you keep it before returning it? Are there exceptions in returning a product? Have a look at: http://europa.eu/ youreurope/citizens/index_en.htm

2. What standards must a toy meet so that it can be sold in the European Union? After finding such information, check the labels on some toys and check whether they meet the rules established by the EU. Have a look at: http://europa.eu/legislation_summaries/consumers/consumer _safety/ o0009_en.htm

To select the appropriate pieces of information for the analysis and reach coherent conclusions with the information available, the focus on the European Union's rules can help you.

The main goal of the EU is the progressive integration of Member States' economic and political systems and the establishment of a single market based on the free movement of goods, people, capital and services. To this end, the Member States relinquish part of their sovereignty under the Treaty on the Functioning of the European Union (TFEU) which empowers the EU institutions to adopt laws.

These laws (regulations, directives and decisions) take precedence over national law and are binding on national authorities. The EU also issues non-binding instruments, such as recommendations and opinions, as well as rules governing the work of EU institutions and programmes, etc.

Remember
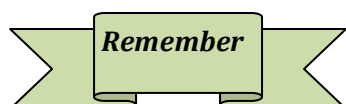
The European Union is a special supranational institution because it is composed of independent States that decided to give up to a part of their sovereignty which is the supreme political power. For this reason the EU is different from other international organisations.

What are EU regulations?

Regulations are the most direct form of EU law; they have binding legal force throughout every Member State, on a par with national laws. National governments do not have to take action themselves to implement EU regulations. They are different from **directives and decisions.**

What are EU directives?

EU directives lay down certain end results that must be achieved in every Member State. National authorities have to adapt their laws to meet these goals, but are free to decide how to do so. Directives may concern one or more EU Countries, or all of them. Each directive specifies the date by which the national laws must be adapted - giving national authorities room for manoeuvre within the deadlines necessary to take account of differing national situations. Directives are used to bring different national laws in line with each other, and are particularly common in matters that affect the operation of the single market (e.g. product safety standards).

What are EU decisions?

Decisions are EU laws relating to specific cases. They come either from the EU Council (sometimes jointly with the European Parliament) or from the Commission. They can require authorities and individuals in Member States either do something or stop doing something, and can also confer rights on them. EU decisions are addressed to specific parties (unlike regulations) and are fully binding.

What are "national implementing measures"?

These are texts officially adopted by the authorities in a Member State to incorporate the provisions in a directive into national law. All such texts are scrutinised by the national authorities to ensure that they will actually implement in that Member State all the measures required in the directive.

Source and more information on:
http://ec.europa.eu/eu_law/index_en.htm
http://europa.eu/eu-law/decision-making/procedures/index_en.htm

Learning activities: how to manage the task?

1. Let's start to use audiovisual language

The class is divided into small groups. Each group draws up a podcast (text with words, images and sound) on a current European fact and then share it with the other groups. If you prefer, you can also do it using another European language and share your podcast with other European schools. This task could help you with the next ones.
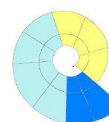
1.a Reflect on the concept of "commonplace"

Do you think that Europe is a common homeland? If yes or no, please, explain why.

……………………………………………………………………………

1.b The places in Europe

Find an image of the main place of your city/village, after analysing it, try to find artistic connections with other European places.

Put here the image of your city/village

1.c European foods

1. Do you know the name of the famous French bread?...........................

2. Have you ever eaten an Italian dish? ……………….……………..…….

3.
Where can you find "paella"? And "porridge"? ………………..……...

4 . What do you think "mamaliga" is?...

Check your answers with your friends and your family.

2. Project research

The European Union saw the beginning of the financial and economic crisis in 2009. In the last years, popular movements began to protest against official measures adopted to face it and they use the internet and social networking to coordinate; see for example the "Indignados" movement in Spain. Research similar events and think about why or why not you might want to join these movements.

3. "Puzzle Europe"

Use a computer, Internet and papers to create a map of Europe. Cut the map along the boundaries of the States: http://www.bpb.de/fsd/europapuzzle/

4. Looking for data about other European Countries

The class is divided into small groups. Each group asks to the others, at least, two questions about: Employment—Life expectancy—Religion(s)- % of population under 15 years old— Public debt— Military's expenses— Level of education and training.

> You have now covered the following topics:
>
> ⇒ **European Union's Members States, surface and population**
>
> ⇒ **How European Union deals with your daily life**

The European Citizenship

1. Introduction

The European Union (EU) goes further than merely establishing a common market. The European Union Treaties deal with economics, rights and responsibilities of the European citizens. The introduction of European citizenship aims to enhance the European identity, to promote the involvement of citizens in community life and the integration process. One feature of democratic societies is the search for a balance between the enjoyment of rights and the fulfillment of civic duties. We must be aware that, for example, public property is not only for our own use but for others as well. In this Module you will analyse what it means to be a European citizen and the consequences thereof.

Source of the picture: http://europa.eu/citizens-2013/it (last access, 16.3.2014)

Watch the video:
http://europa.eu/citizens
-2013/en/home

2. The European citizenship

Being a citizen of the European Union allows you to have a number of fundamental and political rights beyond the National borders, such as the right to move, live, and work in other EU Countries and to be treated the same as local citizens. The citizenship of the European Union was formally recognized by the Treaty of Maastricht in 1992 which was a milestone in

the Community process: every citizen who is a national of a Member State is, at the same time, a citizen of the EU.

Four fundamental rights arise from the European citizenship:

1. Freedom to move and to reside within the territory of the Member States;

2. The right to vote and stand as a candidate at the municipal elections in the Member State in which he/she has got his/her residence and in the elections of the European Parliament;

3. Diplomatic and consular protection;

4. The right to petition the European Parliament.

As a European citizen how do you perceive the European Union? E.g.: an ideal of peace; a common land; a vain organism; a way to protect the EU States from the glo- balisation process; simply an economic association...

Share your point of view with your class-mates.

Remember The citizenship of the European Union shall complement and not replace national citizenship.

3. The European freedoms

Thanks to the Schengen agreement the borders betweem European Countries are open, except in some cases. Duties and police controls at the borders have been abolished in many EU Countries but have been reinforced at the external borders, as has the cooperation national police structures.

Imagine a World without borders. Name, at least, three advantages but also three di-sadvantages (risks)

1. …………………..

2. …………………...

3. ……………………………

At a European level there is not only the **free movement of persons,** which allows citizens to study and/or work in other EU Countries; there are also others freedoms set by the Treaties for the internal market: free movements of **goods, services** and **capital.** The creation of this free space has been an important part of the European integration process: from separated national economies at the beginning to

an integrated single market. This is an ongoing process which is possibile through the harmonisation of the rules and legislation.

Specifically, the free movement of capital offers the possibility to perform many financial operations in other European Countries. With regards to the free movement of goods, there are no customs' tariffs between the Member States although it is possible to introduce restrictions to this freedom in exceptional cases, for example when there could be a health problem or to protect consumers. The free movement of services, linked to the freedom of establishment, guarantees the mobility of economic operators and of professionals.

Reflection

European Union close to us

You are buying at the shop near you and get something to eat. What do you do?

a. Do you look at the labels? Do you read the indications about the quality of the goods (information on food is prescribed by the European rules)?...........

b. Do you buy goods shown in TV adverts?..

c. Do you buy sustainable products (e.g. not too much packaging, etc.)? ....

d. Do you only buy goods from your region? Why? (e.g. to avoid pollution)? ....

e. Do you only buy national products? Why? ……………………………..

f. Do you analyse which products offer the best value for money (costs–benefits), even if they are foreign? ....

4. From the Lisbon Strategy to the Agenda 2020

The EU leaders agreed on the Agenda 2020 to increase the single market, to overcome the international financial crisis and to face the globalisation's challenges. This Strategy concerns different fields but in particular the economic, the social and the enviromental ones. This Agenda has been the evolution of the previous Lisbon Strategy (2000 — 2010), a plan for growth and competitivity, which aims at making Europe a knowledge based economy, thanks to the improvement of the employment rate and to the attention to the enviroment (e.g. green economy).

As a European citizen, imagine you are going to another European Country.

With your friends, think about a situation and create a dialogue. The questions below may help you:

1. Why are you moving: study or work? If for a job, search information on the European job mobility portal: https://ec.europa.eu/eures/home.jsp?lang=en

2. What should you do before your departure: what type of documents do you need? How much money will you spend (in Euros)?

3. What do you know about health insurance? You can find information on: http://ec.europa.eu/social/main.jsp?langId=en& catId=559

4. ....

Reflection
Did you know that one of the Agenda 2020 goals is to reduce school drop-out rates to less than 10% and toincrease up to at least 40% the percentage of people aged 30-34 who have completed the third level of education? Check out the situation in your Country: http://ec.europa.eu/2020-in-your-country/index_en.htm

5. Respecting the Environment

One of the European Union aims is to protect and preserve the environment not only for the present but also for future generations. One of the priority of the 2020 Agenda is to transform the EU into a highly energy —efficient economy by reducing CO_2 emissions and adopting legislation to raise the share of energy produced by renewable energy such as wind, solar, hydro power, etc.

Reflection

The graph below shows the sources of energy in EU in 2010. Analyse the graph and share your comments with your family.

Oil 35%

Gas 25%

Coal 16%

Nuclear 13%

Renewables 10%
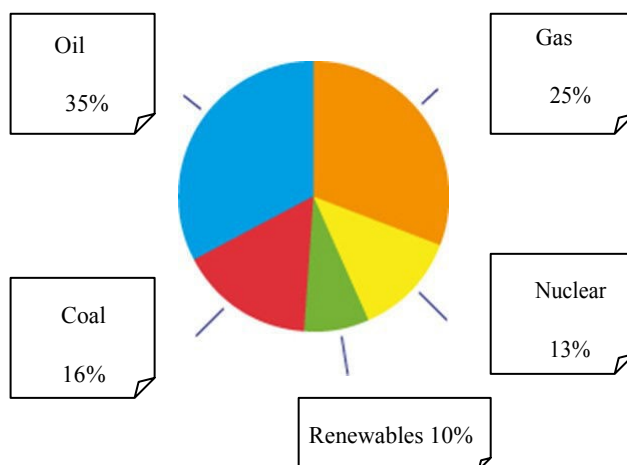
Source: The EU in slides (last access, 19.2.2014)

Do you care about sustainable development? yes or not? Explain why.

....

....

In your City what is the environmental situation like? Are there any specific policies adopted by your Municipality? Research these.

....

....

6. EU information in the social environment

To increase your knowledge of the EU, please, choose one of the following tasks:

A) Discuss and ask your friends and family about their knowledge of the European Union and the influence EU decisions have on people's every day lives;

B) Conduct an interview with the sales manager of a company or a farmer about their foreign trade. Take pictures, notes or make a video;

C) Visit a European Documentation Centre (http://europa.eu/ europedirect/) and find out about travelling in Europe, schools, everyday life, environment, free movements of goods, persons, money and services in the EU.

Reflection

In the thought bubbles below, make a note of key information collected in doing one of the tasks above (3 to 5 things).
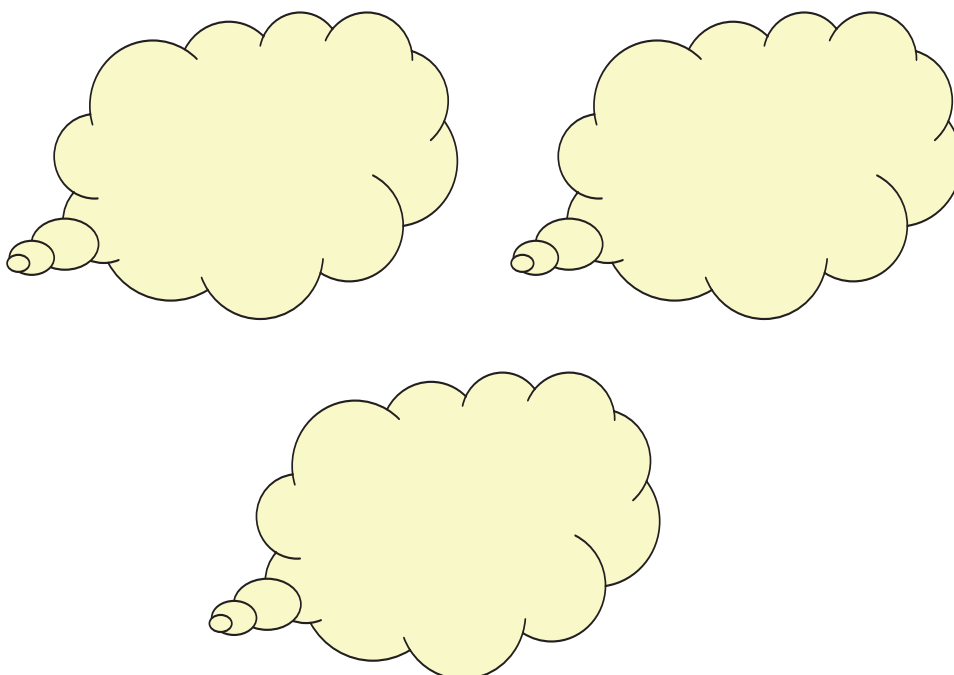
7. The public goods

A person can use a public good or service without reducing the availability to others and nobody can be excluded. For this reason, it is very important to analyse and identify actions of abuse and degradation of common property, of the environment (litter, wasting water, forest fires, uncontrolled landfill, toxic materials spill, etc.) and heritage (e.g. paper, trash cans, lampposts, graffiti on monuments), discovering its causes and consequences and proposing solutions.

Learning activities: how to run the task?

1. Do we make good use of community property?

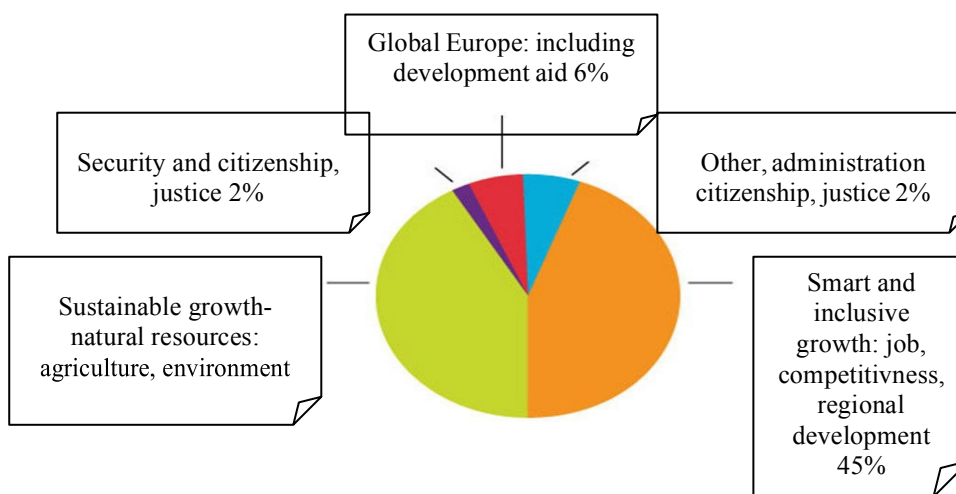| Problems	Consequences*	Causes	Solutions**

* Personal, social, economic, environmental, cultural, historical factors, etc. (You can also differentiate between short and long term consequences)

** Actions and Rules

8. EU incomes and expenditures

In the graph below you can see the sectors in which the EU has decided to invest its funds.

2014 EU budget: € 142.6 billion = 1.06% of gross national income

Global Europe: including development aid 6%

Security and citizenship, justice 2%

Other, administration citizenship, justice 2%

Sustainable growth-natural resources: agriculture, environment

Smart and inclusive growth: job, competitivness, regional development 45%

Source: The EU in slides (last access, 19.2.2014)

Why, in your opinion, do some sectors like sustainable growth and natural resources are the target of the biggest investments?

…………………………………...................……………………………………………
.........................…………………......……………………………………………...…….

Find information on: http://ec.europa.eu/agriculture/

http://ec.europa.eu/social/home.jsp?langId=en

http://ec.europa.eu/dgs/regional_policy/index_en.htm

You have now covered the following topics:

⇒ **The European citizenship**

⇒ **The European internal market**

⇒ **European policies and strategies**

⇒ **The sustainable development**

Time
Core: 1h
Optional: 3 h

History of the European cooperation process

1. Introduction

European history has been marked by numerous conflicts over the centuries but it also has a history of contacts and shared development. European citizens and their Governments should learn from the mistakes of the past and look to the future together in a common political, economic and social project, characterized by dialogue among Member States. Through this Module, you will learn about the history of the European Union, the historical context which prompted its creation and the events that have marked its development.

2. The European integration process

The European Countries started their current cooperation process after the Second World War to prevent further conflicts, to foster common economic development and to create a sphere of peace and friendship. In **1950** the French Foreign Minister, Robert Schuman presented the so called **Schuman Declaration**, to set out a new form of political cooperation: the plan at the basis of it was the pooling of coal and steel production between France and Germany. This was a first stage for the setting up of a common economic growth. The **European Coal and Steel Community** (ECSC) was the earliest (1952) form of European organisation set up between France, Germany, Italy, Netherlands, Belgium and Luxembourg. After that, in 1957 these six Countries signed the **Treaties of Rome** creating the European Economic Community (EEC) and the European Atomic Energy Community (EURATOM). 1957 is considered the official date of the

creation of the first form of the European Communities. One of the main purposes of these Treaties was that the EEC Countries could share a common market to achieve integration by trade, custom unions and common policies to facilitate a closer union among people of Europe.

A strict relationship which has helped Europe's expansion from six Countries at the end of the Fifties to 28 Member States in 2013, after Croatia's accession on the 1st July 2013.
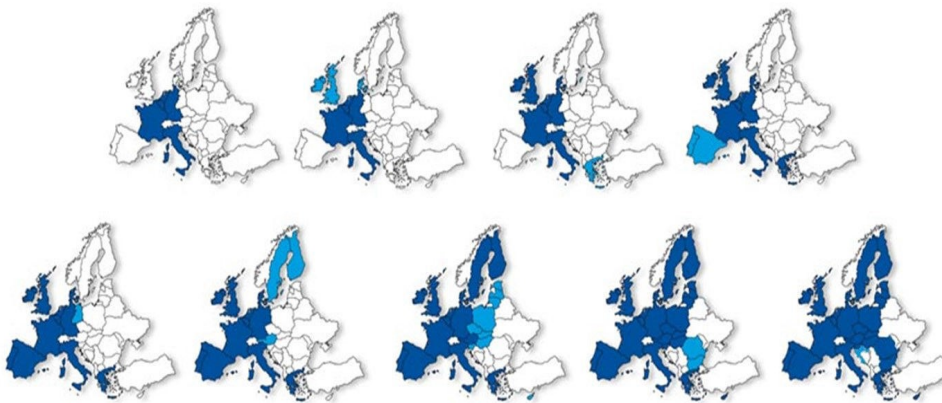
Source: the EU in slides (last access, 19.2.2014)

This progressive growth has been accompanied by the transformation of the European policies: from the EEC to the European Union, passing through

Look at the map and find out the year of the different integration steps.

the fall of the Berlin Wall (Iron Curtain) in 1989 which had divided Germany and Europe into two parts, to the introduction of a common currency in 2002, the Euro, that makes trade easier.

In 1993 the **Maastricht Treaty** formally recognized European citizenship, **which was** entered into force. After that, other important agreements have been signed between Member States: e.g. the **Treaty of Amsterdam** signed in 1997 by 15 Countries and the **Treaty of Nice** (2001).

The last important step of the European cooperation process is represented by the **Treaty of Lisbon** (2009), signed by the 27 Member States, which gave to the European Union the necessary tools to face the 21st century's challenges. The European approach towards them imply:

* A strengthened role of the European Parliament;

* A simplification of the working methods and new voting procedures in the Council of the EU;

* The promotion of the European values;

* New established EU diplomatic service (High Representative of the Union for Foreign Affairs and Security Policy).

Remember

A Treaty is an agreement signed, in specific circumstances, by sovereign States or by international organisations. It is an official document through which parties define their relationships and establish the respective rights and duties.

Source and more information at:

http://europa.eu/legislation_summaries/institutional_affairs/treaties/treaties_eec_en.htm

http://europa.eu/eu-law/decision-making/treaties/index_en.htm

http://europa.eu/lisbon_treaty/glance/index_en.htm

3. To summarize the mailstones of the European cooperation process

* The Schuman Plan (1950)

* The Treaties of Rome: the European Economic Community and the European Atomic Energy Community (1957)

* The European Monetary System (1979)

* The Schengen Agreement (1985)

* The European Union Treaty (Maastricht Treaty) (1992)

* The Charter of Fundamental Rights of the European Union (2000)

* The Treaty of Lisbon (2009)

4. Let's improve

A) Individual exercise "If I were"….

Imagine you are Schuman in current times.

∗ What would your vision be for the European Union?

∗ What declarations would you make, to ensure that EU was as you wanted it to be?

Robert Schuman (1886-1963)

B) Group creative exercise "Years and flags"

∗ Four groups

∗ For the different Country members, find the flag and the year of entry to the European Union.

Create a poster with the flags of the EU Countries, and the year of them joining the EEC/EU, using markers, pens, pictures taken from newspapers or from the web.

5. Europe: its birthday, its name

On the 9th of May, Europe celebrates Europe Day. All members States celebrate peace and unity among them. This is a sort of birthday and it is a symbol of the EU together with its hymn, the common currency and the flag.

The date marks the anniversary of the Schuman declaration.

The class is divided into three groups. Each group searches other famous declarations for the European integration process. Each group has to read the text carefully then it has to present to the rest of the class using images.

"[...] All Europeans without distinction, whether from east or west, and all the overseas territories, especially Africa, which awaits development and prosperity from this old continent, will gain benefits from their labour of peace. [...]

Europe will not be made at once, nor according to a single master plan of construction. It will be built by concrete achievements, which create de facto dependence, mutual interests and the desire for common action. The gathering of the nations of Europe demands the elimination of the age-old antagonism [...].
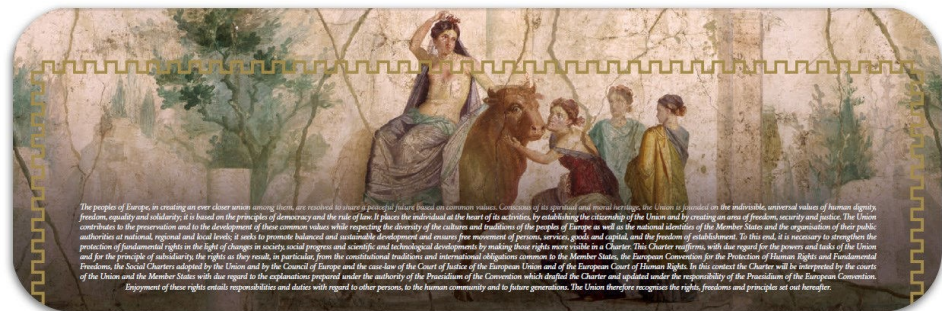
[...] By pooling basic industrial production and setting-up a new High Authority whose decisions will be binding on France, Germany and other member countries, these proposals will bring to reality the preservation of the world peace [...]

6. Etymology and myth

The name Europe comes from a Greek word, Ευρώπη. If you look at the Dictionary, such as the Etymological Dictionary of the English Language (Barking: Elsevier), you can find either that Europe means "broad of aspect" or that it comes from the Semitic word of "erebu" which means "West, to go down": the lands on the west side of the known world. The first written records about the myth of Europe date back to eighth century BC and to the works of Homer and Hesiod.
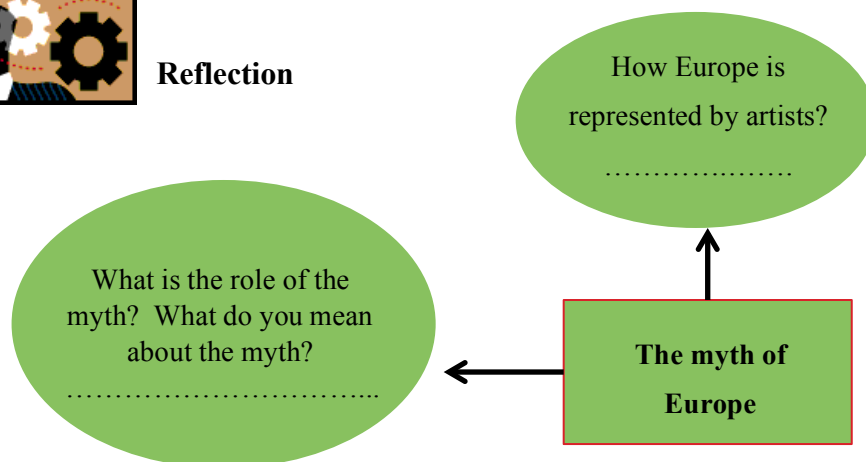
Zeus fell in love with Europe, the beautiful daughter of Agenore, king of the Phoenician city of Tyre. When Zeus decided to seduce her, he changed himself into a bit, white bull to be able to approach her. The bull/god kidnapped Europe and brought her back to Crete on his back. From their relationship were born three sons who are, in accordance to the myth, Minos, Rhadamantus and Sarpedon.

Source of the picture: The EU in slides

Reflection

How Europe is represented by artists?
…………………

What is the role of the myth? What do you mean about the myth?
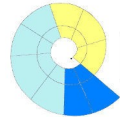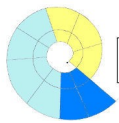…………………………...

The myth of Europe

Learning activities: how to run the task?

1. Comparing opinions on the European cooperation process

Which ideas are transmitted by these two pictures? Think and explain why you agree or not with these ideas.

2. The long and winding road of the European Union: from conflict to cooperation

The class is divided into small groups. Each group should find information to answer the following questions**:**

∗   What were the consequences of the II World War in Europe?

∗   Why is that time considered the starting point for the European integration process in the Western European States?

∗   Finally groups make a common presentation of the conclusions regarding the consequences of World War II in Europe and its relationship with the beginning of the European integration process.

Groups can use, among others, the following websites for more information:

http://europa.eu/about-eu/eu-history

 http://www.youtube.com/watch?v= U2G_2fj4cqg

http://www.youtube.com/watch ?v=pUt7Lr3lubc&feature=related

3. Write the main steps (at least 5) of the European integration process

TIME LINE							
Dates							
Steps							

Schuman Declaration; Treaties of Rome; Fall of the Berlin Wall; Treaty of Maastricht; Schengen agreement; Euro; Treaty of Lisbon now in force; Europe 2020.

Do you know any memory strategies? Describe the ones that you have just used to do exercise number 3……………………………………..

You have now covered the following topics:

⇒ **The steps of the European cooperation process**

⇒ **The EU's founders**

⇒ **The main European Treaties**

⇒ **The origin and the representation of the name "Europe"**

⇒ **The different stages of the Integration process**

The work of the European Institutions

1. Introduction

The European decision-making affects the lives of Europeans in differ-rent fields: economics, culture, environment, foreign policy, sustainable development, exchanges etc. European decisions are taken by the National representatives in the EU Institutions. This Module will allow you to find out the main European Institutions and how they work.

Let's learn this ECM's contents using the JIGSAW! The JIGSAW is a cooperative learning form. The class and the task are divided in groups, and they are assembled at the end. Like a JIGSAW puzzle! See: http:// www.jigsaw.org/steps.html

2. The European Institutions

The main European Institu tions are:

♦ The **Council of the European Union** which represents the Governments of the member Countries;

♦ The **European Parliament** which represents the citizens;

♦ The **European Commission** which promotes the interest of the whole Union.

In the EU there are other important bodies with specific tasks and activities: e.g. the Court of Justice the judiciary branch of the EU); the European Court of Auditors;

Source and more information on: http:// europa.eu/about-eu/institutions-bodies/ Index_en.htm; on http://cor.europa.eu/ en/Pages/home.aspx and on http://www. european-council.europa.eu/the- institution?lang

the Euro pean Investment Bank, the European Central Bank, the Economic and So- cial Committee and the Committee of the Regions. This last one is the as- sembly of Regional and Local Representatives established in 1994, its main duty is to involve regional and local authorities in the European decision-making process.

2.1. The European Parliament

The European Parliament consists of representatives of the peoples of the States brought together in the Community. The EU Parliament is, since 1979, a directly-elected European Union institution: this assembly represents more than 500 million EU people. Citizens have the right to elect their representatives in the EU Parliament in the State in which they are nationals. It covers three main roles:

♦ Debating and approving European laws in codecision with the Council;

♦ Assuring the democratic work of the EU, monitoring other EU institutions;

♦ Debating and adopting the EU's budget with the Council.

The elections of the European Parliament take place every five years: for example one was held in 2009 and another in 2014. To vote, you need to be 18 years old, except in Austria where the voting age is 16. The MEPs are elected by direct universal suffrage and this composition reflects the different political beliefs and parties.

Even in large democracies such as the EU, each vote counts and can make a difference. But the responsibilities of citizenship is not only voting. Politicians need to think not only about the next election, but also about the next generation. You don't have to wait until you can vote to have an opinion and make it heard!

Source and more information at http://europa.eu/take-part/

Source and more information at:

http://europa.eu/about-eu/institutions-bodies/european-parliament/index_en.htm

2.2. The European Commission

The European Commission is composed of 28 Members, called Commissioners: each of them represents one of the EU-Countries. Every Commissioner, chosen on the basis of his/her specific competences, has the responsibility for a specific policy area. The Commission changes every five years following the Parliament's elections. Its headquarters are in Brussels with offices located in the Member States to assure a strong relationship between Europe, the National and Local Authorities and the citizens.

The Commission is the executive institution, and covers many roles, specifically:

♦ proposing new laws to the Parliament and to the Council;

♦ representing the EU in an international context.

Do you know a European Parliamentary of your Country?

Find him/her on: http://www.europarl.europa.eu/meps/en/map.html

Do you know who is the European for your Country and which is his/her area of responsibility?

Find out at http://ec.europa.eu/commission_2010-2014/index_en.htm

Parliament, Council and Commission: European key players

The European Parliament, voice of the people: Martin Schulz

The European Council and the Council, voices of the Member States: Herman Van Rompuy, President of the European Council

The European Commission promotes the common interest: José Manuel Barroso

Source: The EU in slides (last access, 19.2.2014)

To promote interaction with your classmates use media presentations and movies.

European Union explained by its Presidents: http://www.youtube.com/watch?v=d0diZ48_q7U

European Institutions: http://www.youtube.com/watch?v=aJRJaFect3Y

2.3. The European Council

The European Council is a proper institution since 2009 after the Lisbon Treaty; it is composed of the Heads of States and Governments of the Member States, its own President and the President of the European Commission. It meets twice every 6 months, usually in Brussels. It defines the general political directions and the priorities of the Union; it does not have legislative functions but it is a body for political cooperation.

2.4. The Council of the European Union

Another institution is the Council of the European Union: "the voice of the Member States". It is composed of one Minister from each EU Country. Its President changes every six months: from July to December 2013 it was presided by Lithuania, then by Greece, in the first part of 2014. The Council

Source and more information at:

http:// www.european-council.europa.eu/home-page.aspx? lang=en

http:// www.consilium.europa.eu/homepage

3. The EU at your service

The Members of the European Parliament (EP) represent the citizens. Since the entry into force of the Treaty of Maastricht, every citizen has the right to petition the EP. A petition is a request, an observation or a complaint concerning the application of EU laws that citizens can submit online or by mail to the Commitee on Petitions, following the correct procedures. It is an appeal to the EP to adopt a position on a specific matter. This fundamental right is a useful tool to actively participate in the activities of the Parliament. There is also a special figure to support citizens at European level: the European Ombudsman, who is elected by the European Parliament, and investigates complaints concerning maladministration in the activities of the Union institutions and bodies.

Write a petition!
Divide the class in groups and write a petition to the relevant authorities (either National or International) to deal with a problem which affects your community.

Source and more information at:

http://www.europarl.europa.eu/aboutparliament/en/00533cec74/Petitions.html http://www.ombudsman.europa.eu/en/atyourservice/home.faces

Where and how to find a transparent Union...

Europe Direct contact centre. Answers to your questions: **00 800 6 7 8 9 10 11**

Europe Direct Information Centers. Over 400 EU Info Points

European Union Documents. Internal documents can be requested at the European Union Documents: europa.eu/publications/official-documents/

4. The Future of the European Union

The European Union is a unique example worldwide. Today the debates about its future are generally focused on the economic and financial situation; on the EU Citizens' rights and on the neighbourhood policy. The European Union wants to become a smart, sustainable and inclusive economy thanks to a growth policy known as "Europe 2020". The following goals should be achieved by the end of the second decade of 2000:

* Employment: 75% of the 20-64 year olds to be in employment;

* Research and innovation: 3% of the EU's GDP to be invested;

* Climate change and energy: lower gas emissions, more energy from renewables and increase energy efficiency;

* Education: reducing the rate of early school leaving and implementing the third level education;

* Fighting poverty and social exclusion.

Source and more information at:

http://ec.europa.eu/europe2020/europe2020-in-a-nutshell/targets/index_en.htm

All these targets should be translated into National targets At what point is your Country?

Find it on:

http://ec.europa.eu/europe2020/europe-2020-in-your-country/index_en.htm

The future of the European Union depends on us as well. For example, when you watch the television, with your parents, it is important that you try to develop your own opinion about the integration process in the upcoming years.

Reflection

What are the challenges for the EU? List three of them:

1………………………………………………………………………..……

2…………………………………………………………………………………

3……………………………………………………………………………...

What should the EU do to manage the challenges of the future?.….….

What could happen if some European Countries decide to leave the EU?...
For which reasons do you think that? …………………………..…………

Search on the dictionary the definition of these concepts and discuss them with your classmates:

Executive power = ……………………………………………………….…

Legislative power=……………………………….……………….…………..

Judiciary power = ……………………………………….….………………

Direct universal suffrage =……………………………………………….

GDP =…..……………………………...….……………………………

Renewables energy =…..………………….…...………………………………

Learning activities: how to run the task?

1. Before voting, citizens find out information!

What information does a voter need to vote in a responsible way for the European Parliament election? Information about:

- the programme of the party/group;

- the person/s being voted for;

- the problems to be solved and their possible solutions at different levels;

- which solutions parties and people offered in the past;

- the local, national and international situation;

- …………………………………………………………….........……..
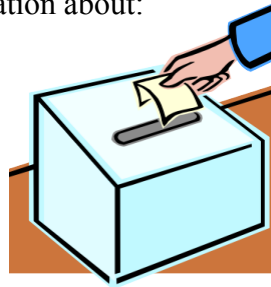
2. Find out news about the EU from newspapers

What is the name of the newspaper in which you found the information?...

Which is the title of the article?...............................

Who is the author of the article? Find information about him/her and write a summary of the article.

What do you know about the newspaper which published the article? …………………….....………………………………….…….......

What are the that the journalist used? ………………………….…….......

Do he/she distinguishes fact from opinion? …………………….…........…..

Which is the underlying message?...

Are you able to contextualise the presented news? ……………….….…

Compare the different presentations made by three different newspapers of the same European topic. Make a collage either through a poster or with a power point, using the pieces of information found in the different newspapers.

3. Choose one of the following

a. Try to be a journalist for a week and do some research about the EU.

b. Write a short article for your school magazine or upload it to your school's facebook page. At the end the class could vote for the best article according to clear criteria defined before, such as: Is it well documented? Is it balanced? Is it updated? Is it pluralistic? Is it critical?

c. Find significant images about the European Union;

d. In newspapers or on the Internet, follow the activity of an Institution (or of a Member of Parliament or Commission) for two weeks.

You have now covered the following topics:

⇒ **The main European Institutions and their works**

⇒ **The next future of the European Union**

Learn to start up

Key words

Learning

Enterprise

Association

Initiative

Autonomy

Time
Core: 1h
Optional:

3 h

Contents

Autonomy and personal initiative

What is an enterprise?

What is an association?

Differences between enterprises and associations

1. Introduction

The fostering of autonomy and personal initiative in the European Education Space is important in improving educational quality. Entrepreneurship helps the development of the community and the improvement of own personal situation.

In this Module you will find activities to help you develop personal initiative and autonomy skills, you will learn how to work in a team and to show an interest in the problems of your own Country as well as those of other European Union Countries. You will also learn about enterprises and associations, and the differences between them.
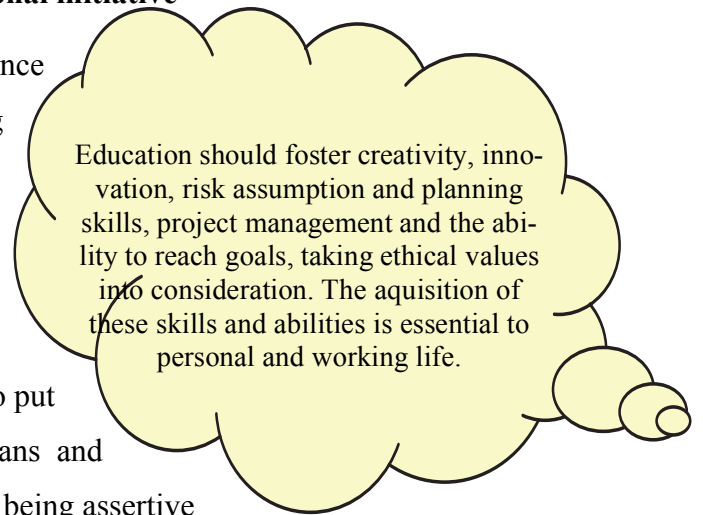
2. Autonomy and personal initiative

This is a key competence for the training of young people and consists in transforming ideas into actions. Autonomous behaviour means:

Education should foster creativity, innovation, risk assumption and planning skills, project management and the ability to reach goals, taking ethical values into consideration. The aquisition of these skills and abilities is essential to personal and working life.

1)   having the skills to put into practice our life plans and personal projects and 2) being assertive when defending individual and collective rights, interests, and needs. The competence of autonomy and personal initiative allow you to act in the social, economic, employment, political, affective and ethical sphere. Besides which, having this competence improves the chances of people of having access to job offers or being promoted in their work place.

As an example, the activities involved in the creation of enterprises and associations provide opportunities for young people to show their initiative and personal autonomy competence. When people create enterprises and associations: 1) they are showing initiative, 2) they need to reflect on environmental and social problems and, 3) they learn to solve problems.

The training needs to help young people in their transition to working life.

3. What is an enterprise?

An enterprise is a combination of a set of productive factors (work, capital, land, etc.) with the aim of meeting certain objectives. Its main function is the production of goods and services.

4. Types of enterprise

The next table shows the types of enterprise according to different criteria:

Source: Homemade table, based on the text Graddy, K., Krugman, P. & Wells, R. (2012). Fundamentos de Economía. Madrid: Editorial Reverte.

Ownership	
Private	The enterprise is owned by one or more persons whose decision-making power depends on how much capital they have in the enterprise.
Public	At least 51% of the capital invested in the enterprise comes from the public sector and the assets belong to the public sector.
Cooperative	The ownership of the enterprise belongs to the employees who provide its capital and/or their labour.
Size	
Small (this group includes micro-enterprises with 1 to 9 employees)	up to 49 employees
Medium	50 to 249 employees
Large	250 or more employees
Economic sector	
Primary sector enterprises	Mining, agriculture, livestock and fishing
Secondary sector enterprises	Production and manufacturing of goods
Tertiary sector enterprises	Commerce, services and transport

What types of enterprise are there in your municipality?........

5. What is an association?

An association is a group of people who perform a collective activity. An association is usually a non profit making organization (e.g. Greenpeace).

For more information on this topic follow this link:

European Youth Portal
http://europa.eu/youth/EU_en

A non-profit association is one which does not distribute the economic profits generated from its activities among its members. The profits must be reinvested in new activities centred on the original aims of the association.

When an association is constituted, it acquires rights and obligations. In the associations a) decision-making processes are democratic, b) their members have common purposes and, c) they carry out activities in common agreement.

6. Types of association

There are different types of association, some of which have specific rules as shown in the next table.

Youth associations
Pupil Associations
Student Associations
Sports associations
Consumer Associations
Business and professional

Learning activities

1. Differences between an enterprise and an association

Your teacher will have prepared in advance a set of cards with the names of enterprises and associations (e.g. McDonalds, Zara, Ikea, Greenpeace, Red Cross as well as local examples). You must separate the cards by differentiating the following:

1) enterprise and association

Remember

An association can affect the decisions and actions of a company (for example when the activity of a company pollutes the environment)

☺

2) international or local enterprises and associations (from your neighbourhood, town, city, region or Country).

3) type of activity performed by the enterprises (services, agriculture, tourism, trade, information technology, etc.) and, the associations (according to reason why the association was formed).

4) public and private service enterprises (the names of educational centres are written on the cards as examples of state or privately owned enterprises).

2. If I am a business man or woman when I am older, I would like to be...

You will work individually and think about the possibility of being an entrepreneur in the future.
The teacher will give you a worksheet for you to describe what the following would be like:

Non Governmental organizations, are they associations?
Visit these links:
www.msf.org/
http://www.greenpeace.org/international/en/

• Your ideal type of enterprise (a computer enterprise, a nursery school, a place to have birthday parties, a sweetshop, a dairy farm, etc.).

• The necessary skills needed to do the work required in the enterprise.

• The type of activities you would like to do in the enterprise (manage, organise the accounts, publicity, dealing with the customers, etc.)

The next step is a group discussion where it will be important to think about and comment on the topic as well as listen to your classmates' ideas.

3. Think of a problem and its solution

In groups, think about a problem or issue that affects your everyday lives (at school, at home, in the neighbourhood, etc.). Then, on a piece of paper, explain what the problem is, three possible causes and come up with a number of different solutions.

Example 1

Problem: There is no space for a basketball court at school.

Causes: e.g. the playground area is not very well laid out.

More pupils prefer to play football.

A part of the playground is full of old furniture.

Possible solutions: Tidy up the part of the playground with old furniture and put a basketball hoop there.

Share the football pitch with the basketball court and organise a timetable for both sports.

Speak to a sports centre nearby and try to coordinate so that pupils can play both sports together.

Example 2

Problem: The school computer room is too small for a whole class and pupils have to sit in pairs in front of the computer screen.

Causes: e.g. the school does not have enough money.

Half of the computers are broken and they are very old. There is not enough space in the computer room.

Possible solutions: The school can buy some second hand computers and/or small laptops.

The pupils can bring computers from home which are no longer used.

Investigate the possibilities of changing the location of the computer room.

4. Researching your environment

Class is divided into four groups. Each group has one or two weeks to find out information about the following:

Existing associations in your neighbourhood, town, city, etc.

Existing associations in other European Countries.

You need to prepare a synthesis with the information you have collected and present the results of your research to the class. The main differences and similarities between the

5. A role play about personal initiative and organization

The class is divided into groups of four to six pupils. Each group thinks about what steps need to be followed to organise the following events: a sports championship in school breaks, a party, activities on a specific day in the calendar (International Day of Peace, International Women's Day, a local festival, end of year trips, etc.), a school excursion, organising the school library, etc.
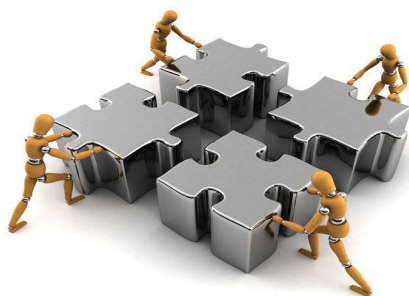
A spokesperson for each group explains their group's ideas to the class, who will then decide if they are complete and if they are viable.

Another possibility is to put one or more of the aforementioned events into practice, assigning real responsibilities and deciding on deadlines for completion of tasks and for evaluating them. This would mean that more time would be needed than initially planned to do the activity and the original time limit would be overstepped, but this gives pupils the chance to assume responsibilities in a real situation in front of the group.

The group members need to decide the steps they are going to take, what they will need, how they will distribute the time, etc. The following chart will help you plan the activity.

Creating a Partnership:

How to set up an enterprise e.g.,

Erasmus for Young Entrepreneurs
http://www.erasmus-entrepreneurs.eu/index.php?lan=en#.UyrVSYU0opo

What do we want to do and why?				
Steps	**Materials needed**	**Leader**	**Time**	**Evaluation or Revision**

You have now covered the following topics:

⇒ **Autonomy and personal initiative competence**

⇒ **Associations**

⇒ **Types of association**

⇒ **Enterprises**

⇒ **Types of enterprise**

1.2. Pupil Portfolio

Pupils are asked to record 6 'zones' of their learning in the field of European citizenship; the records in these different zones will develop in varying proportions according to the Pupils' experiences.
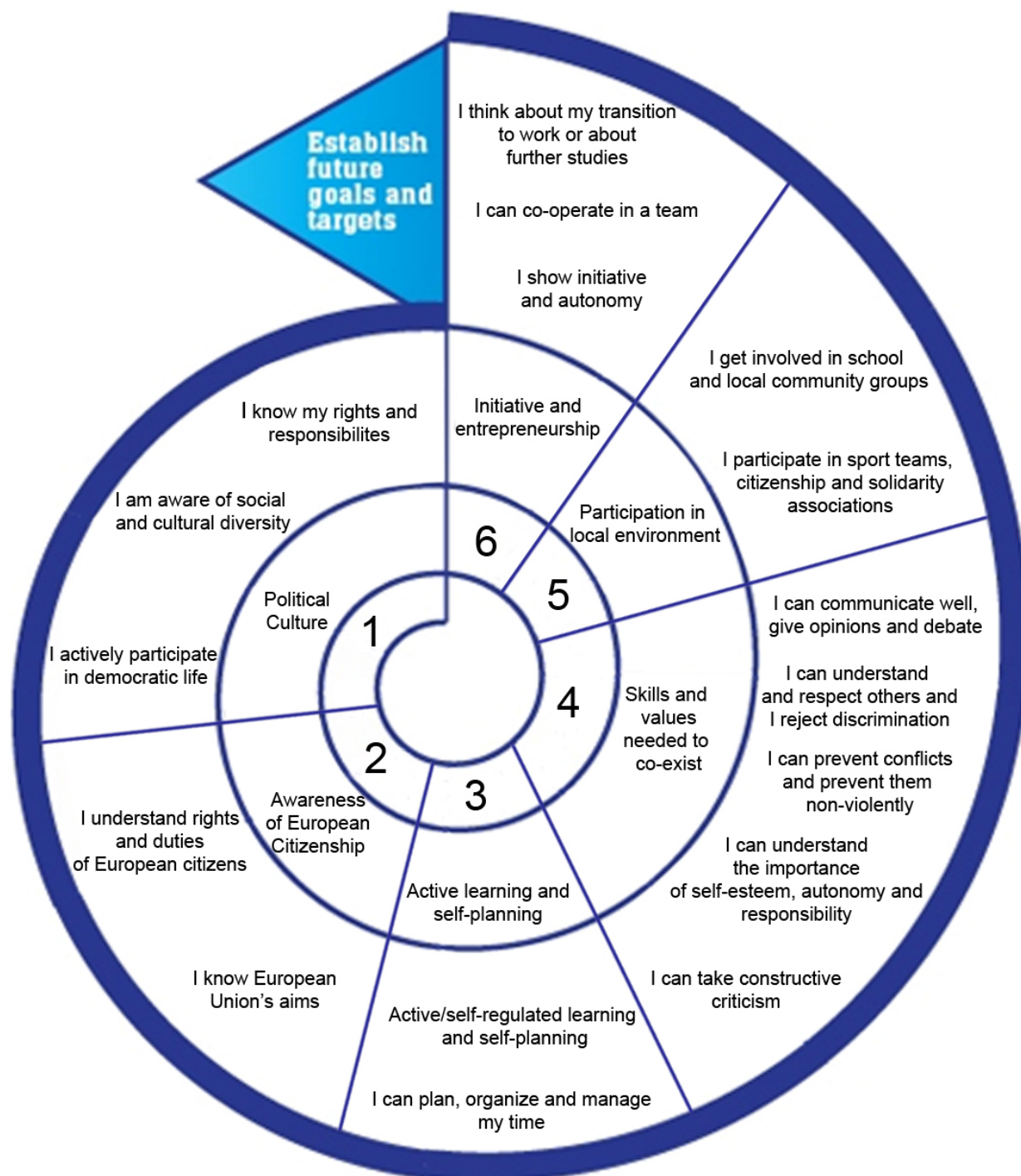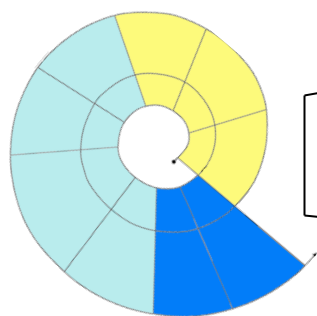
1 Political Culture

I know my rights and responsibilities
I am aware of social and cultural diversity
I actively participate in democratic life
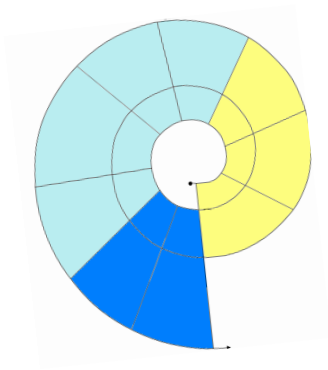
2 Awareness of European citizenship

- I understand rights and duties of European citizens
- I know European Union's aims

I understand rights and duties of European citizens
I know European Union's aims
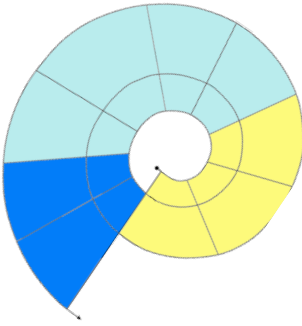
3 Active learning and self -planning

- Active/self- regulated learning and self-planning
- I can plan, organise and manage my time

Active/self- regulated learning and self-planning

I can plan, organize and manage my time
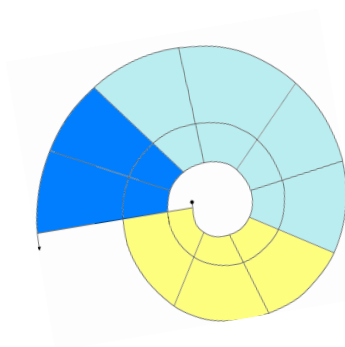
4 Skills and valued needed to co-exist

- I can communicate well and give opinions and debate; I can understand and respect others and I reject discrimination; I can prevent conflicts and prevent them non-violently; I can understand the importance of self-esteem, autonomy and responsibility; I can take constructive criticism

I can communicate well and give opinions and debate

I can understand and respect others and I reject discrimination

I can prevent conflicts and prevent them non-violently

I can understand the importance of self-esteem, autonomy and responsibility

I can take constructive criticism
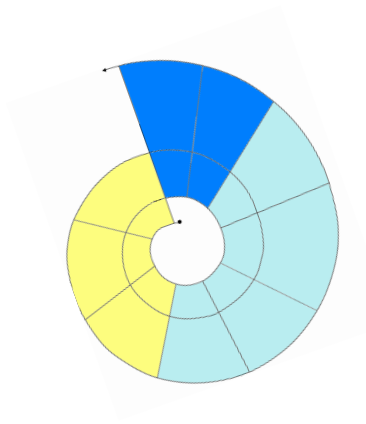
5 Participation in local environment

- I get involved in school and local community groups
- I participate in sports teams, citizenship and solidarity associations

I get involved in school and local community groups
I participate in sports teams, citizenship and solidarity associations
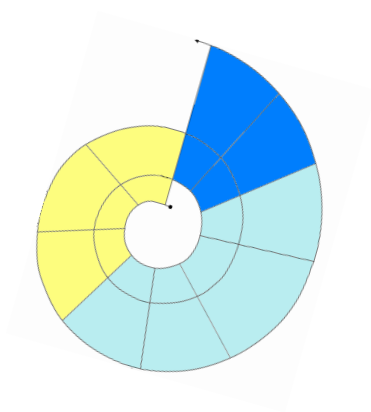
6 Initiative and entrepreneurship

- I think about my transition to work or about further studies
- I can co-operate in a team
- I show initiative and autonomy

I think about my transition to work or about further studies
I can co-operate in a team
I show initiative and autonomy

Part 2. Publication for the teacher

2.1. How to use the resources

The Project ECLIPSE (European Citizenship Learning in a Programme for Secondary Education) seeks to implement a Programme for Secondary Education (PSE) for pupils in the 8th grade, offering them a bar minimum of knowledge in the area of European Citizenship Learning (ECL) in order that they become motivated for active citizenship in their daily life, deepen their sense of belonging, their European identity and responsibility. It aims to facilitate the development of the pupils' transversal competences[16], in accordance with the level of their school grade.

In this part we present the teaching and testing materials of ECLIPSE and explain how it should be used, in other words: what teachers are expected to do. You'll find comments pertinent to the ECLIPSE teaching and testing materials:

1. ECLIPSE Teaching material

ECM a.,b.,c.,d.,e.,f.,g., (on paper),

Frames linked to the ECM a.,b.,c.,d.,e.,f.,g., (DVD),

2. ECLIPSE Testing material

The Knowledge test (pre and post),

The answer sheet (DVD).

3. ECLIPSE Monitoring materials

The questionnaire of beliefs,

The pupil's portfolio,

The teacher's portfolio and guidelines for use (on paper).

All the texts, activities, and worksheets are included in the accompanying DVD for easy printing; in the DVD further information is collated, such as the translations in national languages of the teaching /learning materials, the answer sheets for the tests, information relevant to the citizenship curricula of the partner countries.

The teaching and learning materials of ECLIPSE have been created in accordance with the Official Rules/ curricula of the member countries/ regions and of the European Recommendations. The ECLIPSE ECMs don't aim to be a complete and exhaustive summary of knowledge on European Citizenship, and don't exclude the schoolbook nor further teaching and learning materials.

The estimated time to be spent on the teaching and learning of ECLIPSE is 10 (minimum - core) to 30 teaching hours, and in any case, ECLIPSE is a transversal entity to be used in general education, to enrich the existing teaching in all subjects. Teachers of different disciplines, especially civics, geography, history, law and economics, are expected to use the ECLIPSE material, adopting an interdisciplinary and collaborative approach.

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16 Recommendation 2006/962/EC of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning [Official Journal L 394 of 30.12.2006].

The ECMs offer basic knowledge in socio - economic - political fields and focus on pupils' active learning and self-planning, on building learner autonomy, including skills for self-assessment, in order to promote awareness of their own skills, for their personal, cultural and future professional life, improving their self knowledge and confidence, fostering interest and energy in a gradually self-regulating plan (portfolio etc.), increasing their group-work abilities while preparing and acting out activities. ECLIPSE teaching supports pupils' awareness of their own potential, in view of the choice of the upper secondary school or vocational training and fostering links between formal and non formal learning, and should encourage them to become aware of possible developments for the future of contemporary society.

Although their age (13,14,15 years) can be a limitation with regards to work experience in some case, they are not too young to learn about the working conditions and requirements. This in turn will help them to choose the right type of upper secondary school, and developing a coherent plan of studies towards a potential career. A smooth transition from school to work, a better match between the supply of skills and labour market's demand should not be left to the last few months of their school career, and ought therefore to be addressed earlier on in their school life.

Citizenship Education encourages critical knowledge, excluding a critical adherence to a specific model. It is never indoctrination, instead it is a sharing of information, reflection and documented coherent decision-making by the pupils, who are the citizens of tomorrow; the ECLIPSE work follows the 'controversy principle'[17], and supports pupils both in acquiring information, and in thinking about and reflecting upon controversial topics with knowledgeable reasoning.

The ECLIPSE teaching and testing materials are intended as a part of the general learning offer; it is not meant to be the only work devoted to citizenship at school, and of course it doesn't include every bit of information in the field of European citizenship. In the 8th grade pupils already have had in previous years the opportunity to learn about Europe, about basic concepts in civic and economic fields, like what is the concept of state, what is a currency etc.; that happens in general teaching in a variety different subjects (geography, history, art etc.), as well as, in the already existing school activities.

2.2. Teacher's guidelines: Teacher's portfolio

The aim of the teaching materials is to support pupils in developing citizenship skills, and in understanding what the EU deals with, focusing on very elementary and fundamental knowledge and skills, linking the local experience to the European context. The ECLIPSE learning materials aim to

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17 S. Beutelsbach Consensus http://www.lpb-bw.de/beutelsbacher-konsens.html   Das Konsensproblem in der politischen Bildung (El problema del consenso en la formación política), editado por Siegfried Schiele y Herbert Schneider, Stuttgart 1977 (Traducción al español: Ute Schammann y Raúl Sánchez)   Hans-Georg Wehling (S. 179/180) in: Siegfried Schiele/ Herbert Schneider (Hrsg.): Das Konsensproblem in der politischen Bildung, Stuttgart 1977.

support pupils in learning why and how to make documented and motivated choices and to develop coherent competences for their life plans.

Developing European Citizenship Learning (ECL) includes information and skills to reach this competence. It has taken much effort to focus on essential, selected and very concise information, in order to provide a core common learning tool (PSE) for European pupils at this age, in response to the short time available for this at school. The need to keep the written texts short means sometimes oversimplification of complex situations; this has been done in a conscious way, with the aim of delivering at least a basic idea of the issues. Links for further information are regularly given and deepening of learning in active ways by the pupils is strongly encouraged, and warmly welcomed!

This specific Programme for Secondary Education includes seven European Citizenship Modules (ECMs), focusing on key European topics: human rights and responsibility, social identity (at local, national, European and global level), and cultural diversity; what is the EU, the EU in daily life; European Citizenship; History of the European Cooperation process and the work of the main European Institutions, Learn to start up.

The teaching materials offer pupils some elementary information about the civic aspects of the Country they live in, which is part of the European Union. The Consortium partners have been struggling to identify "what knowledge is of most worth", selecting minimal knowledge, needed by all European pupils in the 8th grade.

Young people become more interested in European affairs and in the European Responsible Citizenship when they know what is going on, and understand how much they are affected by European concerns and by the EU decisions.

The ECMs address knowledge, skills, attitudes, values and the forming of an identity with regard to European citizenship. Special attention is given in the ECMs to transversal skills, like looking at information (Where do you see EU regulations in the daily life of the European Citizens?); learning to learn, self regulated learning (autonomy in looking for information, precision in quantities etc.), entrepreneurship and transition to work. Citizens should develops these skills in order to be able to make informed and balanced judgements, and to make competent decisions in civic and political field.

The ECMs are flexible teaching and learning materials; they do not give strict guidelines, because each situation is different. The optional parts of the modules facilitate the use of them in the different national education systems, where teachers can devote more time and energy to certain topics that are relevant to their Countries; the differences in the national syllabuses mean that the knowledge of specific terminology by the pupils is quite different at the same age in different Countries. Similarly, optional parts of the modules are expected to be relevant for certain (groups of) schools that are willing to devote extra attention to European topics.

Worksheets and activities that focus on transversal key competences are integrated in order to help pupils develop social and civic competences as well as learning to-learn skills. They include a core and an optional teaching and learning package, and are designed with flexibility in mind in order to make it possible for pupils of varying abilities to make the best possible progress. This flexibility helps when differentiating the teaching and learning materials, thereby accommodating the learning needs of all pupils, including teenagers from different social groups and pupils with Special Educational Needs and Disabilities: these pupils are often discriminated against in some schools with consequent loss of human capital and difficulties in job finding and job retention, and therefore the materials help them to achieve and motivate them to become more involved.

Some contents and some concepts are not easy for the 8th school grade, although pupils should already have covered some of these (state, currency) in the previous grades; an understanding of some difficult concepts, like 'sovereignty', is required in order to understand the topics and therefore time needs to be devoted to explaining such terms and concepts.

It has not been necessary to write a lengthy Glossary[18] of terms because of a number of reasons: for instance, a glossary can be seen to risk oversimplification, and may encourage mnemonic learning by pupils. ECLIPSE trusts the professional competence of teachers in explaining new concepts and new terminology. A glossary is not enough to explain difficult concepts; examples, dialogue, links to daily situations are a much better tool for this.

The Frames for the teachers in the DVD give some extra suggestions and broaden the field for interested teachers. The ECMs and the Frames suggest learning activities, and learning strategies.

The working proposals were designed to provide teachers with a comprehensive range of activities on various topics of the European Union, European Citizenship and Entrepreneurship. From this proposal, the teachers can make appropriate choices according to the characteristics of their pupils.

While the modules are designed for pupils, the Frames are additional proposals. The relationship between the ECMs and the Frames is shown in Figure 2 in the DVD.

The teaching and testing materials blend into a number of curriculum areas and are closely linked to non formal and informal learning, given that pupils constantly pick up messages from their

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18 Confusing conversations
http://www.bpb.de/veranstaltungen/netzwerke/nece/66852/glossary-of-terms
http://www.confusingconversations.de/mediawiki/index.php/Kategorie:Index_Grundbegriffe_Englisch ; Eurydice, European Glossary, vol. 3, 2002
http://www.indire.it/lucabas/lkmw_file/eurydice///Glossary_education_Vol3_2001_EN.pdf ; Eurydice, European Glossary, vol. 4, 2002, pp. 73 – 85
http://eacea.ec.europa.eu/education/eurydice/documents/european_glossary/035EN.pdf .
Council of Europe, O'Shea, K, 2003. A Glossary of terms for education for democratic citizenship.
Developing a shared understanding. Strasbourg: Council of Europe Publishing, 2003; Technical Education and Skills Development Authority, The TVET Glossary of Terms, Fourth Edition, 2010
http://www.tesda.gov.ph/uploads/File/RelatedTvetInfo/The%20TVET%20Glossary%20of%20Terms,%204th%20Edition.pdf.

environment, and civic development includes all of the unrecognised and sometimes unintended knowledge, values, and beliefs that are part of the learning process.

The *ECM a* addresses the question of Human rights, aiming to prevent discriminations, sometimes due to superficial knowledge of differences, and to limited contact with other peoples. The *ECM b* focuses on topics linked to identity, social and cultural diversity, prejudices and stereotypes.

The *ECM c* and the *ECM d* deal with topics like: What is the EU? What Does the EU do? The *ECM d* approaches questions included in the European Citizenship: free circulation of persons in order to study and/or to work, rights of health care in the EU Countries[19], how the European Union spends its money.

The *ECM e* reports on the historical development of the EU, and shows the efforts of the European Countries in improving their internal relationship and reaching a common development strategy.

The *ECM f* is not simply a memory exercise about European institutional matters, since it requires pupils to understand that Institutions are a means to regulate the mutual cooperation, to defend the rights of all member Countries and citizens, preventing the risk of undemocratic procedures, understanding what the European cooperation means in a time of global competition.

The *ECM g* helps encourage personal qualities in pupils, which are very useful in everyday life and for future career. It also provides knowledge about the business world and associations through activities that promote creativity, initiative, autonomy and teamwork.

All materials are translated in the 6 partner languages and are included in the DVD. Questions are put to the pupils about local representatives in the EU bodies; it is important that pupils know their own local involvement in the European Institutions, understand that the EU is made up of member States, and that decisions are taken by politicians elected by the people at national level. The names of the politicians representing the different Countries/regions are chosen according to strictly geographical criteria, because citizenship education at school excludes party political influence.

ECLIPSE schools start linking the curricula and pupil's learning with the world of work early on in their school career and attempt to help pupils develop skills that should help remedy the mismatch between the supply of skills and labour market demand.

The ECMs are a European product, but include some examples of national cases (see the Romanian flag in the ECM b). Even the names of the National representatives in the European Institutions[20] are different in the National versions, of course.

Each ECM includes contents, proposals for exercises, and activities of the pupils, links to further learning in order to develop and/or to consolidate transversal skills. Furthermore the pupils are asked to discuss some topics with their peers and with their own families.

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[19] About health care in the UE Countries, s. http://europa.eu/rapid/press-release_MEMO-13-432_en.htm
20 The European Parliament http://www.europarl.europa.eu (last access 27.2.2014).

The work with the teaching material relies on the professional skills of the teachers, who will use the material according to the needs of his/her pupils. Some examples: 1) the teachers will explain difficult concepts according to the level of his/her pupils. In a footnote there are links to European Glossary, but the teacher explains better, fostering active involvement of the pupils; 2) in the ECM a *Human rights*, there are some exercises on discrimination among pupils (ex. 'Nobody wants to sit next to Ricardo because he has additional educational needs'); of course teachers are expected NOT to take real examples from their own class, and to ensure they do not use ECLIPSE examples if they are deemed too similar to the situation of his/her pupils; 3) in the ECM e, *History of the European cooperation process,* point 2. *The long and winding road of the European Union: from conflict to co-operation*, the issue is about Western Europe after the Second World War, and it is up to the teacher highlight to the pupils the parallel situation in central- Eastern Europe.

The pupils are encouraged to become active learners, and to think about what they can develop with the guidance of the European curriculum, starting to understand the possible routes for their personal, cultural and professional future life, and still having time to make decisions about the best way forward in their further education and training.

That means an idea of school which is open to the outside world, looks for cooperation and finds educational links in after-school learning activities, especially for social participation and for the guidance of the pupils towards the world of work, developing closer links to the territory, involving parents as well, by answering questions and discussing citizenship issues.

Young people are expected to gather information on European daily life, economy models, social cohesion and justice, education, cultural and religious understanding, welfare, currency etc. and think about which are the best developments for the European Union of the future. The lack of trust in the institutions should be overcome by more competence and responsibility at all levels, especially at governmental level, and through bottom-up participation.

The ECMs are linked to the Knowledge Test, the Questionnaire of Beliefs, and to the Pupils' Portfolio. To make the ECMs more user-friendly we have decided to help you and your pupils with some recurring symbols.

These are:

it is important to underline that time allocation is divided into core (10 h) and optional (20 h).

highlights the fact that an activity, or a part of it is, optional.

identifies the presence of either an activity or research project.

shows that the activity should be done in groups.

gives a focus on a particular concept important to understand the ECM.

suggests websites useful to find sources and further information

suggests a reflection step in the ECM

highlights the presence of an activity in which you are going to study a case, imagining that you are in a real situation and trying to find ways to deal with it.

helps to understand that a concept is touched upon in other parts of the ECMs.

reminds you that a particular part is connected to the use of the Pupil's Portfolio.

ECLIPSE Testing and Monitoring materials

ECLIPSE partners use a qualitative and quantitative approach for the evaluation of the learning results: a Knowledge Test, the Questionnaire of Beliefs, a portfolio for pupils and a portfolio for teachers. The testing materials are developed in order to be compatible with the usual assessment measures in their own school system; they don't aim to replace the daily assessment of school work, which is implemented according to the National rules and habits. Of course there are no marks for the Questionnaire of beliefs and for the portfolio; it is quite common that education for citizenship is not marked in European school systems[21]. Teacher will assess *in itinere* the learning progress of the pupils as usual.

Using the knowledge test doesn't mean adopting a practice of "standardised" testing to assess the achievement and the attainment of pupils; any kind of 'teach to test' is excluded. The ECLIPSE Knowledge test is not the main ECLIPSE tool to assess pupils' learning; it is principally a means for co-ordination between the different schools and Countries.

Any kind of ranking among schools and Countries is excluded because the achieved results are not independent from the whole learning career of the pupils as a whole, which is not the same in the schools of the different Countries. Being linked to prior learning in the differing National curricula, achievement in ECLIPSE is not accurately comparable among Countries.

The **Pupils' knowledge test** (pre and post) asks basic information on the European Union (How many EU countries are there in the EU, how many Countries do use the common currency as their official currency? How many inhabitants live in the EU?), and on the current problems (What percentage of migrants are there in your Country?). It aims to focus pupil attention on the EU relating to their own region, querying the name of their representatives in the European Parliament elected in their own Country/ region, checking elementary information on the historical development of the EU.

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21 Eurydice (2012), Citizenship Education in Europe, Bruxelles.

With regards to the question about National Member of the European Parliament (EP), it is the local MEP that is the correct answer (which of course will vary from region to region).

The most important questions are directly linked to the European Citizenship, and to the European 'freedoms' (What do "free circulation of goods", and "movement of citizens" mean?). There are also questions that relate directly to the purpose and situation of the EU on a world scale, such as: What about the European Union in the global context? What have been the mission and core values of the European cooperation processes?

Aside from the questions regarding the Institutions (Who is the President of the European Commission), and Treaties (The Lisbon Treaty), pupils are urged to think about topics such as: Which of the following constitutes "discrimination"? and what does "having prejudice" mean?

The test has been developed with a view to determining to what degree the competences are achieved after implementing the ECMs. In developing the tests current ICCS items (Kerr, Sturman, Schulz & Burge, 2010), test items from previous studies in the Netherlands into European citizenship, as well as other relevant national studies in the participating Countries have been taken into account.

The delivery of precise data and asking for it in the test is a key part of the plan for citizenship, because this emphasises the habit of precision, against indoctrination and superficial knowledge.

The items of the Knowledge text are consistent with the ECMs, are the same in the pre test and in the post test, with the only difference being that the possible answers are slightly different; in the DVDteachers can find the answer sheets. When the items of the Knowledge test ask information which are potentially going to change over the years (e.g. after the European Parliament Elections in May 2014, or the number of Countries of the European Union, or the list of the Schengen Countries), you find a link to a website in the answer sheet to enable the teacher to find the correct answer as the situations evolve; it is very important that pupils understand that things are constantly changing in the European Union and that citizens contribute to this change. The answers in English (ex. 24. Who is the President of the European Commission (2012)? answers in the English version: A. Donna Tusk, B. Manuel Barroso, C. Catherine Ashton, D. Mariano Rajoy) can be changed in the different language versions of the Tests. Including names of political representatives from one's own Country can help pupil feel that the EU and its Institutions are the result of a cooperation between all member States. The knowledge test should be used before (pre test) and after (post test) the ECLIPSE teaching activities.

The **Questionnaire of beliefs** should be used only at the end of the teaching/working phase.

The Questionnaire of beliefs - opinions are centred around the pupils' European Citizenship attitudes, skills and values, as well as around their concept of the European identity.

A pupil portfolio that is accessible online has been designed by the UK partner SJSM, with 6 'identity zones' in the field of European citizenship; the records in these different zones will grow in varying

proportions according to the pupils' experiences and learning to form 'the marble cake' of their cultural identity.

The **pupil portfolio** and the teacher portfolio are useful tools to improve pupil learning and to promote teachers' learning and growth as individuals and as professionals through reflection and self-assessment.

The ECLIPSE pupil's portfolio is used by the pupils to record their learning and experiences throughout the period of study; it has the form of a spiral and includes six main sections: 1. Political culture ("I know my rights and responsibilities"; "I am aware of social and cultural diversity"; "I actively participate in democratic life"); 2. Awareness of European Citizenship ("I understand rights and duties of European citizens"); 3. Active learning and self-planning ("I am good in active self-regulated self-planning"; "I can plan, organise and manage my time"); 4. Skills and values needed to co-exist; 5. Participation in a local environment; 6. Initiative and entrepreneurship ("I show initiative and autonomy", "I can co-operate in a team", "I think about my transition to work or about further studies").

The development of the pupil portfolio is based on Risse's theory of multiple identities and will explore and document Jameson's theory of the four main sources from which identity develops: the school, the family, the peer group and the media.

Pupils are expected to describe their ideas and interpretations in relation to every section's items, giving examples from real life. Pupils think about their habits in learning, about their skills in observing, analysing, reasoning and reporting, their interpretations, forms, their ability to link knowledge and experience, recording the gradual development of competences. The portfolio creates opportunities to focus, other than on the cognitive dimension (knowledge and understanding test in the Knowledge test) of citizenship, but also on the skills and behaviours, to values and attitudes towards their responsibility in a competent citizenship, with commitment based on a sense of belonging and identity within European communities.

Teachers can work with pupils on the portfolio in small groups using the Spiral prompt questions which relate to European Citizenship. The questions provide a structure for group discussion. The sections are progressive, but pupils do not need to complete all sections. Choose sections of the Spiral suited to your individual activity. Pupils working collaboratively develop a greater understanding of the intercultural and civic competences and skills to be recorded. The pupils reflect upon the competences they have developed and plan for further learning, whether formal or informal. Again, pupils should be encouraged to complete the relevant sections of the Spiral. The representation of different aspects of their learning will impact positively on their confidence and motivation to develop their European identity through participation in European studies and in extended learning partnerships in Europe.

There is also the potential for pupils to share their learning and to take part in peer assessing, whereby pupils read each others' portfolios and offer some constructive feedback. This also gives them the opportunity to discuss pupils' thoughts and ideas, without the need to indicate that a written reflection is wrong or right.

The **teachers' portfolio** helps teachers to monitor-own teaching work and to contribute to continued professional improvement; it is a reflection tool aimed at the professional development of teachers using the ECLIPSE. Teachers are encouraged to register and make explicit their concerns, doubts and questions as well as provide evidence of their progress and interim outcomes; they are invited to reflect on essential and specific knowledge, skills and values that are necessary to promote European Citizenship Learning, in order to promote pupils' learning. It is a good basis from which to share and discuss practices with peers, trainers and mentors, a support to become more competent in areas such as instructional strategies, classroom management, assessment and the building of more positive relationships with peers, pupils and parents.

In conclusion, ECLIPSE is expected to have a positive effect on teachers and pupils, through the delivery and sharing of information, critical reflection, focusing on active involvement of learners. It provides the opportunity for participants to learn information and skills (competences), to develop personal experiences in order to reach citizenship competences, beyond mere rhetoric. Being a common programme at European level represents a strong added value; it broadens horizons by enabling pupils to be more in touch with life in member Countries via the ECMs and in possible contacts, discovering that European Countries have a lot in common as well as differences.

Pupils should be empowered to go over a declarative knowledge of the EU and to understand the effects of the common decisions that the Country representatives take at EU level in all fields of everyday life. The emphasis on competent European citizenship should encourage citizens to know how they want Europe to develop, and to engage in promoting this, perceiving themselves as being responsible at local, national and European level, sharing a common destiny.

ECLIPSE aims to be sustainable; it fosters the exchange of good practice, in order to improve the quality of education and training. Cooperating with young people from other European Countries should encourage participants to get a closer look at the daily life of their peers, becoming familiar with them through social networks, exchange of photos, books, videos etc., and overcome the possible prejudices, so that it increases their desire to get to know each other better.

The teachers involved are encouraged to continue to emphasise civic learning; schools are expected to keep and foster the started contacts with "twin schools". In order to support them, the ECLIPSE website will keep being active for two years[22].

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[22] S. the website eclipse.lett.unitn.it ; Erasmus plus and eTwinning http://www.etwinning.net/it/pub/index.htm , are good cooperation tools as well.

Working together across borders, the pupils and teachers get to know each other, will know the different Institutions and Countries, the working ways, and will practise intercultural cooperation; it is hope that this will impact positively on the motivation to develop own European Citizenship through extended learning partnerships.

Thank you for your attention,

Enjoy your work!

Olga Bombardelli, Lidia Santana, Maria Helena Salema, Kerry Saunders

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Presentation of the ECLIPSE teams -Who we are-

Università degli Studi di Trento (Italy) offers a full range of academic degree programmes, Bachelors's, Master's, Top Mater's and Ph.D within eleven Departments. The Department of Humanities is an interdisciplinary scientific community where scholars from different areas such as Philosophy, History, Education and Art, work together.

Staff members

Olga Bombardelli, Coordinator of the COMENIUS Project ECLIPSE, professor for Educational Studies at the University of Trento, Italy, Chair J. Monnet for Education for Citizenship and European Integration and has been active in several international Projects.

Marta Codato, staff member of the COMENIUS Project ECLIPSE, PhD in "Pedagogical, Educational and Instructional Science".

Cristina Galbiati, staff member of the COMENIUS Project ECLIPSE, PhD in "Human Development and Labour Market Law".

Universidad de La Laguna in Spain, Canary Islands, offers 56 official undergraduate and graduate degrees, doctorate programmes. There are 16 Faculties and 7 university schools distributed across 5 Campus. The Faculty of Education sees the training of future graduates from ethics and human values and fundamental rights and be supportive and to develop critical social consciousness in order to promote the improvement of society.

Staff members

Lidia E. Santana, Professor in Didactics and School Organization at the Faculty of Education of the University of La Laguna.

Yaritza Garcés, Ph.D pupil and collaborator researcher at the Faculty of Education at the University of La Laguna; Department of Didactics and Educational Research.

Luis Feliciano, Professor in Methodology on Investigation at Faculty of Education of the University La Laguna.

Olga González, Associate teacher in the area of Applied Economy at the Faculty of Economy of the University La Laguna.

Humberto Ramos, Geography and history teacher in a high school at Santa Cruz de Tenerife.

ST. John's School Marlborough, an English international academy, has both a national and an international reputation for curriculum innovation and academic excellence. Preparation for global citizenship, independent thinking, high self-esteem and confidence are all hallmarks of the St John's pupil.

Staff members

Dr. Patrick K. Hazlewood, is Principal of St John's International Academy in Marlborough and CEO of Excalibur Academies Trust. He has a PhD in Educational Leadership and is an accredited practising Ofsted Inspector.

Kerry Saunders, is Director of Modern Foreign Languages. She graduated from University College London with a BA single Honours degree in French and was awarded a PGCE from University of Leeds. She is currently writing a dissertation as part of her Masters in Global Futures with the University of Reading

Tom Nicholls, assistant vice-principal of St. John's Marlborough and chair of the Global group committee.

Instituto de Educação da Universidade de Lisboa. IEUL is an organic unit created in 2008 with the aim to reinforce and enhance the University's potential to intervene in the fields of Education and Teacher Training, both a national and international level. The Institute of Education's teaching activities comprise post-graduate, graduate and specialization degrees in specific domains of Education and Teacher training.

Staff members

Carolina Carvalho, she is a psychology professor at the University of Lisbon. Her research interest included developmental psychology and psychology of learning; teacher education; education for citizenship; identity and learning. Statistical learning and relations family-school.

Maria Helena Salema, Ph. D in Education, Pedagogy. She is at the University of Lisbon, Institute of Education, since 1996. She was Portuguese coordinator of the project of the Council of Europe "Education for Democratic Citizenship and Human Rights Education". She was member of the Expert Research Network on Indicators for European Citizenship in European Commission's Joint Research Center. She is consultant and researcher in several NGOs for Global Citizenship and Development.

Joseph Conboy, PhD, he is a Researcher at the Center for Educational Research of the Institute of Education of the University of Lisbon.

Dulce Martins, She is a Ph.D pupil in Educational Psychology and a collaborator researcher at the Center for Educational Research of the Institute of Education of the University of Lisbon. Research interests in identity and learning: vocational identity; career development and citizenship education.

Florbela Sousa PhD, Assistant Professor at the University of Lisbon, Institute of Education. Her research interests include educational sociology, mainly in the areas of citizenship and intercultural education and school leadership. She is National coordinator of CICE (Children Identity and Citizenship in Europe).

Leibniz Universitaet of Hannover. AGORA Civic Education as part of Department of Political Science located at the Leibniz University of Hannover is under the direction of Prof. Dr. Dirk Lange. The overall aim of the AGORA Civic Education is to enable both young people and adults to acquire key skills and competences necessary for active citizenship and participation at all levels of social and political life. AGORA offers a wide range of teacher in-service and induction trainings covering all aspects of citizenship education in teaching and learning. The trainings are offered on university-level as well as on national and European level.

Staff members

Dirk Lange, Professor in Civic Education and head of Department of AGORA Civic Education at the Institute of Political Science of the Leibniz University Hannover.

Inken Heldt, PhD student in Civic Education and staff member of Department of AGORA Civic Education.

Doreen Huget, PhD student in Civic Education and staff member of Department of AGORA Civic Education.

Scoala Nationala de Studii Politice si Administrative. SNSPA has established itself as a trademark in the Romanian higher education landscape, as well as in the scholarly research field. Its areas of expertise comprise communication, psychology, psycho-sociology, public relations, public administration, management, political sciences and international relations. The University has developed important partnerships with worldwide universities and has recently joined the European University Association.

Staff members

Irina Stanciungelu, Senior University Lecturer, Ph.D, National University of Political Studies and Public Administration College of Communication and Public Relations.

Cesar Birzea, Director of the Institute of Education Sciences (a national institute supported by the Ministry of Education) – since 1990. Full professor at the University of Bucharest, Faculty of Philosophy; courses provided: "Educational policies" and "European policies".

Elena Madalina Iorga, she is a Ph.D pupil in Communication Sciences, College of Communication and Public Relations, National University of Political Studies and Public Administration (SNSPA).

Monica Puscas she is a Ph.D pupil in Political Science and International Relations - Evaluation of Educational Policy, National University of Political Studies and Public Administration (SNSPA).

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