

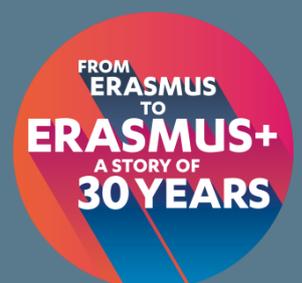


European
Commission



Citizenship

A collection of innovative and inspiring resources
Explore. Learn. Share. - 2017



Education and
Training

EUROPEAN COMMISSION

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Directorate B – Youth, Education and Erasmus+
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Contact: Géraldine Libreau

E-mail: EAC-UNITE-B2@ec.europa.eu

*European Commission
B-1049 Brussels*

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edited by

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Introduction

This **Citizenship** publication presents a selection of products developed within the context of decentralised and centralised finalised projects funded under Erasmus+ and its predecessor, the Lifelong Learning Programme, in the field of school education, vocational education training (VET) and adult learning.

Overview

The **Citizenship** publication promotes interesting and innovative ideas emerging from EU-funded projects to help inspire teachers, non-governmental organisations, project applicants and policymakers across Europe to develop their professional practice. It offers a number of useful resources including teaching materials, as well as creative approaches to teaching and promoting active citizenship, and raising intercultural awareness. The compendium has been structured under the following headings which reflect how the resources can be used:

- Chapter 1 – Raising intercultural awareness and social understanding (projects that focus on increasing intercultural awareness among learners of different ages and teachers);
- Chapter 2 – Developing approaches to valuing cultural diversity and combating discrimination (projects that focus on valuing diversity and preventing discrimination in schools and beyond);
- Chapter 3 – Teaching citizenship education (projects that focus on how to teach citizenship education in the classroom);
- Chapter 4 – Developing tools for teaching active citizenship (projects that focus on developing tools to support the teaching of citizenship education).

Additional resources

If you are interested in the topic of Citizenship, you may also be interested in the following resources:

- The School Education Gateway, for anyone interested in school education, includes a thematic section on Citizenship (http://www.schooleducationgateway.eu/en/pub/theme_pages/citizenship.htm).
- EPALe, the e-Platform for Adult Learning in Europe offers many news, blog posts and resources related to citizenship within adult education (<https://ec.europa.eu/epale/en>).

Raising intercultural awareness and social understanding

DARE – Democracy and human rights education in adult learning

Summary

The DARE Network is an active Europe-wide network of NGOs and other organisations which works to improve the quality of education for democratic citizenship and human rights, promoting transnational cooperation and innovative projects amongst its member organisations and the broader educational community. It aims to achieve recognition and visibility, in addition to producing relevant resources for democracy and human rights education.

The DARE project aimed to: raise the profile of education in democratic citizenship and human rights; enhance the quality of education and communication within these fields; and, promote transnational cooperation of all stakeholders in the field.

Main outputs

Title of product	Description	Format	Language
Policy recommendations	Series of policy recommendations on citizenship and human rights education (in relation to intercultural dialogue, social exclusion and poverty eradication, active citizenship) and conference documentation produced by the Network	PDF	EN
DARE Blue Lines	Series of print journals linking research and educational practice in education for democratic citizenship and human rights	PDF	EN
DARE Blog	Blog which facilitates the exchange of expertise and provides up-to-date information on practices and projects in the field	Website	EN

Coordinator: Arbeitskreis Deutscher Bildungsstätten (DE)

Countries: AT, BE, BG, CY, CZ, DE, DK, EE, EL, ES, Georgia, HR, IT, LT, LV, Moldova, NL, NO, PT, RO, UK (and European level partner organisations)

Web resources: www.dare-network.eu

Funding type: Grundtvig Multilateral Networks

Dates: 2007–2010

Art and Science – the best ambassadors of national values within Europe

Summary

The purpose of the project was to foster four out of the eight EU key competences set out under the European Framework for Key Competences¹ centred on: cultural awareness and expression; social and civic competence; competence in foreign languages; and, digital competence. It focused on the promotion of cultural diversity, national and European values and the development of a feeling of inclusion and citizenship in relation to Europe amongst pupils and teachers of participating schools. The initiative was based on activities that promote the work of national artists and scientists through workshops, symposiums, conferences, contests and exhibitions.

Main outputs

Title of product	Description	Format	Language
Methodological Guide for Cross-Curricular Activities	Provides examples of successful lesson plans and activities created by the teachers of the school involved in the project. Each activity presented covers different subjects and topics, and guides the teacher on how to carry it out in class	PDF	EN
Presentations	Presentations of different educational systems, culture and customs in different countries and on famous national artists, poets, writers etc.	PDF	EN

Coordinator: Liceul Teoretic Tudor Arghezi (RO)

Countries: BG, ES, FR, IT, LT, PL, PT, RO, TR

Web resources: <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/750e1dd7-0558-4426-acf8-d913316ace5e>

Funding type: Comenius Multilateral School Partnerships

Dates: 2013–2016

¹

PICARO – Participation, Integration, Commitment, Active Citizenship, Responsibilities, Opportunities

Summary

The 'PICARO' project aimed to increase pupils' awareness of poverty and social exclusion in Europe, and to encourage involvement and commitment to combat poverty and exclusion, at least at the local level. The project sought to help students reflect on the importance of being active European citizens, and cooperate to increase and support solidarity between generations, populations and people. Learners were asked to share their perceptions about poverty and its causes and compare attitudes towards homeless and socially excluded people in different countries, as well as social care systems.

Main outputs

Title of product	Description	Format	Language
Activities	A description of the activities carried out under the project, including e-twinning and extra lessons.	Website	EN
Collection of presentations	A series of presentations on the topic of poverty and exclusion, including guidelines on how to use the materials in class to conduct activities related to the topics.	Website Power Point	EN

Coordinator: Istituto Comprensivo C. Casteller (IT)

Countries: ES, IT

Web resources: <https://sites.google.com/site/comeniusitalypv/home>

Funding type: Comenius Bilateral School Partnerships

Dates: 2010–2013

AV Club – Voluntary against violence

Summary

The project aimed to support the fight against violence in schools by promoting the active involvement of adults and students in volunteering activities, as well as increasing their sense of the need to act in response to the violent actions of students around them. In the long term, these actions are seen as a way to identify the causes that lead to antisocial behaviour and violence, reduce the percentage of drop-outs and combat the discrimination of students based on gender, ethnicity, social origin, religion or family situation. The project pursued its objectives by establishing an 'AV Club – Anti-violence' and by improving learner awareness with regard to their cultural, social, language and ICT skills. It also developed a guide on good practices on measures to combat violence and antisocial behaviour.

Main outputs

Title of product	Description	Format	Language
Guides to civilised behaviour	Two guides on how to prevent anti-social behaviour in school	PDF	EN, ES
Together for a Better Life	Guide on the project activities, methods and good practices	PDF	EN
Method documentation	Documents on the approaches used to improve learners' awareness on the subject	PDF	EN, ES

Coordinator: Inspectoratul Scolar Judetean Ilfov (RO)

Countries: ES, IT, RO

Web resources: <https://sites.google.com/site/avgrundtvigclub/home>

Funding type: Grundtvig Learning Partnerships

Dates: 2009–2011

AEC – Supporting the European year of citizenship by promoting Active European Citizenship

Summary

The project aimed to promote Active European Citizenship (AEC) by supporting projects which address this concept, in an attempt to mainstream and promote its understanding across Europe. During the project, a selection of 30 good practice examples linked to promoting AEC were selected amongst EU-funded projects from a range of different perspectives. In addition, a two-day conference was organised together with several workshops on AEC. A magazine and a video were produced as promotional materials to showcase the projects and their results.

Main outputs

Title of product	Description	Format	Language
Thirty selected projects	A database of 30 selected good practices across Europe	Website	EN
Focus Europe magazine	A magazine on AEC	PDF	EN
YOURopa video	Video on the project and 30 best practices	Video	DE, EN, FR

Coordinator: European Network for Transfer and Exploitation of EU Project Results (AT)

Countries: AT, UK

Web resources: www.youropa-project.eu

Funding type: Grundtvig Accompanying Measures

Dates: 2012–2013

School factory of initiatives – equal citizenship

Summary

The project aimed to raise awareness on all issues which relate to discrimination and gender equality in schools and beyond. By engaging pupils actively, the project sought to increase student participation in the local community and increase their team working skills in addition to their awareness on gender identity and human rights. The project is based on an analysis of student needs, workshops to develop skills and active citizenship. In order to reach more schools and people, a communication campaign was launched to inform people about discrimination.

Main outputs

Title of product	Description	Format	Language
Joint reports	A report on gender equality in partner countries	PDF	EN
Collection of presentations	Presentations on gender equality, gender stereotypes, human rights and gender in media	PDF	EN

Coordinator: Liceum Ogólnokształcące im. Stefana Żeromskiego (PL)

Countries: CY, EL, ES, FR, HU, IS, NO, PL, TR

Web resources: <http://schoolfactoryofinitiatives-equalcitizenship.wikispaces.com/home>

Funding type: Comenius Multilateral School Partnerships

Dates: 2012–2015

WeReurope – European lifelong learning (LLL) by intercultural dialogue (ICD)

Summary

The project aimed to promote unity and diversity by addressing issues on different cultures, and to improve the quality of LLL through culture and art. Culture and art can be instruments for a sustainable approach to learning and creating cultural bridges. The project came about as an opportunity for EU citizens to learn together, building on best practice approaches used in other EU projects on intercultural learning. The model of ICD was developed as an approach to create pathways for adult learners to develop new intercultural skills, and to motivate them.

Main outputs

Title of product	Description	Format	Language
Digest on ICD Design	A guidebook on how to design and run an ICD conference. It includes a toolbox with suggestions and tips for designing and running such a conference	PDF	BG, DE, EN, FR, IT, SI
Examples of successful ICDs	A collection of good practice examples of ICDs	PDF	EN
What Is the 'Optimal Learning Environment' for Intercultural Dialogue?	Workshop report on how to create an optimal learning environment for intercultural dialogue	PDF	EN
Learning outcomes survey	Results from the project in terms of learning outcomes	PDF	BG, DE, EN, FR, IT, SI
Reports	A collection of reports and documents on intercultural education and dialogue	PDF	EN

Coordinator: Institut für Bildungsforschung der Wirtschaft (AT)

Countries: AT, BE, BG, DE, HU, IT, RO, SE, SI, UK

Web resources: www.wereurope.eu

Funding type: Grundtvig Multilateral Projects

Dates: 2008–2010

EVE – European Values Education

Summary

This project aimed to raise awareness around European values and how these values differ from country to country amongst young people in Europe. The EVE project mainly focused on how to approach themes such as work, religion, family and society by using maps of the existing website Atlas of European Values (link below) and expanding it to include new languages (Turkish, Spanish and French, in addition to English, German, Dutch and Slovak). During the project, materials were developed with different approaches to the subject, but with the common aim of giving pupils the opportunity to relate to the themes in question both autonomously and together with other students. The instruments and outputs produced were used and piloted in different educational contexts and levels (from primary school to higher education).

Main outputs

Title of product	Description	Format	Language
European and World Maps	A repository of different country and regional maps which provide the opportunity to investigate and compare European values across countries. Users can also create their own maps	Website	DE, EN, ES, FR, NL, SK, TR
Teaching materials – examples and templates	Teaching materials including examples and templates, teaching strategies, materials for student exchanges, background information and research publications	Website Word PDF	DE, EN, ES, FR, NL, SK, TR
Videos	A collection of videos on the topics covered by the project with perceptions and experiences from students across Europe	Video	Various with subtitles

Coordinator: Fontys Lerarenopleiding Tilburg (NL)

Countries: DE, NL, SI, TR, UK

Web resources: www.atlasofeuropeanvalues.eu

Funding type: Comenius Multilateral Projects

Dates: 2009–2012

Beyond words –The communication of universal values through the language of art

Summary

The project aimed to promote knowledge and understanding of cultural diversity and European languages amongst young people and their teachers, in addition aiming to help students acquire basic skills and develop personally to become active citizens of Europe. It focused on the communication of concepts, ideas and values through the use of alternative approaches, such as music, painting and sculpture. It also developed teaching modules or lessons based on research carried out by schools participating in the project on how art can be used to promote cultural diversity.

Main outputs

Title of product	Description	Format	Language
Teaching modules	Seven teaching units on how to use art to communicate a concept, idea or core value such as peace, happiness, tolerance, friendship, labour, freedom or justice.	PDF Word	EN

Coordinator: Ieso Quercus (ES)

Countries: BG, EL, ES, FI, IT, NL, RO, TR

Web resources: www.e-quercus.es/comenius

Funding type: Comenius Multilateral School Partnerships

Dates: 2009–2011

Good Behaviour – A Rainbow That Colours Our Life

Summary

The Good Behaviour project aimed to develop new approaches to help pupils between 4 and 15 years old to develop socio-emotional intelligence and increase their awareness of its importance. In order to do so, the project sought to motivate and encourage children to participate actively in a series of activities which stimulate their understanding of artistic, social and ethical values, as well as a sense of responsibility and respect towards other people.

Main outputs

Title of product	Description	Format	Language
Good Behaviour: A Rainbow That Colours Our Life	e-Book: Final output of the project including description of approaches and activities	PDF	EN
Presentation	Presentations delivered on good behaviour	PDF	EN

Coordinator: Osnovna šola Idrija (SI)

Countries: IT, PT, RO, SI, TR, UK

Web resources: <http://behaviour2-project.blogspot.be/>

Funding type: Comenius Multilateral School Partnerships

Dates: 2008–2010

Superheroes: Different but still the same – a European story about integration

Summary

The project aimed to raise awareness of teachers on best practices with regard to teaching methods and technologies used to develop pupils' literacy skills, both in their mother tongue and in a second language. During the first year, activities included the development of moral stories, each of these stories involved creating a hero who was different from the children who participated. The aim was to highlight the differences between backgrounds, cultures and languages. During the second year of the project, the schools involved created a storyboard in which the hero solves, in each country, problems posed by pupils. Activities also involved: the production of a film, soundtrack, narration and subtitles; the exchange of letters with fellow pupils in other countries; and, class exchanges.

Main outputs

Title of product	Description	Format	Language
Materials on inclusion in schools	A collection of reports and presentations on inclusion in different countries and in schools	PDF PPT	EN
Templates for creation of hero and storyboard	Examples of the materials used to create the moral stories	Word	EN
Support materials for teachers	Support materials for teachers, including description of the resources used to develop the project activities	PowerPoint	FI
Country presentations	Presentations about countries participating in the project	PowerPoint	EN

Coordinator: Wolfbuschschule – Grund- und Werkrealschule (DE)

Countries: FI, IT, PL, TR, UK

Web resources: <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/982a2f6d-7327-48a9-9bfc-d5c9b32d186c>

Funding type: Comenius Multilateral School Partnerships

Dates: 2012–2015

POI – Portfolio of Integration project

Summary

The project aimed to develop the skills of secondary school teachers on how to use new methodologies and tools to teach students from a migrant background in order to support their integration. It provided intercultural training for teachers, and tools to help them apply the training in class. The project started with the collection and analysis of information on support activities needed to help migrant children integrate effectively in society. It was based on work that had been carried out by the lead organisation on the topic.

Main outputs

Title of product	Description	Format	Language
Needs analysis reports	Report on the needs analyses carried out in the partner countries (international and national reports)	PDF	EN
Case study report	Case study research report on supporting immigrant pupils in schools	PDF	EN
Notebook on integration	Tool to assess and monitor social integration of migrant pupils in schools and the environment they live in	PDF	EL, EN, IT, PL, TR
Report on content adaptation	Report on how to adapt the content of the above notebook for different situations	PDF	EN
Guideline handbook	Handbook for organisations who are interested in implementing the project approach or the training developed by the POI project	PDF	EL, EN, TR
Final publication	Final publication of the project findings including methodology and references	PDF	EN, IT, TR

Coordinator: Oxfam Italia (IT)

Countries: EL, IT, PL, TR, UK

Web resources: <http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details-page/?nodeRef=workspace://SpacesStore/3190a144-875b-4206-b7a9-886f768ca471>

Funding type: Comenius Multilateral Projects

Dates: 2011–2013

CIVET – Counselling Immigrants in Vocational Education and Training (VET)

Summary

The project aimed to improve the skills of vocational teachers, trainers and workplace instructors in supporting migrants who are in VET to effectively integrate in society, by teaching them about different cultures. The overall aim was to tackle issues that were likely to hold back migrants who are in VET from reaching their full potential. It developed an intercultural training model for VET teachers and trainers, and a guidebook for counselling migrants. The model developed was tested through a series of national workshops with migrants.

Main outputs

Title of product	Description	Format	Language
Guidebook for intercultural counselling	Guidebook covering topics on counselling approaches to supporting migrant students	Website	DE, EN, FI, FR, HE, SE
Support material	Support materials including training framework, role plays and learning resources in national languages	Website	EN, FI, FR

Coordinator: KoTRan – Haminan seudun koulutus kuntayhtymä / Etelä-Kymenlaakson ammattiopisto (FI)

Countries: DE, EL, FI, SE, UK

Web resources: <http://civet.dedi.velay.greta.fr/>

Funding type: Leonardo da Vinci Transfer of Innovation

Dates: 2011–2014

International poetic alphabet

Summary

The project aimed to promote intercultural education by developing and putting into practice new teaching approaches for learners of all ages. It was based on using poetry as a tool to promoting mutual understanding of common European values, such as cultural and linguistic diversity and active European citizenship. In addition, it developed creative ways to teaching and learning foreign languages.

Activities carried out during the project included creating musical accompaniments for poems, collecting and presenting information about national poets, and analysing the differences between classic and contemporary poetry.

Main outputs

Title of product	Description	Format	Language
Poetry presentations	Collection of thematic materials on poetry	Website	EN
Poetry in European languages	Collection of materials on poetry in different countries and languages	Website	DE, EN, IT, LT, RO, TR
Europoems blog	Blog	Website	EN
Handbook	Handbook on teaching approaches to using poetry as a tool for promoting European values	PDF	EN

Coordinator: Association Baltic Turkish Culture Academy (TR)

Countries: BE, DE, FR, IT, LT, RO, TR

Web resources: www.europoems.eu

Funding type: Grundtvig Learning Partnerships

Dates: 2012–2015

SEMBET – Sharing European memories between generations

Summary

The project developed an innovative methodology based on the active involvement of senior citizens in their community. The aim was to get elderly people actively engaged both in their community to foster intergenerational learning and dialogue, and to improve young people's knowledge and enhance their understanding of how the past can impact on today's society.

Intergenerational learning activities were developed to enable senior citizens to share their experiences with young adults, including stories of their life. These activities were also designed to bridge the intergenerational gap between the two.

Main outputs

Title of product	Description	Format	Language
Manual for Implementation	Manual on how to implement intergenerational learning activities	PDF	EN, ES, IT, PL, RO, SI
Database of micro-monuments of life	Repository of memories of senior citizens collected during the project	Various	ES, IT, PL, SI
Pilot experiences	Series of pilot experiences in participating countries	Website	EN
Resources	Collection of project resources. A report on the stories collected from senior citizens; national reports and senior questionnaires; methodology; summary of results; and, dissemination material	PDF	EN, ES, IT, PL, RO, SI

Coordinator: Futura Soc. Cons. R.L. (IT)

Countries: ES, IT, PL, RO, SI

Web resources: <http://sembet.eu/>

Funding type: Grundtvig Multilateral Projects

Dates: 2013–2014

Learning to be a responsible consumer: deciding our future!

Summary

The partners involved in the project aimed to develop their English vocabulary skills through the use of a number of approaches. They carried out a study on the habits and lifestyle of teenagers in English, and also in their own respective languages in order to understand how these differed across different cultures. Each partner also developed a multidisciplinary and cross-cultural project linked to topics on social science, economy, English (and Polish, Spanish, Valencian Languages), computing sciences and philosophy and citizenship education within their individual countries.

The partners hoped that these activities, which involved practising the use of English vocabulary and grammar structures in the above identified areas, would help develop their English and writing speaking skills, and enable them to become active European citizens by increasing their knowledge of different cultures.

Main outputs

Title of product	Description	Format	Language
Decalogue of the good consumer	A list of rules on how to be a good European 'consumer'. European 'consumers' according to the project 'learn to be responsible in a globalized world, encourage healthy lifestyles, and improve environmental conditions, in order to build a better future for all.'	PDF	EN
Cookbook	A recipe book from participating countries	PDF	EN
Trilingual vocabulary	English, Polish and Spanish materials covering the topics developed under the cross-cultural projects	PDF	EN
Collection of presentations	Collection of presentations on different topics (e.g. transport, energy, nutrition, daily life)	PDF	EN
Managing the project	Section on activities of the project, describing approaches and materials used	PDF	EN

Coordinator: Ies Rodrigo Botet (ES)

Countries: ES, PL

Web resources: <http://bilateral12-14.weebly.com/>

Funding type: Comenius Bilateral School Partnerships

Dates: 2012–2015

Developing approaches to valuing cultural diversity and combating discrimination

Di&Di – Promote diversity and fight against discrimination in the labour market

Summary

The Di&Di project aimed to develop a strategy to combat discrimination and promote the inclusion of vulnerable migrant jobseekers in the labour market. It focused its activities on low-qualified female migrants and qualified young migrants, who the project partners felt were more vulnerable to unemployment, and likely to face discrimination in the labour market. The project developed a training programme for these two target groups in order to enhance their employability skills. The training programme consisted of 10 modules. The partners also developed a mentoring programme for professionals who worked with migrants to help support them to access the labour market.

Main outputs

Title of product	Description	Format	Language
Training programme	Model and tool for implementing the training programme	PDF	EN
Mentoring programme	Model and tool for implementing the mentoring programme	PDF	EN
Final publication	Final document of the project with overview of the pedagogical approaches used	PDF	BG, DE, EN, FR, IT
National weblogs	Weblogs which provide information on activities delivered by the organisations involved in the project	Website	BG, DE, EN, FR, IT
Case studies	Guide on how to use the case studies developed under the project	Website	EN
Documentary resources	Repository of documentary resources	Website	BG, DE, EN, FR, IT

Coordinator: Environnement, Développement, Action Europe (FR)

Countries: BG, CH, DE, FR, IT

Web resources: www.di-di.eu

Funding type: Leonardo da Vinci Transfer of Innovation

Dates: 2013–2016

AXIA – Enabling and empowering young adult migrants to fully participate in society

Summary

The project aimed to empower young adult migrants to participate in society by identifying approaches which could reduce the level of discrimination that they experienced. It shared information on various approaches used to work with migrants, and identified good practice in this area. The approaches reviewed included career mentoring, job shadowing, work experience and counselling. The outputs of the projects included a tool to identify the needs of the group targeted, and a document with case studies.

Main outputs

Title of product	Description	Format	Language
Tool for identifying the expectations and needs of young adult migrants	Interview guideline for an initial needs analysis with young adult migrants	PDF	EN
Key success criteria	Document on key success factors for the inclusion of migrants in society	PDF	DE, EN
Case studies	Document presenting case studies developed as part of the project	PDF	DE, EN

Coordinator: Folkuniversitetet vid Goteborgs universitet (SE)

Countries: AT, DE, SE

Web resources: <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/108df019-22c0-4588-bb1c-de08e3f93a21>

Funding type: Grundtvig Learning Partnerships

Dates: 2013–2015

COMENIUS AVOID – All voices against intolerance and discrimination

Summary

The project aimed to fight discrimination in schools and more broadly in society by raising awareness of young people aged 12 to 19 years on themes linked to intolerance, discrimination and racism, using ICT tools, class activities and project meetings.

Activities included the production and delivery of presentations within participating schools. Leaflets and booklets on the above themes for dissemination were also developed as part of the project. The project hoped that participating students would in turn spread the knowledge gained to their peers, including fellow students, and their teachers and families.

Main outputs

Title of product	Description	Format	Language
Presentations	The website contains a list of the presentations delivered by participating countries	Website	EN

Coordinator: Annuntiata-instituut (BE)

Countries: BE, ES, FR, PL, PT, TR

Web resources: <https://comeniusavoid.wordpress.com/>

Funding type: Comenius Multilateral School Partnerships

Dates: 2012–2015

Feel like a migrant – a multicultural approach to teaching

Summary

The 'Feel like a migrant' project aimed to develop and implement multicultural teaching approaches for teachers, trainers and other educational staff involved in adult learning. The teaching approaches aimed to: raise awareness on the importance of cultural differences, understanding and tolerance; and reduce prejudice and xenophobia in Europe. Trainers and teachers were able to participate in training workshops to help them acquire skills to teach migrants effectively.

Main outputs

Title of product	Description	Format	Language
Handbook	Background information and materials for a multicultural teaching approach, including a curriculum and a toolbox	PDF	DE, EN, ES, FR, IT, RO

Coordinator: Volkshochschule im Landkreis Cham E.V. (DE)

Countries: DE, ES, FR, RO, UK

Web resources: www.flam-project.eu

Funding type: Grundtvig Multilateral Projects

Dates: 2008–2010

Promoting digital literacy of Roma people towards active citizenship

Summary

The project aimed to raise awareness of the social exclusion of Roma people and the barriers that prevent them from integrating into society, through an exchange of good practices amongst participating organisations. It sought to develop the competences of staff in these organisations on educational challenges that socially excluded Roma people in Europe face, and to stimulate their thinking around finding solutions to address these problems. Activities carried out during the project included research on Roma people in each country, and the development of a pedagogical tool for the development of ICT competences in the Roma community to help their integration into society.

Main outputs

Title of product	Description	Format	Language
A Practical Guide	Guidelines on the use of ICTs as a socio-economic and cultural inclusion tool for Roma people	PDF	EN, PL
Final Report on Virtual Citizenship of Roma People	Final report of the project including case studies, practices and experiences	PDF	EN
Working document	Document includes good practices, experience and activities for the promotion of ICT competences amongst Roma people	PDF	EN
Map of Italian websites on/by Roma people	Document mapping Italian websites on or by Roma people	PDF	IT

Coordinator: ISMU Foundation (IT)

Countries: FR, IT, PL

Web resources: <http://www.ismu.org/en/2015/03/grundtvig-learning-partnership/>

Funding type: Grundtvig Learning Partnerships

Dates: 2013–2015

ANGELIE – Angels for intercultural and entrepreneurship learning

Summary

The project aimed to transfer an innovative methodology for multicultural teaching developed in Austria to other European countries that experience problems linked to social exclusion and segregation, especially for migrants and other disadvantaged groups. It provided methods and materials for trainers, teachers, enterprises, NGOs and organisations who work in the field of VET for the delivery of training on entrepreneurship and intercultural issues. The aim was to improve intercultural and entrepreneurial skills of citizens in these countries as key competencies for professional development, social cohesion, integration and sustainability.

Main outputs

Title of product	Description	Format	Language
Training manual	Manual for the implementation of training on entrepreneurship and social skills	PDF	EN
Curricula	Collection of curricula for training on intercultural issues	PDF	BG, CZ, EN, NL, PT
Worksheets	Training material worksheets for teaching intercultural education	ZIP PDF	BG, CZ, DE, EN, NL, PT
Final report	Final report presenting an overview of the results and methods used in the project	PDF	EN

Coordinator: bit schulungscenter Nfg. GesmbH und Co KG (AT)

Countries: AT, BG, CZ, NL, PT

Web resources: <http://ec.europa.eu/programmes/erasmus-plus/projects/eplplus-project-details-page/?nodeRef=workspace://SpacesStore/b950aaa1-ed9a-45ef-a72a-56a32be811ce>

Funding type: Leonardo da Vinci Transfer of Innovation

Dates: 2010–2012

Teaching citizenship education

PEACE – Philosophical Enquiry Advancing Cosmopolitan Engagement

Summary

The project aimed to develop, test and disseminate innovative learning tools, materials and methodologies to teach citizenship to children of all age groups, especially in schools which have a high number of children with a migrant background. The curriculum was focused on world views and values that were understood from the perspective of different cultures, in order to make global citizenship more tangible and understandable. The project activities included the creation of a new curriculum in the field of 'Philosophy for Children' (P4C) consisting of six stories, each accompanied by discussion plans and exercises for teachers. The outputs include guidelines for writing a new curriculum on cultural dialogue to provide teachers and educators with a new tool to address the challenges facing multi-ethnic and multicultural schools and societies.

Main outputs

Title of product	Description	Format	Language
Handbook and curriculum package	A collection of documents including handbook and curriculum to implement the citizenship curriculum	PDF	Arabic, EN, ES, DE, Hebrew, IT
Guidelines for writing the new curriculum in the field of P4C	Guidelines for writing a curriculum in the field of cultural dialogue	PDF	EN

Coordinator: University of Naples Federico II – Faculty of Liberal Arts (IT)

Countries: AT, ES, ISR, IT

Web resources: <http://peace.tugraz.at>

Funding type: Comenius Multilateral Projects

Dates: 2012–2015

Let's build Europe together!

Summary

The project aimed to find new and innovative ways of teaching adults about European issues and to encourage them to reflect about European citizenship, fostering critical thinking about European integration. The project was based on a partnership of educational organisations who deliver non-formal learning. The main activities held were four European Citizenship weeks, complemented by local workshops and pilot projects on the same theme. The European Citizenship weeks allowed adult learners to participate in simulation games about political processes within the European Union. The project outputs include a non-formal education method based on these games on how to raise the awareness of adult learners about how the EU can affect climate change policy, and how the enlargement process works.

Main outputs

Title of product	Description	Format	Language
Simulation games and methods	A collection of simulation games on the EU enlargement process, EU legislative process, interest groups and climate change	PDF	EN

Coordinator: Together England (UK)

Countries: CZ, FR, IT, LU, SI, TR, UK

Web resources: <http://buildeurope.network-together.eu>

Funding type: Grundtvig Learning Partnerships

Dates: 2012–2015

Images and identity: Improving citizenship education through digital art

Summary

The project aimed to promote citizenship education through art in primary and secondary schools. It linked the two subjects, using digital technology as a tool to express and communicate citizenship issues across Europe. It explored ways in which virtual images linked to identity can be used to deliver citizenship education. The activities of the project included training for teachers and teaching assistants in processes, platforms and techniques on how to use digital images in the classroom. Platforms such as Flickr and Study Zone (now Moodle) were used to document activities, and to facilitate the sharing of information and visual resources.

Products from the project include: a website with a number of teacher training materials; guidelines and strategies for engaging schoolchildren in critical discussion of images representing identities; suggestions for facilitating lessons; case studies and examples of lesson plans; and, an image bank and support materials.

Main outputs

Title of product	Description	Format	Language
Teacher guidelines	Teacher guidelines on teaching citizenship education using digital art	PDF	EN
Case studies	Action research report, including case studies on the development, implementation and evaluation of six lesson plans linked to citizenship education	PDF	EN
Lesson plans	Nineteen lesson plans on citizenship education targeting different age groups	PDF	EN
Support materials	Supplementary resources that teachers can use together with the lesson plans	PDF	EN
Image bank	Archive of images collected by participating organisations (by both children and artists)	Website Images	EN
Action research	Summaries of the preliminary research carried out as part of the project at a national level	PDF	EN

Coordinator: Roehampton University (UK)

Countries: CZ, DE, IT, MT, PT, UK

Web resources: www.image-identity.eu

Funding type: Comenius Multilateral Projects

Dates: 2008–2010

TRIGGER – Trigger teachers and learners by including internationalisation in the secondary education programme

Summary

This project aimed to develop teachers' skills on how to embed subjects on citizenship education and intercultural awareness issues in their regular classes, and also how to raise the awareness of their pupils on international issues by integrating these subjects in their curriculum. The products include a handbook for teachers, 12 learner assignments and a curriculum planner.

Main outputs

Title of product	Description	Format	Language
Research reports	National reports and an international report on teaching citizenship education, methods, initiatives and best practices	PDF	DE, EN, ES, NL, NO, RO
Teacher handbook	A handbook providing a ready-to-use methodology to systematically integrate international issues in the curriculum.	PDF	DE, EN, ES, NL, NO, RO
Learner tasks	Twelve learner tasks focusing on skills such as being a team player; being an active EU citizen; and taking care of the environment	PDF	DE, EN, ES, NL, NO, RO
Curriculum planner	Curriculum planner to be used by teachers highlighting the main steps to be taken in developing and implementing a good quality curriculum	PDF	DE, EN, ES, NL, NO, RO
International pilot report	Report on the four pilots which were carried out as part of the project with extra materials and tips on how to use the tools provided	PDF	EN
Management brochure	Leaflet to help institutions integrate topics linked to European citizenship and international issues in their teaching activities	PDF	DE, EN, ES, NL, NO, RO
Certificate for learner	Template for learner certificates	PDF	DE, EN, ES, NL, NO, RO

Coordinator: Stichting Agnieten College (NL)

Countries: DE, ES, IS, NL, RO

Web resources: www.trigger-project.org

Funding type: Comenius Multilateral Projects

Dates: 2013–2015

SFYOUTH – Schools for future youth: Methods and support for improved youth participation in European school education

Summary

The project developed approaches to support teachers in schools teach about citizenship education and influence the school system across Europe to include citizenship curricula in school education. It was based on the creation of a more engaging curriculum and the use of learner-centred pedagogies, making use of real-life issues and an informal approach on global problems to get young people interested. The methodology created is based on the experience of the partner organisations who run support programmes on citizenship education such as 'Future Workshops' by Oxfam Italy and 'Youth Ambassadors' by Oxfam GB. Outputs included innovative online support tools for teachers and young people, an online sharing portal, academic reports and policy recommendations.

Main outputs

Title of product	Description	Format	Language
Teacher toolkit (includes a resource bank)	Multimedia toolkit on formal and informal teaching methods, e.g. participatory methods	Website	EL, EN, IT, PL
Youth toolkit	Toolkit on youth participation, including: resources to learn, think, act; examples of practices and case studies; materials on global citizenship	Website	EL, EN, IT, PL
Teacher forum	Forum for teachers (requires free registration)	Website	EL, EN, IT, PL
Youth wall	A forum to for young people to contribute to the online discussions on global citizenship	Website	EL, EN, IT, PL
Reports	Transnational report on the need to engage in global citizenship and other useful resources	PDF	EL, EN, PL

Coordinator: Oxfam GB (UK)

Countries: CY, IT, PL, UK

Web resources: www.sfyouth.eu

Funding type: Erasmus+ Key Action 2 Strategic Partnerships addressing more than one field

Dates: 2014–2017

HID – Harnessing Intercultural Diversity

Summary

The project aimed to explore new ways of integrating European citizenship, multicultural and immigrant issues in educational programmes for adults. The goal was to increase the awareness of learners, educational staff and the broader community with regard to the role that they can play in building Europe and in overcoming barriers that prevent migrants from integrating into society. Each partner of the project has developed a local process to enhance intercultural skills amongst learners and teachers, and increase their understanding of how to play an active role in society as a European citizen.

Main outputs

Title of product	Description	Format	Language
Collection of reports and presentations	Collection of presentations and reports on immigrant issues covering: the link between mass media communication on immigrant issues, barriers that prevent them from integrating into society; and, how to address the barriers	Power Point PDF	EN
Glossary	Glossary on the topic of intercultural societies in English, this is also translated in partner languages	PDF	EN, CY, EE, EL, ES, IT, PL, RO

Coordinator: Second Chance School of Neapolis, Thessaloniki (GR)

Countries: CY, EE, EL, ES, IT, PL, RO

Web resources: www.oletark.ee/grundtvighidproject

Funding type: Grundtvig Learning Partnerships

Dates: 2009–2011

Tool_fit: Skills for participation – local communities as learning opportunities for volunteering and active citizenship of senior citizens

Summary

The project aimed to enhance and promote volunteering and active citizenship of senior citizens by providing useful tools for adult learning institutions for educating them on these issues. Adult learning is seen as a medium to improve the participation and integration of senior citizens in their local community through volunteering activities. The project developed an approach which was participatory and aimed to empower senior citizens.

Main outputs

Title of product	Description	Format	Language
Collection of presentations on the approach used by partners	A series of presentations on strategies and tools for promoting civic commitment and participation	Power Point PDF	EN
Tool_fit guidelines	Examples of how adult education can improve the civic commitment and active citizenship of senior citizens	Word	IT
Report from the project	Report which presents the approach and activities of the project	PDF	DE

Coordinator: Kifas not-profit GmbH, Institute of the Catholic Workers Movement for Training and Applied Social Ethics (DE)

Countries: AT, BG, CZ, DE, DK, IT

Web resources: <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/4c9dde70-e4bd-4b61-988a-1e0ff8229ff1>

Funding type: Grundtvig Learning Partnerships

Dates: 2010–2012

RIGHTS – Promoting global citizenship education (GCE) through digital storytelling (DS)

Summary

The project aimed to promote GCE by improving the use of interactive teaching in secondary schools in Europe through the use of DS. GCE is a comprehensive approach to addressing global challenges based on individual and social responsibility. The project included the delivery of an online training course for teachers and workshops with students and teachers, supported by facilitators. Through these activities, students were encouraged to be active in society, promoting values such as human rights and democracy. The e-learning course for teachers focused on GCE issues and DS techniques. During the workshops, teachers and students were both asked to produce their own digital stories on GCE. The project also included a study to understand and compare experiences and expectations around digital technologies, DS and GCE.

Main outputs

Title of product	Description	Format	Language
RIGHTS e-Course	Online 30-hour teacher/educator course on both practical and theoretical aspects of GCE, based on seven modules including educational material	Website (free registration required)	EN
RIGHTS e-Course Syllabus	Syllabus of the e-course	PDF	EN
Collection of digital stories	Collection of digital stories created through the workshops	Video	BG, EN, ES, IT, PT, TR
RIGHTS Research Report	Report mapping, comparing experiences, and methods on GCE from seven partner countries	PDF	EN

Coordinator: Università degli Studi Guglielmo Marconi – Telematica (IT)

Countries: BG, CH, ES, IT, NO, PT, TR

Web resources: www.rightsproject.eu

Funding type: Comenius Multilateral Projects

Dates: 2011–2013

Euforex – Europeans, for example

Summary

The project aimed to provide training for adults to enhance their key competences on social and civic issues. The aim was to develop their skills and enable them to become trained volunteers in this area, and to strengthen the social and civic skills of the adults who participated in the project and their engagement in the community. The project also collected and shared good practice on active citizenship, as well as on social and civic issues across Europe.

Main outputs

Title of product	Description	Format	Language
Indicators, risk analysis, questionnaire and reporting	Documentation relating to the development of the project	PDF	EN
National reports	National reports on the needs of the target group from participating countries	PDF	EN
Stories collection	Template for the collection of stories from volunteers	PDF Word	DE, EN, ES, IT, RO, TR

Coordinator: Comune di Reggio Emilia (IT)

Countries: AT, ES, IT, RO, TR

Web resources: www.europeansforexample.eu

Funding type: Grundtvig Multilateral Partnerships

Dates: 2011–2013

Developing tools for teaching active citizenship

EDUGLOCAL – formal and informal global education for social and civic skills

Summary

The goal of this project was to engage teachers, school leaders and young people in thinking and reflecting about global problems. It aimed to develop civic and social competences in young generations as a basis for active citizenship and social change. To achieve these aims, the project created didactic tools and resources to support teachers in adopting interactive methods, and tackling global issues in school (for students between 15 and 18 years of age). The project also connected formal and informal education institutions in 5 countries to develop the social and civic competences of young people.

Main outputs

Title of product	Description	Format	Language
Guide and manifesto	A guide and manifesto which examines concepts of global education	PDF	EL, EN, ES, IT, RO, SE
Eduglocal quests	Interactive platform/web resource which provides structured content in the form of web quests for teachers and pupils to explore global education. Five themes are highlighted: food, climate change, migration, health and citizenship	Website	EL, EN, IT, RO, SE
Media centre	Project documents and communication materials	PDF	EN, ES, IT
Blog	Blog on project and teaching activities	Website	EN

Coordinator: Progettomondo Mlal (IT)

Countries: EL, ES, IT, RO, SE

Web resources: <http://eduglocal.eu/>

Funding type: Comenius Multilateral Projects

Dates: 2013–2015

IMPAECT – intercultural education via European credit system for vocational education and training (ECVET) transfer

Summary

The project aimed to improve the quality of early childhood education (ECE) (specifically kindergarten education) and the intercultural competencies of teachers and staff in the sector. The main goal was to implement ECVET principles in the field of ECE in the education of future kindergarten staff by developing a module and training for staff in this field, and the transfer of innovation from Finland and Germany, to the Netherlands, Sweden and Turkey and Cyprus. It involved partnership working between different organisations - from kindergartens, communes, vocational institutes, universities to Ministries.

Main outputs

Title of product	Description	Format	Language
ECVET unit: Intercultural Education	Learning module on intercultural education based on ECVET principles	PDF	EN
Work placement profile	Standard form to be used as a tool to provide an accessible overview of all organisations taking part in mobility programmes	PDF	EN
Train-the-Trainer course	Vocational training module for teachers consisting of a one-week course on ECVET principles, intercultural pedagogy, learning outcomes, best practice in ECE and education policy	PDF	EN
Assessment of learning outcomes	Assessment form for students	PDF	EN
Handbook	Handbook about the project	PDF	EN

Coordinator: Hochschule München (DE)

Countries: DE, FI, NL, SE, TR

Web resources: <http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details-page/?nodeRef=workspace://SpacesStore/7817e69a-4945-492f-acdb-3d7d9f8f517a>

Funding type: Leonardo da Vinci Transfer of Innovation

Dates: 2010–2012

Lifelong learning democracy – active citizenship through civic education

Summary

The project aimed to bridge the gap between politicians and the general public, focusing on four themes: perceptions of democracy; political structures at EU level; social conditions of democracy; and, democracy and sustainability. It was a European cooperation project that brought together participants from the Women center FRIEDA in Berlin (Germany), the Ecocentric Foundation in Sofia (Bulgaria), the Université du Citoyen in Marseille (France) and the association Antikomplex in Prague (Czech Republic). The project was based on participative and learner-led creative approaches, and used participants' experiences and concerns to explore issues around democracy and active citizenship. The main activities involved learning through theatre, role playing and situational games, discussion events and a world café. The products included a collection of games linked to the above topics.

Main outputs

Title of product	Description	Format	Language
Theatre and games	A collection of activities based on theatre and games	Website PDF	EN
Teaching materials	Document on teaching materials explaining different methods used during the project	PDF	EN
Democracy in the EU	Materials on the EU and democracy, including both written explanations and videos	Website Video	EN
Local and transnational activities	Collection of local and transnational activities and explanation of the implementation process	Website Video	DE, EN

Coordinator: Frieda-Frauenzentrum E.V. (DE)

Countries: BG, CZ, DE, FR

Web resources: <https://democracyeu.wordpress.com/>

Funding type: Grundtvig Learning Partnerships

Dates: 2013–2016

SPACIT – Spatial citizenship

Summary

This project was about providing teachers with the relevant education to teach active and spatial citizenship in secondary schools. Spatial citizenship relates to “learning how to navigate the world in respect to the physical world, the meanings attached to physical objects and environment, and the power relations involved in the production of meaning”. To improve teachers’ ability to teach spatial citizenship, the project developed online modules for them to use across a variety of subjects, and to be distributed across institutions involved in teacher training. The aim of the curriculum and materials developed was to enable teachers who teach citizenship and geography to promote more active participation of students in democratic decision making processes.

Main outputs

Title of product	Description	Format	Language
SPACIT e-training course	Fully downloadable training course	Website	DE, EN, IT, RO, TR
Online report and guide	Online report on the geoinformation society, which includes a guide for teacher use	PDF	EN
Competence model	Competence model for spatial citizenship education	PDF	DE, EN, IT, RO, TR
Curriculum	Curriculum development materials, plan and framework	PDF	EN

Coordinator: Paris Lodron Universität Salzburg (AT)

Countries: AT, BE, DE, IT, JPN, RO, TR, UK, US

Web resources: www.spatialcitizenship.org

Funding type: Comenius Multilateral Projects

Dates: 2011–2014

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