



Erasmus+



## C2 – Short terme training course for teachers

### *European citizenship – Commitment*

#### Synthesis of the course materials

ELICIT-PLUS – 2014-1-FR01-KA200-002362

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## **C2 – Short terme training course for teachers**

### **European citizenship – Commitment**

#### **Synthesis of the course materials**

This "in service" training course, offered by the Academic Foundation *Alumni*<sup>1</sup>, of the National College *Mircea cel Batran* – Constanta, aims to develop and consolidate the European awareness and the sense of responsibility by young students. It should support teachers in their daily school activity and reinforce the desire to contribute to the common effort for democracy and human rights.

#### **Objectives**

- Training of European Literacy Competencies
- Training of training methods

#### **Expected Outcomes**

- Practicing of interactive methods
- Organizing education activities
- Encouraging participative attitudes
- Encouraging active commitment

#### **Trainers**

1. Dr. Vasile NICOARĂ, president of the *Alumni* Foundation, Constanța (chap. 2)
2. Lucreția ȘIRINIAN, trainer of the *Alumni* Foundation, Constanța (chap. 1, 3)
3. Dr. Chantal LAROCHE, member of AEDE FR, Paris (chap. 4)
4. Rodica MIGHIU inspector for European programs, Botoșani (chap. 5)

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<sup>1</sup> <http://www.fundatia-alumni.wgz.ro/>

## **Program**

**Day 1** - Ice breaking (90 min.)

EU - Individual and collective perceptions (90 min.)

EU education - Training methods (180 min.)

**Day 2** - EU - History and geography (180 min.)

EU - Institutions (180 min.)

**Day 3** - EU - civil society (180 min.)

EU - Human rights (180 min.)

**Day 4** - EU - Understanding media language (90 min.)

EU - Culture and Euro culture (270 min.)

**Day 5** - EU - Interculturality and democracy in educational programs (180 min.)

Final evaluation of the self-development and of the training course (180 min.)

## **Evaluation of the seminar**

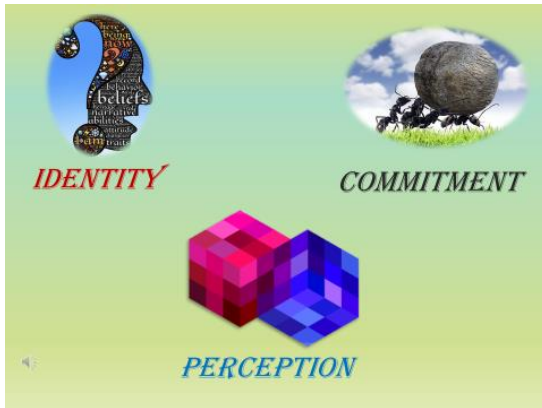
- **The pedagogical efficiency** - Did the participants reached the planned competencies?
- **The transfer capability** - Will the participants implement the new competencies in school?
- **The impact capacity** - How much will the school organizations progress after this training?

The participants will be invited to write down answers to these items (see Annexes - Evaluations).

## 1. Perception of identities

- **Title** - *Ice breaking* (duration: 90 min.)
- **Trainers:** Lucretia Sirinian, Vasile Nicoară
- **Objectives:**
  - to get acquainted with the individual personalities;
  - to stimulate the development of a group syntality and culture.
- **Expected results:**
  - to stimulate the self-reflexion;
  - to verbalize properly the conclusions of the self-reflexion.
- **Assumed training methods:**
  - Controlled verbal, nonverbal and para verbal communication, explanation, answers on post-it (words, symbols), open group discussions/reflexion, and group debate.
- **Individual and group assessment :**
  - to draw the self and group conceptual map, assessment sheets, group diary, self-representation.
- **Training aids:** table name badges, individual badges, coloured sticky notes sets, flipchart, flipchart paper sheets, markers, pins, glue, welcome posters, incense sticks, laptop, video projector, Power Point presentation (music & images), and photo recorder device.

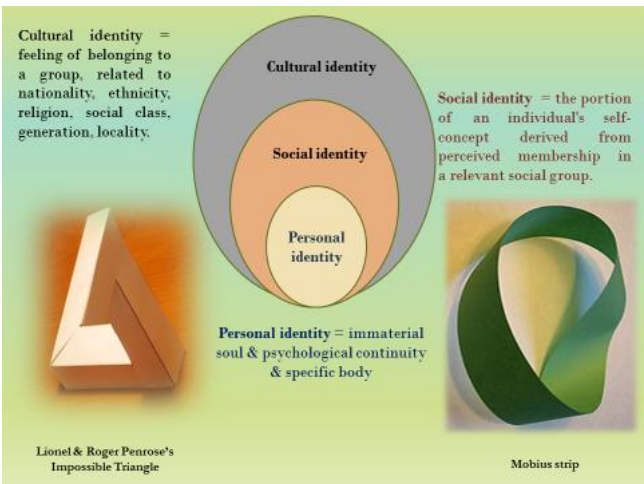
| Timing<br>In minutes | Method                          | Proceedings of the sitting                                                                                                                                                                                                                                              |
|----------------------|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 15                   | Introductory explanation        | The trainer welcomes the participants, introduces himself and presents:<br>- the whole ELICIT+ project: goals, partners and project team (annex PPT: <i>Identity - Perception - Commitment</i> ;<br>- the present training module, its objectives and expected results. |
| 20                   | Self-introduction               | Trainer and participants introduce themselves by name and by drawing on the table badge a symbol of their personality.                                                                                                                                                  |
| 10                   | Answers on post-it              | Participants are invited to answer in writing 3 questions ( <i>Who am I? Why am I here? What for am I here?</i> ) and to fix the sticky notes on the 3 flipchart paper sheets.                                                                                          |
| 10                   | Open discussion                 | Participants are invited to share by chatting previous training experiences and influences on their personal development.                                                                                                                                               |
| 5                    | Group debate                    | Trainer and participants propose/debate and agree on several training rules (on the flipchart).                                                                                                                                                                         |
| 5                    | Group debate                    | Participants are invited to set and acknowledge criteria for the evaluation of their evolution during the training.                                                                                                                                                     |
| 10                   | Self-reflexion and presentation | Participants are invited to express, according to their predominant intelligence type, their present personal development stage, their expectations for the end of the module and to add occurred changes.                                                              |
| 10                   | Teamwork                        | Trainer and participants draw the values map/honeycomb/conceptual map the group is practicing; they are invited to add new elements daily.                                                                                                                              |
|                      | Individual assessment           | Participants are invited to assess with +/++/-/- the training session on the flipchart.                                                                                                                                                                                 |



**Identity:** the fact of remaining the same one or ones, as under varying aspects or conditions.

**Perceptions:** the way in which something is regarded, understood, or interpreted.

**Commitment:** the willingness to give your time and energy to something that you believe in, or a promise or firm decision to do something.



## 2. Training methods

- **Title -*Training methods: forming vs. informing* (duration: 90 min.)**
- **Trainer:** Lucretia Sirinian, Vasile Nicoară
- **Objectives:**
  - to analyse and symbolise the 3 types of objectives (cognitive, affective, psychomotor) for the 3 main processes of a training/lesson (teaching-learning-assessing);
  - to compare and synthesize the main categories of the training strategies/methods/techniques/procedures;
  - to assume the responsibility and to play concretely a specific role in a training task.
- **Expected results:**
  - to deepen the didactical reflexion and debate;
  - to launch the availability and the desire to practice new interactive didactical procedures.
- **Assumed training methods:**
  - Venn diagram, brainstorming, brain writing, argumentation and counter-argumentation, explanation, group diary.
- **Individual and group assessment :**
  - to draw the self and group conceptual map.
- **Training aids:** table name badges, individual badges, coloured sticky notes sets, flipchart, flipchart paper sheets, markers, pins, glue, specific posters, incense sticks, laptop, video projector, Power Point presentation (music & images), and photo recorder device.

| Timing<br>in<br>minutes | Method                                                          | Proceedings of the sitting                                                                                                                                                                                                                          |                                                                                                             |
|-------------------------|-----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| 10                      | Exposition<br>Explanation                                       | The trainer presents the training topic as well as the set objectives and the expected results and asks the trainees what they feel about it and why.                                                                                               |                                                                                                             |
| 10                      | Brainstorming<br>on the Venn<br>diagram                         | The trainer invites the trainees to define <i>informing</i> and <i>forming</i> and to represent, on the flipchart, the main objective of a training/lesson, according to their preferred type of intelligence.                                      |                                                                                                             |
| 10                      | Brain writing<br>(635 method)                                   | The trainer divides the trainees in 3 groups and invites them to write down training ideas for: a. informing; b. forming. Each group leader summarizes the specific conclusions.                                                                    |                                                                                                             |
| 30                      | Argumentation<br>vs. counter<br>argumentation<br>(in the group) | The trainer presents the PP slide with the paralogismes, invites the group to divide and join the preferred label/assumption in order to sustain it. Then the trainer interchanges the labels and each group has to defend the opposite assumption! |                                                                                                             |
|                         |                                                                 | Group A                                                                                                                                                                                                                                             | Group B                                                                                                     |
|                         |                                                                 | <i>Informing means also changing.<br/>Changing leads also to forming.<br/>Informing means also forming.</i>                                                                                                                                         | <i>Forming means also changing.<br/>Changing leads also to informing.<br/>Forming means also informing.</i> |
| 10                      | Oral<br>evaluation                                              | The trainees conclude which argumentation was more convincible and explain the used criteria.                                                                                                                                                       |                                                                                                             |
| 10                      | PPT<br>presentation                                             | The trainer projects the PPT presentation containing training methods and asks the trainees for each one to tackle on the table it is more informing or forming.                                                                                    |                                                                                                             |
| 10                      | Group diary                                                     | Trainer and trainees write down, on the flipchart, their thoughts and feelings after the training session.                                                                                                                                          |                                                                                                             |
|                         | Conclusions                                                     | The trainer thanks the participants for their activity.                                                                                                                                                                                             |                                                                                                             |

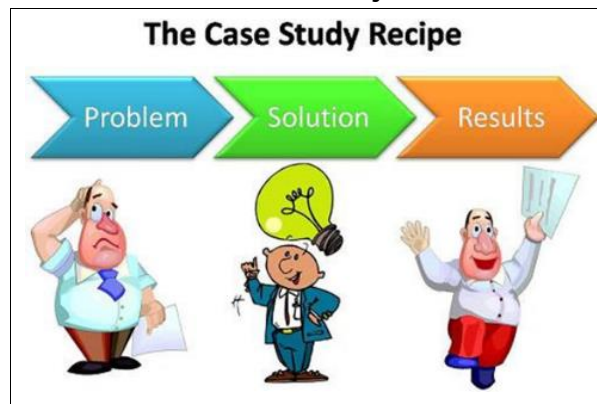
**Brainstorming**



**Brain writing**



**Case study**



**Buzz groups**



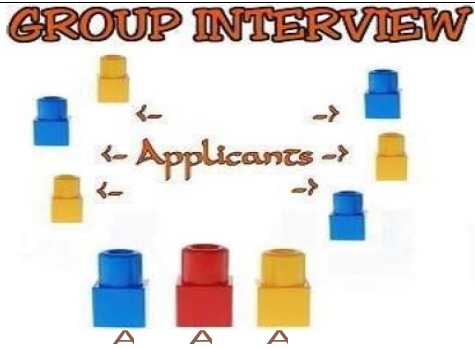
**Go round**

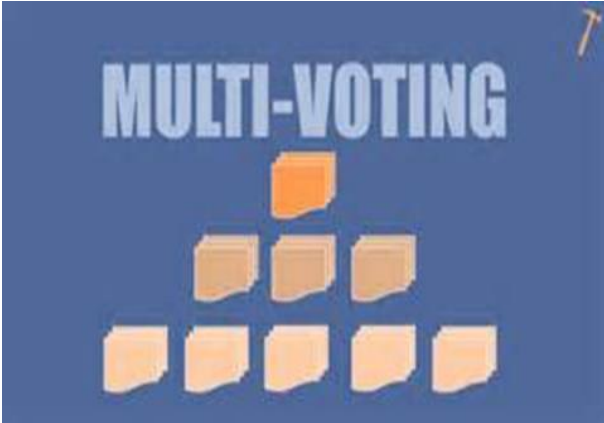


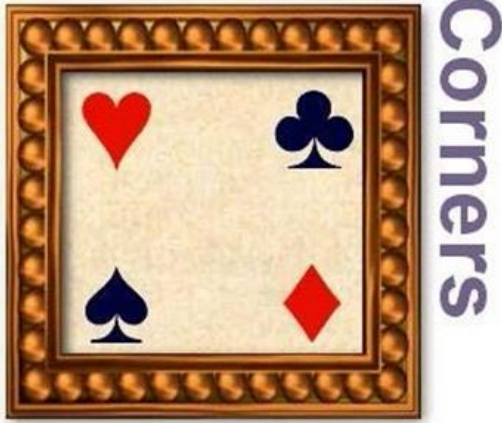
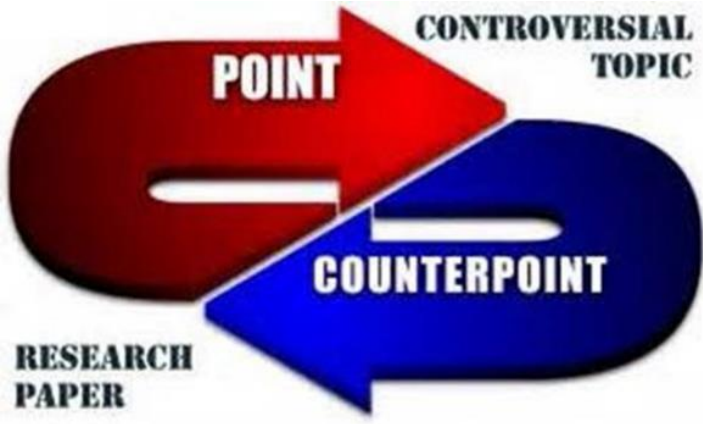
**Fishbowl**

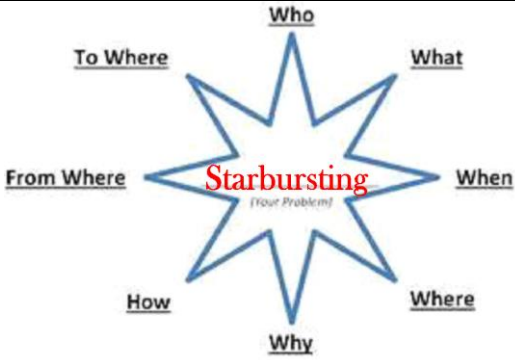


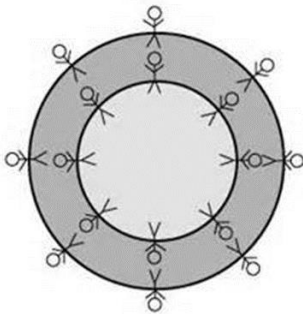
| Round Four corners table                                                          | Focus group                                                                        |
|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
|  |  |

| Philips 6/6                                                                        | Group interview                                                                     |
|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|  |  |

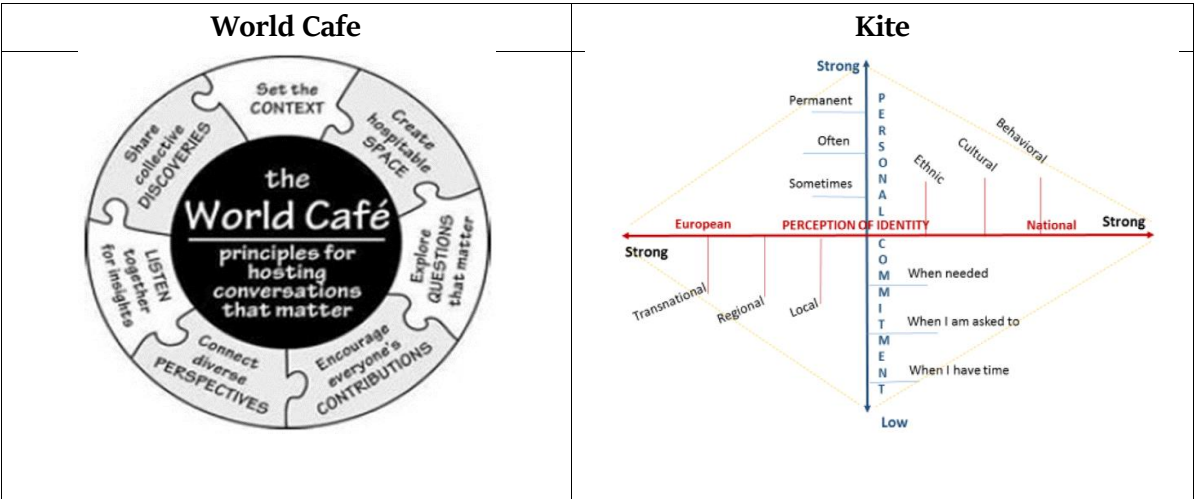
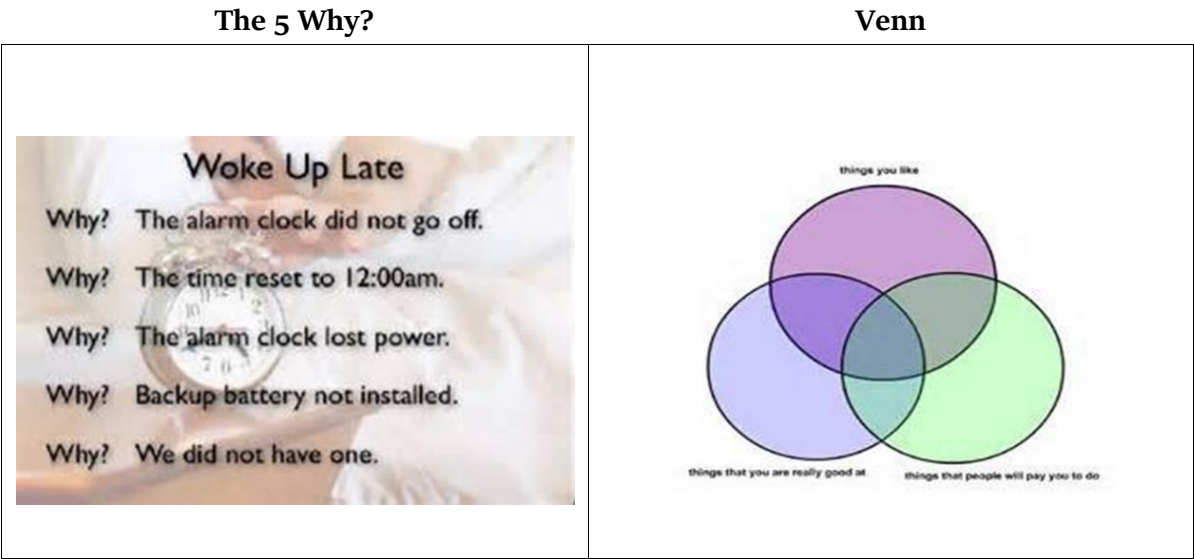
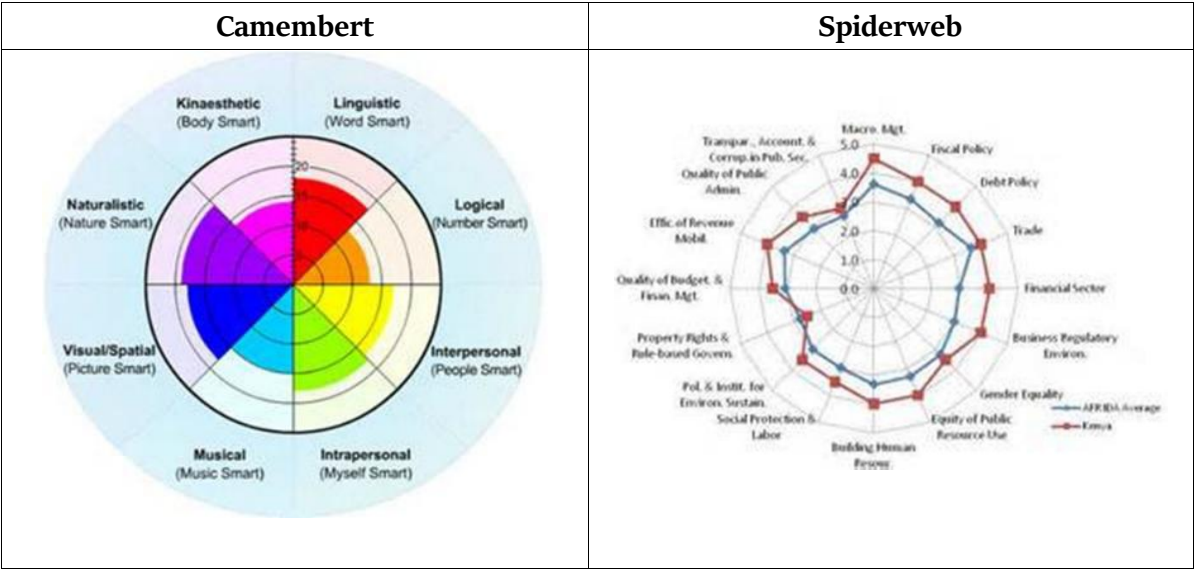
| Delphi method                                                                       | Multi-voting                                                                         |
|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
|  |  |

| Four corners                                                                                                 | Point vs. Counterpoint                                                             |
|--------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| <p><b>Four Corners</b></p>  |  |

| Thinking hats                                                                      | Starbursting                                                                        |
|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|  |  |

| Share pair circles                                                                  | Snowball                                                                             |
|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
|  |  |





## European Union - History and geography

➤ **Trainer:** Vasile Nicoara

➤ **Objectives**

- To remind the initial idea of the European Union and the willingness of European peoples to belong to an unique democratic community.
- To initiate debates between trainees belonging to different nations about the benefits of their citizens because of their belongingness to the EU.

➤ **Expected results:** different perceptions of the benefits of the EU for each nation

➤ **Assumed training methods:** debate, dialogue



### The History of the European Union Foundation



**The etymology** of this word is pre-hellenic Aegean (thus Indo-European): Europe originates from the word "hērōs" (sunset, twilight), the antonym of "asū" (Asia) which means sunrise.



Europa – painting of Veronese

**The legend:** There was once in Tyr, Phoenicia (today's Lebanon), a princess named Europa, daughter of king Agenor. One night she dreamt of two territories, which took the form of two women: "the land of Asia" and "the land of the front" quarrelling about the princess. The former wanted to keep her, whereas the latter, inspired by Zeus, intended to send her far away. Intrigued, Europa woke up and walked by the sea shore to collect flowers. There, a handsome and tame bull appears and convinces her to hop on its back. Once climbed, the princess is embarked on a vessel, where Zeus reveals his true identity. Europa is taken on Crete island and weds Zeus, giving birth to plenty of children (of which the legendary king Minos is included).



#### • **The European identity**

• In 800, at the throne of **Charlemagne**, the poets of the court considered him as the new sovereign of Europe. Europe is then seen as a synonym of "the new Rome". **The Carolingian Empire is the very first European unification.**

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• The second European unification was "**Repubblica Christiana**" (with a somewhat comparable meaning "Christendom") in the 12th-14th centuries

• The Catholic religion (in Greek "Katholikos" = universal) was enforced as a universal aim (common belief/creed). Except for the cultural diversity and the executive divisions, it promoted spiritual harmony. This new form of integrity can be seen in three types of unity:

• - the unity of creed and of the ecclesiastic/clerical institutions (from liturgy to the religious calendar);

• - the unity of social grouping and the interdependence of the three social classes: those who pray (the clergymen), those who fight (the knights) and those who work (the peasantry);

• - the unity of writing and learning the Latin language, used as much in Church as in education and profane, blasphemous culture (literature, arts, architecture).



The statue of the poet Ovidius - Constanta - author : Ettore Ferrie, 1887



The Latin poet **Publius Ovidius Naso**, born in Sulmona (Italy) in 43 B.C., was exiled by Augustus in 8 A.D. in the **Tomis** (Constanta) citadel, where he writes the poems "Tristia" and "Pontica". He also dies there in 17 A.D.

**"Metamorphoses" by Ovidius** - an epic poem, a mythological "history" of the world's genesis, of the metamorphosis of creatures and objects. Ovidius presents 250 legends which allegorize metamorphoses. Ovidius perceives the concept of metamorphosis as spiritual "becoming" and evolution. The poet narrates legends referring to the transformation of gods into animals, such as the conversion of Jupiter into a bull in order to kidnap princess Europe.

• **The third European unification** - in the culture of the **16th-18th centuries**, the Renaissance and Illuminism are the apogee of this evolution. The elites exploit a globalised culture where hunting, dancing, theater and opera were similar interests. A typical example is **Erasmus**, born in Rotterdam; he studied in England and France, lived in England, Belgium, Switzerland, and Anglia, he was a speaker of 7 languages. After the invention of the printing machine (the printed version of the Bible by Gutenberg at Mainz, in 1455), the circulation of books and ideas is intensified.

- Conclusion: the European Union political projects tested before 1945 are characterised through the following **three foundation myths**:
- **the Universal Empire myth** - from Carol the Great to Napoleon I, from the Holy Roman Empire to the Habsburg attempt of unification;
- **the Pacifying Unification myth** on the idea that unity eliminates all conflicts: Sully,
- Kant, Saint-Simon, Aristide Briand (League of Nations), Jean Monnet;
- **the Community of Values and Culture myth**: "The Christiana Republic", The Republic of Letters (Enlightenment).

#### 9th of May 1950

Robert Schuman, the French minister of foreign affairs, presents an in-depth cooperation plan. The 9th of May will later be proclaimed **Europe Day**.

#### 18th of April 1951

Based on **the Schuman Plan**, six countries sign a **treaty** on which they establish to have a joint heavy industry management (the coal and steel industry). Thus, none of the countries can manufacture weapons on its own that can be used against one another, like in the past.



The founder member countries: Germany, France, Italy, the Netherlands, Belgium and Luxembourg.

#### 25th of March 1957

- Starting from the success of the Treaty establishing the European Community of Coal and Steel, the six countries extend cooperation to other economic sectors. Thus, they sign the Treaty of Rome, through which they lay the foundation of the European Economic Community (EEC), also known as the "common market". The purpose is to insure free movement of people, goods and service beyond national frontiers.
- 1973: **Denmark, Ireland and the United Kingdom**;
- 1981: **Greece**;
- 1986: **Spain and Portugal**;
- 1995: **Austria, Finland and Sweden**;
- 2004: **Cyprus, Estonia, Latvia, Lithuania, Malta, Poland, Czech Republic, Slovakia, Slovenia and Hungary**;
- 2007: **Bulgaria and Romania**;
- 2013: **Croatia**

#### 1st of November 1993

- The **Treaty concerning the European Union** is enforced and the European Communities (CECO, EURATOM and CEE), along with the **External Policy and the Common Security Policy**; **Justice and Internal Affairs** represent the three pillars of the EU.

#### 1st of January 1999

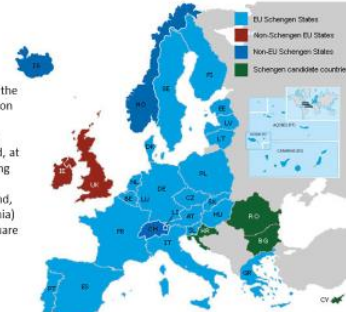
The release of the unique European currency "**EURO**" in 11 European state which accomplished the convergence criteria. At present, there are 19 states in the European Union.



The map of the states which had introduced the euro currency - 2017

#### 14th of June 1985

The agreement of free circulation was signed in the little Luxembourgish town Schengen and the creation of **Schengen space** started on **26th of March 1995** with Belgium, France, Germany, Luxembourg, the Netherlands, Portugal and Spain and, at present, there are 25 states (including Switzerland, Lichtenstein, Iceland, Norway, besides Great Britain, Ireland, Bulgaria, Cyprus, Croatia and Romania) whose total surface is 4,312,099 square km.



The map of Schengen space, 2017

# European institutions

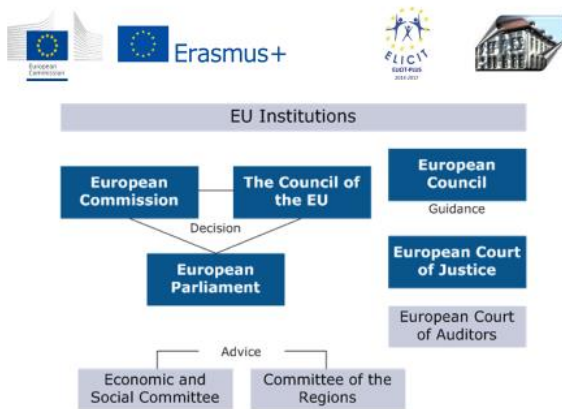
➤ **Trainer:** Vasile Nicoara

➤ **Objectives**

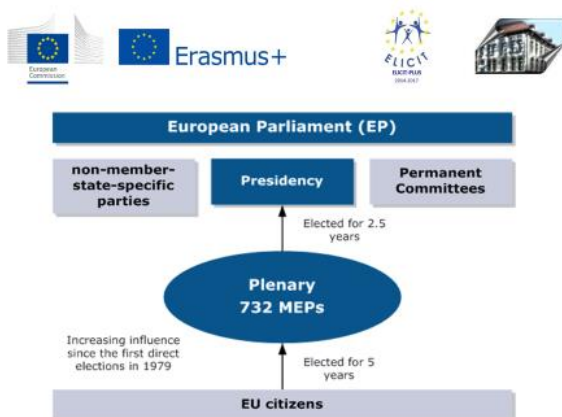
- To make sure that every EU institution is perceived as an institution carrying for the benefit of each EU country.
- To inform about the big EU issues the EU institutions are dealing with.

➤ **Expected results:** the reinforcement of trainees sense of security and trust.

➤ **Assumed training methods:** free discussions and debates, based on the PPT presentation.



- **THE EUROPEAN PARLIAMENT**
- The European Parliament represents, according to the 1957 Treaty of Rome, "the people of the member states reunited in the European Union".
- The first direct elections for the European Parliament took place in June 1979. The number of terms is given to the states depending on their size.
- The Parliament is the only communal institution that has public meetings and conferences. Its debates, notices and resolutions are published in the European Union's Official Journal. The President's Conference reunites both the Parliament's President and the presidents of the various political groups, thus forming the political body of the Parliament. The President's Conference coins the agenda of the general assemblies, marks the dates of the activities led by different political bodies and dictates the structure of the committees and delegations coming from the Parliament, while also imposing the number of members of each entity.
- The Parliament has three fundamental roles, exemplified below:
  - Alongside the EU's Council, it has a legislative role, by which we understand adopting the legislation of the EU (rules, directives, and decisions). Its involvement in the legislative process aids to guaranteeing the democratic legitimacy of the published texts.
  - It splits the authority in the budgetary area with the EU's Council, thus being able to modify budgetary expenses. In an ultimatum, it adopts the budget as a whole.
  - It exercises democratic control over the Commission and has the right to censor it. The Parliament also exercises political control over the institutions' ensemble.
- The European Parliament's headquarters are in Strasbourg, where one-week long meetings take place once per month. Some meetings take place in Brussels and the General Secretary can be found in Luxembourg.



- **THE EUROPEAN UNION'S COUNCIL**
- As stated in the European Union Foundation Treaty, the European Union Council has the following responsibilities:
  - It represents the legislative authority of the community; in cases of larger issues that need to be dealt with, the Council exercises its power alongside the European Parliament.
  - It coordinates the general economic policy of member states.
  - It concludes, on behalf of the community, international treaties between the Union and other states or international organizations.
  - Together with the participation of the European Parliament, it forms the budgetary authority which later on adopts the Union's Budget.
  - With regard to the treaty of the European Union:
    - It adopts the necessary decisions needed to define and apply common defense and security policies.
  - It coordinates the activity of member states and adopts the necessary measurements in terms of police and law cooperation. The Council is assisted by a general secretary, which prepares and ensures the well-functioning of its measurements on all levels.



#### THE EUROPEAN COMMISSION

The Commission has three fundamental roles:

- The right of initiative: its role as political initiator among European Union institutions is unique. Moreover, it acts as the executive body of the union, taking responsibility for the application of all the concluded treaties. The Commission represents the mass opinion, signifying the Union's personality. Its main preoccupation is guarding the interests of European citizens. The members of the Commission are chosen from EU member states, each of them votes for their individual independence.
- Guarding the treaties of the EU, so that the legislation is correctly applied upon all the citizens, and that all the citizens who are part of the single market can benefit from the ensured conditions.
- It represents the executive body of the Union, taking responsibility into implying and coordinating various policies. One of its executive attributes is administering the annual budget of the Union and of the structural funds that have as main purpose erasing the differences between the rich and poor zones of the EU.



#### THE EUROPEAN COURT OF JUSTICE

- Like any other viable law system, the Court's system includes the existence of some jurisdictional insurance that function in case of contesting or applying communal legislation.
- The European Court of Justice, as a jurisdictional institution of the community, represents the backbone of this insurance system. The judges must insure the homogeneity of the interpretation and application of the communal right in each member state, its maintenance as a communal system and its application, identical to everyone who vouches under this right.
- When it comes to fulfilling its role, the European Court of Justice has the competence of providing solutions for litigations, that have as parts the member states, communal institutions, private businesses or people in general.
- The European Court of Justice plays an essential role in the institutional system, defined through Treaties. The Court mostly maintains the balance between the prerogatives of the communal institutions, on one hand, and the prerogatives given to the community and the member states, on the other.
- The general judges and lawyers are appointed by the member states' governments for a 6 year long term, with the possibility of renewal. They are chosen from jury members who possess an incontestable political independence and professional competence.
- The judges also choose the President of the Court for a 3 year long mandate, with the possibility to be renewed.
- **THE COURT OF FIRST INSTANCE**
- The Court was founded in 1989 with the purpose of solidifying law insurance given to the people by installing a second level of legislative authority, allowing the ECJ to focus on its fundamental purpose.
- This Court, however, is not solely an institution, but rather a component of the ECJ. Regardless, it is an independent body, separated from the European Court of Justice in terms of organization. The Court of First Instance has its own clerk and its own procedure rules.



#### THE EUROPEAN COURT OF AUDITORS

- The European Court of Auditors is the "youngest" institution of the European Union, founded after de Brussels Treaty (22nd of July, 1975). Its activity began in 1977. The headquarters can be found in Luxembourg ever since 1980. The European Court of Auditors's main attribute is checking the accounts of the EU budget, with double purpose of bettering the administration of financial resources and informing the EU's citizens about the use of public funds by administrative authorities.
- The European Court of Auditors is formed of 28 members, one from every member state, appointed for a 6 year long term. The members are politically independent and are experienced in terms of public finances. The Court members choose their President for a 3 year long mandate.
- The independence of the European Court of Auditors insures the objectivity of its activity. Named the "financial consciousness" of the EU, the Court does not have jurisdictional prerogatives. In case the members of the Court find out about injustices, including fraud, the communal competent bodies are immediately notified so that mandatory punishments are applied.
- The European Court of Auditors' purpose is realizing an expertise of the European Union budget and checking the viability of each expense and redistribution made by the EU alongside its bodies, accurately emphasising the EURO records, and contributes, through its activities, to strengthening the single market coin.

#### THE EUROPEAN INVESTMENT BANK

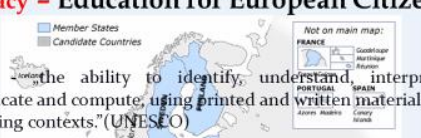
- The European Investment Bank possesses a distinctive personality from the communal one, being administrated by its own bodies, according to its status, which forms the object of a protocol enclosed to the European Union Treaty, thus being able to act independently on financial markets as any other independent bank. In terms of administration, the European Investment Bank is strongly connected to the community through the objectives it promotes. According to the Maastricht Treaty and the EU Treaty, the creation of a new economic body was brought to discussion, thus becoming the European Investment Bank, one with judicial personality and the power to independent decisions and initiatives.



## EU and the civil society. EU and the human rights

- **Trainer:** Lucreția Șrinian
- **Objectives**
  - To understand the status and the roles of each citizen.
  - To promote activism in the daily life.
- **Expected results :** trainees awareness concerning number of opportunities to make a positive difference in the community life:
- **Assumed training methods :** self reflexion, questionnaires.

# Literacy – Education for European Citizenship



The map shows the geographical distribution of European countries. Member States are highlighted in light blue, and Candidate Countries are in grey. A legend in the top left corner identifies these categories. An inset map in the top right corner shows the Mediterranean region, highlighting France, Portugal, Spain, and the Azores, Madeira, and Canary Islands.

**Literacy** – the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts." (UNESCO)

**European literacy** – an ensemble of operational knowledge about Europe, a complex plait of philosophies, stories, cultures, myths, legends, religions, languages, geographical names, geopolitics.

**Citizenship** – the feeling of common belonging and destiny, impossible to be created artificially, but only through a shared education and culture.

**European citizenship** – a concept consecrated through the Maastricht Treaty (1992), aiming to consolidate the image and the identity of the EU and to imply more deeply the citizens in the process of the European integration.

## Active citizenship

- It is a form of literacy supposing the confrontation with the events of the public life through:
  - knowledge and understanding,
  - critical thinking and independent trial,
  - responsible action in order to make decisions for both individual and common benefit.
- It is associated with the respect for democracy, for rules and law, tolerance, openness, the courage to defend the own point of view, the availability to listen to the others, the capacity to work with others and to support them.

## Identification of the European active citizen

- Participation in community's life : volunteering, NGOs, ...;
- Participation in making decisions regarding the policies and public services - participatory democracy;
- Knowing and understanding the political, historical, cultural, social and economic context;
- Assumption and the promotion of democratic principles and values: the freedom of speech, equality, diversity, unit, cultural pluralism, social justice tolerance, solidarity, intercultural dialog, inclusion, ....

# Active European Citizenship

*Dignity – Freedoms – Equality – Solidarity – Rule of law*



**Rights & Responsibilities**



## EU Charter of Fundamental Rights<sup>2</sup>

The Charter of Fundamental Rights of the EU brings together in a single document the fundamental rights protected in the EU. The Charter contains rights and freedoms under six titles: Dignity, Freedoms, Equality, Solidarity, Citizens' Rights, and Justice. Proclaimed in 2000, the Charter has become legally binding on the EU with the entry into force of the Treaty of Lisbon, in December 2009.

### Why the EU Charter of Fundamental Rights exists

The rights of every individual within the EU were established at different times, in different ways and in different forms. For this reason, the EU decided to clarify things and to include them all in a single document which has been updated in the light of changes in society, social progress and scientific and technological developments: this document is the Charter of Fundamental Rights of the European Union (the Charter).

It entrenches:

- all the rights found in the case law of the Court of Justice of the EU;
- the rights and freedoms enshrined in the European Convention on Human Rights;
- other rights and principles resulting from the common constitutional traditions of EU countries and other international instruments.

<sup>2</sup> [http://ec.europa.eu/justice/fundamental-rights/charter/index\\_en.htm](http://ec.europa.eu/justice/fundamental-rights/charter/index_en.htm)

The Charter sets out a series of individual rights and freedoms.

The Charter is a very modern codification and includes 'third generation' fundamental rights, such as: data protection, guarantees on bioethics, and transparent administration.

The Charter is consistent with the European Convention on Human Rights adopted in the framework of the Council of Europe: when the Charter contains rights that stem from this Convention, their meaning and scope are the same.

### **When the Charter applies**

The provisions of the Charter are addressed to:

- the institutions and bodies of the EU with due regard for the principle of subsidiarity;
- the national authorities only when they are implementing EU law.

For example, the Charter applies when EU countries adopt or apply a national law implementing an EU directive or when their authorities apply an EU regulation directly.

In cases where the Charter does not apply, the protection of fundamental rights is guaranteed under the constitutions or constitutional traditions of EU countries and international conventions they have ratified.

The Charter does not extend the competence of the EU to matters not included by the Treaties under its competence.

### **How the Charter became part of the EU Treaties**

The Charter was initially solemnly proclaimed at the Nice European Council on 7 December 2000. At that time, it did not have any binding legal effect. On 1 December 2009, with the entry into force of the Treaty of Lisbon, the Charter became legally binding on the EU institutions and on national governments, just like the EU Treaties themselves. For the first time, members of the College of Commissioners swore a solemn declaration to uphold the Charter as well as the Treaties in May 2010. The Charter strengthens the protection of fundamental rights by making those rights more visible and more explicit for citizens.

### 3. Active European citizenship

**Active citizen is the person that wants to make a positive difference to the local community or to an individual person, or make something happen.**

- **Social entrepreneurship** is the attempt to draw upon business techniques to find solutions to social problems.
- **Volunteerism** is a movement that benefits both society at large and the individual volunteer by strengthening trust, solidarity and reciprocity among citizens by purposefully creating opportunities for participation.
- **Citizen Engagement** is that aspect of Active Citizenship that is influenced mostly by Politicians, Government Officials and Civil servants and is a measure of the success of the Open Government Partnership.

#### Key characteristics of Active Citizenship

- People participate in many activities of the community: involvement in a voluntary activity or engagement in activities with local government agencies.
- People are empowered to play a part in the decisions and processes, particularly public policy and services.
- People become able and willing to know and understand political/social/economic context of their participation, so that they could make informed decisions.
- People are able to challenge policies/actions and existing structures on the basis of democratic principles: equality, inclusiveness, diversity and social justice.

#### Some of major areas of civil activism

- \* To understand emigration and integration. \* To preserve the local and national environment. \* To fight against injustice.
- \* To protect human rights. \* To fight against all forms of discrimination: gender, race, religion, disabilities. \* To fight against homelessness. \* To protect children and family. \* To fight against brainwash. \* To militate for transparency. \* To fight against political and economic abuses. \* To condemn domestic violence and sexual abuse. \* To support and assist victims of all kinds of injustice and abuses.

#### What could we do as an active citizen?

- Helping out a neighbour or a local community group.
- Advise the local public bodies by taking part in consultations and questionnaires, attending neighbourhood meetings or simply posting a question on Twitter.
- Put pressure on the council or Government by taking part in direct action. Petitions are a way to voice a concern and gather support.
- Assist or provide advice to a public service or charity.
- Become a citizen governor and take part in decision-making that affects the local school, court or council.

#### What to do as a Community Group Member?

- Take part in activities with like-minded people: promoting arts, dancing, wall climbing, book clubs, lace making, growing food, paint a mural over graffiti, join a hillwalking, jogging or any other sporting organisation.
- By doing these activities, meet new people, find new friends, learn new skills: self-confidence, mobility, literacy, numeracy, interpersonal and social skills, IT Skills.

#### What could I do as a Voter?

- Vote at all levels and choose the right people.
- Phone a friend to remind him to vote.
- To make sure that we are on the register of electors.
- Register for a postal vote if we have mobility issues.
- Sign petitions about issues that concern us.
- Meet with our local political representative about key issues.
- Inform ourselves by reading about local issues.

### What to do as a good neighbour?

- Help people to be more active/less dependent on public services.
- Keep a watch on our neighbour's home while they are away.
- Help elderly persons by giving information about local services.
- Look after a neighbour's pet while they are on holiday.
- Shop at a local, family owned business.
- Organize a carpooling campaign in the area.
- Join the neighbourhood watch or start a book club in the area.

### What to do as a responsible citizen?

- \* Protect the environment: start recycling our waste, clean up rubbish along a river, beach or park.
- \* Give blood.
- \* Donate unwanted clothing/toys/books/ the old computer to a charity shop/ library/school.
- \* Attend open evenings, support local charity events.
- \* Give feedback to public bodies about their services.
- \* Answer questionnaires, respond to surveys, give feedback, attend neighbourhood meetings.
- \* Search on Internet, put notice boards at civic buildings, hospitals, service providers.

### What to do as a Volunteer?

- \* Help a local organisation.
- \* Do some office work.
- \* Share skills by coaching a sports team.
- \* Run a cookery club.
- \* Plant a tree.
- \* Deliver meals to homebound individuals.
- \* Plant flowers in public areas that could use some colour.
- \* Mentor a weng person.
- \* Coach a children's sports team.
- \* Volunteer at Red Cross.
- \* Visit senior citizens at a nursing home.
- \* Fundraise for charity.
- \* Volunteer on a helpline.
- \* Teach at an adult literacy center.
- \* Participate in a marathon for our favorite charity.
- \* Reading to old people in hospital.

### What to do as a Community Activist?

- Take action to change a local situation: campaign, write to parliamentarians/to the editor of the local newspaper.
- Establish a network or group, set up or sign a petition, lobby.
- Join a National or International organization.
- Organise an evening for charity.
- Organise an event to raise awareness of a problem.
- Raise awareness of political issues in our community.
- Organise a local debate on any issue for the community.

### What could I do as a Citizen Adviser?

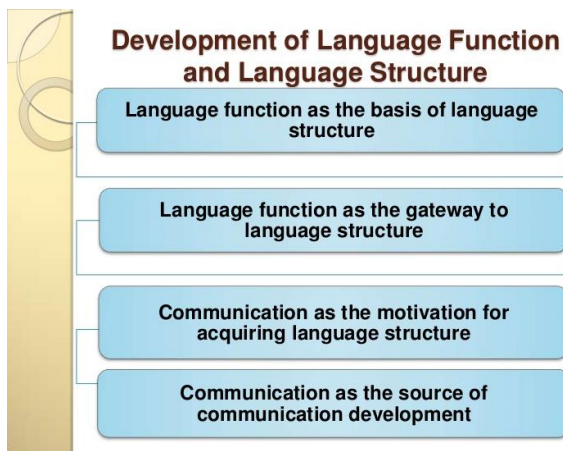
- Advise and help making decisions about local services.
- Become a charity trustee, magistrate, councilor, member of a tenant panel, school governor.
- Liaise with a local university or school to improve community relations.
- Liaise with local hospital, health centre or medical practice to give patient feedback.

### Personal benefits: valuing our skills, improving our employability and meeting new people

- Confidence building
- Validating own value and life experiences
- Presentation skills
- Public speaking
- Chairing meetings
- Budgeting, planning
- Dealing with difficult situations
- Being more assertive
- Increasing self-esteem
- .....

#### 4. Understanding media. Euroculture game

- **Trainer:** Chantal Laroche
- **Objectives:**
  - To reinforce the basic media language that creates meaning in text.
  - To review UErope main benches through the game UEroculture.
- **Expected results:** to animate the training sequences and to teach in a subtle way.
- **Assumed training methods:** lecture and interpretation, play.



## Roman Jakobson's Semiotic Functions

| Communication Component |             | Semiotic Function                                     |
|-------------------------|-------------|-------------------------------------------------------|
| Sender                  | Expressive  | Establishes speaker's emotional state                 |
| Receiver                | Conative    | Establishes sender's expectations of the receiver     |
| Message                 | Poetic      | Use of language for its own pleasure                  |
| Context                 | Referential | Establishes communication context or dominant message |
| Channel                 | Phatic      | Keeps communication participants "on track"           |
| Code                    | Metalingual | Establishes agreed meaning for words                  |

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## **Euro-Culture Game 2015/ 2017**

### **Education, deliberation, communication, inclusivity, languages**

The concept consists in Euro-Culture display panels and the Euro-Culture game; it is a European educational and pedagogical tool whose purpose is to develop knowledge about Europe; it is for students, learners, teachers, parents, educational staff, associations...

The Euro-Culture game can be played at all ages, between 9 and 99! It is a board game divided in coloured squares which correspond to questions of the same colour. It can be played in teams or individually.

#### **How to play?**

It is simple and clear and it develops civic knowledge and communication skills: for example, before answering a question, the members of a team often need to discuss and to negotiate.

It also develops self-confidence because playing in groups reduces the fear of making a mistake!

#### **And now, let's look at the colour code of the game:**

- Red is about the 28 Member States: questions about geography, history and cultural heritage
- Blue is about European Institutions: EU Charter of Fundamental Rights, the European Parliament; the European elections, European laws, European programs ... (Erasmus +)
- Green is about European Cultures: beliefs/ legends/ traditions of life... our European heritage
- Yellow is about Europe and the world

- Euro banknotes designs, Euro coins designs

#### **Special cards :**

- “Treaty of Rome”, with questions about the treaty of Rome
- the flag of EU, with questions about EU symbols...
- 28 cards : the flags of the 28 EU states, with questions (capital cities, inhabitants, languages)

 **The Euro-Culture game has been updated:**

There are the 28 countries of the EU, 19 countries of the Euro-zone.

- Croatia joined the UE in 2013
- Latvia joined the Euro-zone in 2014,
- Lithuania joined the Euro-zone in 2015.

 **The Euro-Culture game is adaptable:**

- 3 different levels of questions for children or students or adults..
- 3 different languages: French, German, and English (other languages are being considered)
- Different ways of playing: the game can be displayed on the floor for children, on tables for students and adults (soon on Internet)
- Duration: from 15 minutes to 1hour (average-timing) or even, 2 hours...
- Various sizes: the board-game is 2 x 2m or (1.80 x 1.80 m), but it is possible to produce a larger one (for example 4 x 4 m for important events).

 **The Euro-Culture game can be used as a pedagogical tool** because the map can be considered as a puzzle with:

- 28 flags
- Symbols for capital cities
- Countries' outlines
- National symbols of the Euro coins

 **The game can be animated by everybody** (teaching aids are provided)

# The game Euroculture

## Règle du jeu Euro-Culture

### Principe

De 4 à 24/32 joueurs/ 4 équipes. De 9 à 99 ans : grand public européen.  
Le jeu permet aux joueurs de découvrir les institutions, les pays de l'UE ainsi que les cultures des différents pays de l'Union européenne, qui se révèlent notamment sur les motifs représentés sur la monnaie commune, l'euro.

### Description du jeu

Le jeu / tapis de jeu est subdivisé en cases que les joueurs parcourent à l'aide de dés et qui correspondent à des cartes de la même couleur :  
- cases vertes : cartes vertes : Cultures d'Europe  
- cases jaunes : cartes jaunes : L'Europe et le monde  
- cases bleues : cartes bleues : Institutions européennes  
- cases rouges : cartes rouges : Pays de l'Union européenne  
- cases euro : cartes de motifs des pièces et cartes billets de l'euro  
- case bleue « Traité de Rome » : cartes du motif.  
- drapeaux de l'UE  
- drapeaux des pays de l'Union européenne  
- Les pions/figures de jeu sont choisis parmi des symboles de l'euro représentant une personnalité européenne.  
Chaque carte a trois niveaux de questions ; les questions sont en trois langues.

### Déroulement du jeu

Chaque joueur / équipe choisit une figure de jeu et la place sur la case départ.  
Le joueur / l'équipe ayant le plus récemment visité un pays de l'Union européenne commence. Il lance les dés, avance du nombre correspondant et joue dans le sens des aiguilles d'une montre. Il s'arrête sur une case correspondant au type de cartes avec questions.  
Le voisin de gauche du joueur prend la carte du dessus du paquet de la couleur correspondante à la case et propose au joueur le choix d'une question généralement de la plus facile à la plus difficile.  
- **Bonne réponse** : le joueur gagne un drapeau du dessus du paquet ; on pose alors une question au verso du drapeau et ce à l'ensemble des joueurs, sans gain de drapeau.  
- **Mauvaise réponse** : le joueur ne gagne rien ; on ne pose pas de question du verso d'un drapeau.  
Dans les deux cas, le tour de jeu du joueur est fini. C'est à son voisin de gauche / équipe de jouer.

!!! **Astuce en prévision de la case « Traité de Rome / Pactum Romanum »**, Le Grand Saut, représenté par la flèche rose.  
Le joueur / équipe répondant correctement à une question d'une carte bleue « Institutions européennes » ou une question d'une carte rouge « Pays de l'Union européenne » obtient un drapeau de l'Union européenne, (un seul par joueur / équipe), et ce drapeau permet d'effectuer le Grand Saut à partir du « Traité de Rome / Pactum Romanum », le tour suivant.  
Si le joueur ne parvient pas à s'arrêter exactement sur la case « Traité de Rome / Pactum Romanum », il recule et répond aux questions correspondant à la case sur laquelle il s'arrête. S'il s'arrête sur la case « Traité de Rome / Pactum Romanum », il répond à une question « Traité de Rome / Pactum Romanum » (cartes bleues avec le motif de la pièce commémorative). Si la réponse est bonne, le joueur gagne un drapeau de l'Union européenne ; il pourra effectuer le Grand Saut au tour suivant. Si la réponse est mauvaise réponse, le joueur ne gagne rien, il devra payer une pénalité en rendant un drapeau ; il effectuera le grand saut au tour suivant.

### Fin de partie \*

Le jeu s'arrête immédiatement dès qu'un joueur a atteint la case d'arrivée.  
Le joueur ayant le plus grand nombre de drapeaux a gagné.

\*Quand on a davantage de temps, on peut aussi prolonger la partie. On fait alors autant de tours de jeu qu'il est souhaité en passant par la case rouge / jaune / bleue / verte située au milieu Ouest des deux branches centrales : on répond alors à la question de couleur de son choix.

\*On peut aussi se servir du jeu comme d'un kit pédagogique : fondé sur l'observation, le jeu permet de deviner et classer les motifs de l'euro pour chacun des pays ; il peut également placer les drapeaux de chaque pays sur la carte de l'UE.

### Informations

Chantal Laroche, auteur du concept Euro-Culture  
Remerciements à Sébastien Brunello pour sa contribution.  
En 2008 le concept Euro-Culture reçoit le Label PF UE, Présidence Française de l'Union européenne avec le soutien de la Fondation Hippocrène, le Secrétariat d'Etat chargé des Affaires européennes et le Ministère de la Culture et de la communication.  
Euro Culture © 2007

## Spielregel Euro-Culture

### Das Ziel des Spieles

Für 4 bis 24/ 32 Spieler/Teams im Alter von 9 bis 99  
Das Spiel erlaubt den Spielern, europäische Kultur und Institutionen zu entdecken, die sich ergeben im Zusammenhang mit den Motiven, die auf den Münzen und Scheinen des Euro zu sehen sind.

### Zubehör des Spieles

Das Spiel/ Teppich ist in Felder unterteilt, die die Spieler durchlaufen und die mit den Karten derselben Farben zusammenhängen.  
- Grüne Felder: grüne Karten: Kulturen von Europa  
- Gelbe Felder: gelbe Karten: Europa und die Welt  
- Blaue Felder: blaue Karten: Europäische Institutionen  
- Rote Felder: rote Karten: Staaten der Europäischen Union  
- Eurofelder: Karten der Motive der Euro-Münze und Karten der Scheine  
- Blaues Feld: Karten mit dem Bild der Römische Verträge/Pactum Romanum: blaue Karten  
- Flaggen der Europäischen Union  
- Flaggen der Länder der EU  
- Spielfiguren, die man frei in den Personen-Motiven der Münze wählt  
- Jede Karte hat drei Fragen, drei Sprachen.

### Spielfeld des Spieles

Jeder Spieler/ Team wählt seine Spielfigur, setzt sie auf das Anfangsfeld.  
Der Spieler beginnt, der als Letzter ein Land der EU besucht hat. Er rückt im Uhrzeigersinn so viele Felder vor wie er gewürfelt hat. Er hält auf einem farbigen Feld an.  
Der linke Nachbar nimmt die oberste Karte mit der entsprechenden Farbe oder Form vom Stapel. Dann fragt er, welche Frage dieser beantworten möchtest du, die leichte, die mittlere oder die schwierigste ?  
- **War seine Antwort richtig**, erhält der Spieler eine Flagge vom Stapel ; eine Frage auf die Karte dieser Farbe wird allen Spielern gestellt, ohne eine andere Flagge zu gewinnen.  
- **War seine Antwort falsch**, erhält er keine Flagge ; in diesem Fall wird keine Frage gestellt.  
Nun ist der linke Nachbar an der Reihe.

!!! **Zusatzregel im Zusammenhang mit „Römische Verträge/ Pactum Romanum“** Der grosse Schritt, dargestellt durch den rosa-farbenen Pfeil :  
Der Spieler/ Team, der eine Frage der blauen Karte -Europäische Institutionen - und / oder eine Frage der roten Karte - Länder der EU - richtig beantwortet hat, sollte sich die Flagge der EU nehmen. Jeder Spieler/team nimmt nur eine Flagge der EU. Die Flagge der EU lässt sich bei dem grossen Schritt einsetzen. Dann nämlich kann man ihn ausführen ohne auf dem Feld « Römische Verträge/ Pactum Romanum » anhalten zu müssen.  
Hat der Spieler/ nicht die passende Augenzahl gewürfelt, um auf das Feld « Römische Verträge/ Pactum Romanum » zu kommen, geht er vor und zieht um die restliche Augenzahl, wieder zurück. Wenn er zurückzieht, muss er die Frage des entsprechenden Feldes beantworten. Landet er auf dem Feld « Römische Verträge/ Pactum Romanum », muss er eine Frage der entsprechenden Karte beantworten (Karten mit dem Motiv der Gedenkmünze „Römische Verträge/ Pactum Romanum“). Hat der Spieler richtig geantwortet, gewinnt er die Flagge der EU und führt das nächste Mal den grossen Schritt aus. War seine Antwort falsch, muss er eine Strafe zahlen, indem eine Flagge zurückgibt. Das nächste Mal geht er weiter.

### Spielende \*

Sobald der erste Spieler das Zielfeld erreicht hat, zählen alle Spieler ihre Flaggen.  
Gewonnen hat derjenige, der die meisten Flaggen gesammelt hat.

\*Man kann das Spiel auch verlängern. Man macht so viele Runden wie man will; der Spieler/Team wählt eine Farbe des 4 Farben Feldes und beantwortet die Frage der Spielkarte.

\*Man kann auch dieses Spiel als ein pädagogisches Spiel benutzen ; das Spiel ist auf die Beobachtung gegründet; man kann deshalb die Motive der Flagge oder die Motive der Euro-Münzen raten, klassifizieren und sie auf eine Mappe der Europäischen Union legen.

### Information

Chantal Laroche, Autorin des Entwurfs « Euro-Kultur »  
Dankbarkeit für den Beitrag von Sébastien Brunello.  
Der Entwurf Euro-Culture hat den Label PF UE 2008, französische Präsidentschaft der Europäischen Union mit der Unterstützung der Hippocrène Stiftung, dem Staatssekretär für Europäische Angelegenheiten und dem Ministerium der Kultur erhalten.  
Euro-Culture © 2007

## Rules of the Euro-Culture

### Aim of the game

Age 9-99: the European public, from 4 to 24/32 players (4 teams).  
The game provides players with an opportunity to discover both the unifying factors and the diversity of Europe's cultural heritage and of the cultures of the member states of the European Union, which are displayed, in particular, on the designs featured on the single currency, the euro.

### Game material

The game / carpet is divided into squares which the players must cross with dice and which correspond to cards of the same colour :  
- green squares : green cards : Cultures of Europe  
- yellow squares : yellow cards : Europe and the world.  
- blue squares : blue cards : European Institutions  
- red squares : red cards : European Union countries  
- euro squares : cards with the designs of the Euro coins and with designs of notes.  
- blue "Treaty of Rome square" : cards with the design  
- EU flags  
- flags of the European Union member states.  
- Pawns, tokens are chosen from the images on the euro cards showing pictures of European personalities.  
- Each card has three levels of questions and three languages.

### Playing the game

Each player / team chooses a token/counter and puts it on the departure square.  
Whichever player / team has most recently visited an EU country goes first. He throws the dice and advances his token clockwise the number of boxes shown on the dice. He stops on a box that corresponds to the type of question cards.  
His neighbor on the left takes the card on top of the pile of cards of the same colour as the box and offers a choice of question ranging from the easiest to the most difficult.  
- **If the answer is right** the player wins a flag on the pile: On of the 3 questions of the flag is asked to the group of players, without winning another flag.  
- **If it is wrong** the players does not win anything. No question on the flag is asked.  
In either case the turn is over. The player / team to the left takes over.

!!! **Tip: Ahead of the "Treaty of Rome/ Pactum Romanum"** - The Great Leap box, represented by the pink arrow. Player/ team who answers correctly a blue card question on "European Institutions" or a red card question on - EU "European Union countries" should take an EU flag. But each player / team may only take one EU flag.  
The EU flag is useful for the Great Leap represented by the pink arrow.  
If the player/team does not manage a throw of the dice that lands him exactly on the "Treaty of Rome/Pactum Romanum" square, he bounces back from that square and has to move his counter backwards.  
In all cases the player while moving backwards will land on a euro square or a colour square and has to answer the corresponding question. When he lands on the "Treaty of Rome/Pactum Romanum" square he has to answer a "Treaty of Rome/Pactum Romanum" question (blue cards with the commemorative coin design). If the answer is right, the player wins a European Union flag and can make the Great Leap at his next turn. If the answer is wrong, the player does not win anything and has to pay a penalty by giving back a flag. However the player will make the Great Leap on his next turn.

### End of the game \*

The game ends immediately when a player arrives at the arrival square.  
The player with the greatest number of flags is declared the winner.

\*If time allows the game can be extended. As many circuits as necessary are made, with the player passing through the red/yellow/blue/green square situated in the Western centre of the two central branches. Answers are given to the question of the color chosen by the player.

\*The game can also be used as an educational aid. It can be used for guessing and classifying the images on the euro coins for each country. It is also possible to place the flag of each country on the map of the EU.

### Information :

Chantal Laroche, Author of the Euro-Culture concept.  
Thanks to Sébastien Brunello for his contribution.  
The Euro-Culture concept was awarded the label "PF UE 2008 : French Presidency of the European Union". Thanks to the Hippocrène Foundation, the State Secretariat responsible for European Affairs and the Ministry of Culture.  
Euro Culture © 2007

Illustration © image



Chantal Laroche Poupard, Author of the Euro-Culture concept

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## 5. European Union – Interculturality and democracy in educational programs

Trainer: Rodica Mighiu



# Parents and teachers: working together for plurilingual and intercultural education

Why develop plurilingual and intercultural education together?

**TO PROMOTE LIVING TOGETHER**  
to develop welcoming attitudes towards diversity and minorities  
to create links between people and the different cultural and linguistic communities that characterise our society

social issue

**TO HELP CHILDREN ESTABLISH CONNECTIONS**  
between the knowledge they have acquired in their family and social environments and at school

cognitive issue

**TO HELP CHILDREN BUILD THEIR PLURILINGUALISM**

psychological and affective issue

**TO GIVE MORE SENSE TO SCHOOL**  
by connecting it more to society

education issue

**Scientific research shows that:**

- 1 It is easier for a child to become bi/plurilingual when all their languages are valued and when making connections between languages is encouraged;
- 2 It is important that parents keep using their family language(s) with their children and that teachers use family languages to help children establish connections between the language(s) of their environment;
- 3 It is easier for children to engage in the languages that are taught at school when their own languages are recognised, because these languages are practised in the family environment and by the children;
- 4 valuing children's different languages and cultural backgrounds boosts the self-confidence and self-esteem that are necessary for educational and professional success;
- 5 parents' participation in school activities establishes a relationship of mutual confidence between schools and families, and helps children to dedicate themselves to their schooling.



Parents, teachers and children share their knowledge of music and dances from around the world. This activity improves cooperation between schools and families. (Escola Pia de Catalunya, Barcelona, Spain).



A grandmother discovers a Provençal song (Kindergarten La Serinette, Toulon, France).

**parents.ecml.at**




## Parents and teachers working together to develop plurilingual and intercultural education

Projects and activities that involve parents in plurilingual and intercultural education have been developed at numerous schools in Europe and further afield. These projects and activities have included the following activities and goals:

Singing in several languages

Discovering tales and nursery rhymes from around the world

Discovering different writing systems

Discovering the languages and cultures of the local neighbourhood and town (posters, graffiti, signs, market products, etc.)

Telling stories in different languages

Discovering different traditions and celebrations (wedding, birth, adolescence, etc.)

Learning dances from around the world

Discovering different ways of counting (figures and gestures)

Exchanging recipes from around the world

Getting to know the meaning of first names and what they symbolise

Making a poster of 'hello' in different languages



Visit the IPPIE/CARAP for Parents website.  
<http://parents.ecml.at>, for more activities and goals

**Parents, don't worry, you don't need to know a language perfectly to help children discover and appreciate it!**

You don't need to know the language of the school to participate: gestures, pictures, body language and facial expressions will help you understand. Teachers trained in plurilingual and intercultural education will be there to help you prepare your activities. And, if you speak only one language, share your accent, your way of speaking and your culinary, artistic and professional knowledge. Diversity is everywhere! Inspiring interest in difference and diversity is fundamental to learning about and understanding the world.

If you think that school programmes are already overloaded, remember that these plurilingual and intercultural activities support the knowledge, skills and attitudes that are already part of the curriculum. These activities help to develop a child's ability to learn (with regard to languages – the school language and the other languages taught at school – literature, history, geography, arts, etc.) and to develop learning competences that are useful for all subjects: making hypotheses, asking questions, comparing and discovering rules, nuances of meaning and other ways of expressing oneself.

**Plurilingual and intercultural education prepares children for life in a multicultural world and helps to make this world more peaceful, just and generous.**



Kindergarten children discovering Russian with a Russian-speaking mother. This activity familiarises the children with other sounds and linguistic systems. (La Serinette school, Toulon, France).

**PARENTS TEAM:** Stéphane Clerc (France), Anna Maria Curio (Italy), Brigitte Garber (Switzerland) and Xavier Pascual Calvo (Spain).

**MEDIATORS AND PARTNERS :** Philippe Blanchet (France), Damien Boisset (France), Katarzyna Cybulska (Poland), Barbara Day (Denmark), Viktoria Dimitrova (Bulgaria), Gail Evenou (France), Maa Feldman (Denmark), Arantxa Garcia de Sola (Spain), Dagmar Gilly (Austria), Carmen González André (Spain), Kristine Grigoryan (Armenia), Dáire Kirwan (Ireland), Lora Kokeva (Bulgaria), Janko Korošec (Slovenia), Natasa Korošec (Slovenia), Georgia Kouma (Cyprus), Anja Krauchenberg (Austria), Adena Kufakijic (Bosnia-Herzegovina), Fabio Leoni (Switzerland), Rodica Mighiu (Romania), Kęstutis Mikalajunas (Lithuania), Aiguo Mountzidou (Greece), Honorat Muhanzi Kashale (Norway), Laila Nutt (Norway), Jeanne Pallarós i Rusca (Spain), Vanya Rakočević (Montenegro), Claude Richenne-Manchat (France), Jozsef Rög (Austria), Zana Romanova (Latvia), Eszter Salamon (Hungary), Maria Sastre Padró (Ireland), Riet Steffann (Netherlands), Ana Susek (Poland), Rosanne Talbot (Malta), Johannes Themer (Austria), Karmen Trasberg (Estonia), Denada Trunpu Samarchia (Albania), Helena Von Schantz-Mona (Sweden), Andrea Young (France) and Elisabeth Zurbruggen (Switzerland).

**parents.ecml.at**






Erasmus+



#### Séance de formation

**Titre:** *Les langues au cœur des apprentissages*

#### Formateur

Rodica Mighiu

#### Objectifs

- présenter les programmes du Conseil européen et du CELV
- être capable de distinguer entre les différentes langues et cultures européennes

#### Thèmes

- objectifs du Conseil européen - CELV, CARAP, CARAP pour les parents
- approches plurielles des langues et des cultures

#### Résultats attendus

- Une meilleure compréhension des projets financés par le Conseil européen / mis en œuvre par CELV

#### Méthodes de formation

Exposition

Discussions

#### Evaluation individuelle et de groupe

- quiz
- partager des expériences personnelles et de bonnes pratiques

#### Auxiliaires de formation

- fiches de travail-quiz, photocopies, documents ppt, flyer, ordinateur portable, vidéo projecteur, appareil photo.

#### Déroulement de la formation

| Durée                                                                                          | Méthode(s)                      | Déroulement de la formation                                                                                                     |
|------------------------------------------------------------------------------------------------|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| <br>50 min. | Exposé,<br>présentations<br>ppt | Le formateur présente: <ul style="list-style-type: none"><li>- Les activités / les programmes du CELV</li><li>- CARAP</li></ul> |

|                                                                                                |                         |                                                                                                                |
|------------------------------------------------------------------------------------------------|-------------------------|----------------------------------------------------------------------------------------------------------------|
| <br>50 min. | Etude de cas            | <ul style="list-style-type: none"><li>- Approches plurielles des langues et des cultures</li></ul>             |
| <br>15 min. | Quiz                    | <ul style="list-style-type: none"><li>- Différentes langues et cultures européennes</li></ul>                  |
| <br>5 min.  | Evaluation individuelle | <ul style="list-style-type: none"><li>- partager des expériences personnelles et de bonnes pratiques</li></ul> |

#### Évaluation

- partager des expériences personnelles et de bonnes pratiques

## Messages of peace from Romanian school students

### PEACE IN EUROPE

Many years ago, Europe was full of conflicts and disagreements. Today, the inhabitants of the old continent, part of the European Union, are involved in making Europe a better place.

We, the children, dream that Europe will always be a place of peace, joy and friendship. We want modern schools, a clean environment and to be friends with all the children in European countries.

You can not talk about peace, without living it. You can not talk about friendship if you have never lived near a friend or a true comrade. You can not talk about peace if you have not experienced the joy of childhood, the tranquility of your family peace, next to the loved ones.

We, the children of Romania, can gather around the European flag and sing Ode to Joy, release white doves and let the beauty and the light of our souls to embrace the whole continent.

**Obadă Teodora (cl. 3 B)**

**School No. 11 Botoșani - Romania**

Dear European Parliament,

We, the Romanians, are a warm and hospitable people. Hundreds of years ago, when there were no maps, GPS or other means of communication, the Romanians were known as hardworking people who worked their land, raised cattle, or worked the metals. Later, they became known thanks to our poets, writers, musicians, athletes and, last but not least, due to our students who distinguished themselves in different international contests. We have got sea, mountains, plains, hills covered with orchards and vineyards and a fabulous delta. Anyone can spend a dream holiday with us.

I am writing this letter to invite you to Botosani, to meet us. I live in a cultural, clean and quiet town with and peaceful people. Only by knowing each other we will be able to contribute to the peace and development of Europe.

Sincerely yours,

Ioana Balan, European citizen

## MESSAGE to EUROPE

We all live under the same sun and the same sky and we all have the right to peace and love. Europe is today a union of countries that have the same goal: to live in a better world without wars, in which all people are free and equal, and where no country can be treated worse than the other.

We can achieve more together than alone. We must be united and help each other when needed. For this you can become a volunteer. To help protecting the environment, to participate in charitable activities, to bring relief to children and elderly people left without support; all these are opportunities to make new friends, to learn new things and to do good things and, why not, to have some fun.

Children have a special place nowadays. They have got the right to grow up in a family, in a climate of love and understanding. We, the children, believe that greatness is not about winning a war because wars bring only death and distruction.

So, may be peace among nations and countries!

Balan Ioana (cl. 3 B)

School No. 11 Botoşani – Romania

## Annexes - Evaluations

### Training module: *European Citizenship – Commitment*

*Active citizen is that person who wants to make a positive difference to the community.*

#### Questionnaire for individual evaluation ..... (Date)

Dear colleague,

At the end of our training activities, we would like to know how you feel about your belongingness to the Active European Community. Please answer very honestly, by Yes/Perhaps/No, the following questions, on the distributed paper sheets!

| <b>A. As an Active European Citizen, would I ...</b>                                                             | <b>Yes</b> | <b>Perhaps</b> | <b>No</b> |
|------------------------------------------------------------------------------------------------------------------|------------|----------------|-----------|
| a. ... take part in consultations and questionnaires about EU issues?                                            |            |                |           |
| b. ... put pressure on the council or Government by taking part in direct actions concerning the European Union? |            |                |           |
| c. ... assist or provide advice to a public institution dealing with human rights, democracy, tolerance?         |            |                |           |
| d. ... take part in decision-making that affect a community belonging to the European Union?                     |            |                |           |
| e. ... write on Facebook/Twitter/... about the EU citizenship?                                                   |            |                |           |

| <b>B. As an EU Voter, would I ...</b>                                                                  | <b>Yes</b> | <b>Perhaps</b> | <b>No</b> |
|--------------------------------------------------------------------------------------------------------|------------|----------------|-----------|
| a. ... be informed about EU issues by reading newspapers/listen to radio/ watching TV/surfing the web? |            |                |           |
| b. ... be informed about the possible European representatives?                                        |            |                |           |
| c. ... vote for the European Parliament and choose the right people?                                   |            |                |           |
| d. ... make sure that I am on the register of electors?                                                |            |                |           |
| e. ... register for a postal vote if I have mobility issues?                                           |            |                |           |

| <b>C. As a Good European Neighbour, would I ....</b>                                                      | <b>Yes</b> | <b>Perhaps</b> | <b>No</b> |
|-----------------------------------------------------------------------------------------------------------|------------|----------------|-----------|
| a. ... help foreign persons by giving information about local services?                                   |            |                |           |
| b. ... help foreign people to be less dependent on public services?                                       |            |                |           |
| c. ... keep a watch on our foreign neighbour's home while they are away?                                  |            |                |           |
| d. ... shop at a local, family owned business, belonging to a foreign?                                    |            |                |           |
| e. ... start a reading club in the area, in order to inform foreign people about our national literature? |            |                |           |

| <b>D. As an EU Responsible Citizen, would I ...</b>                                                      | <b>Yes</b> | <b>Perhaps</b> | <b>No</b> |
|----------------------------------------------------------------------------------------------------------|------------|----------------|-----------|
| a. ... protect the environment: start recycling my waste, clean up rubbish along a river, beach or park? |            |                |           |
| b. ... donate unwanted clothing/toys/books/the old computer to a charity shop/ library/school?           |            |                |           |
| c. ... attend open evenings, support local charity events?                                               |            |                |           |
| d. ... answer questionnaires, respond to surveys, give feedback, attend neighbourhood meetings about EU? |            |                |           |
| e. ... put notice boards at service providers about EU issues?                                           |            |                |           |

| <b>E. As an European Volunteer, would I ...</b>                        | <b>Yes</b> | <b>Perhaps</b> | <b>No</b> |
|------------------------------------------------------------------------|------------|----------------|-----------|
| a. ... do some office work for a foreign organization?                 |            |                |           |
| b. ... plant flowers/trees in public areas that could use some colour? |            |                |           |
| c. ... volunteer at Red Cross helping foreigners?                      |            |                |           |
| d. ... visit senior citizens at a nursing home?                        |            |                |           |
| e. ... give blood ?                                                    |            |                |           |

| <b>F. As a Community Activist would I ...</b>                                                                             | <b>Yes</b> | <b>Perhaps</b> | <b>No</b> |
|---------------------------------------------------------------------------------------------------------------------------|------------|----------------|-----------|
| a. ... take action to change a local situation: campaign, write to parliamentarians/to the editor of the local newspaper? |            |                |           |
| b. ... establish a network or group, set up or sign a petition, make lobby for an European/national decision?             |            |                |           |
| c. ... join an organization promoting democratic values?                                                                  |            |                |           |
| d. ... organise an event to raise awareness of a community problem?                                                       |            |                |           |
| e. ... advise and help making decisions about local services?                                                             |            |                |           |

| <b>G. As an EU teacher, would I to ...</b>                                                             | <b>Yes</b> | <b>Perhaps</b> | <b>No</b> |
|--------------------------------------------------------------------------------------------------------|------------|----------------|-----------|
| a. ... include in my lessons discussions about EU institutions and decisions?                          |            |                |           |
| b. ... explain to students and parents the meaning of the EU belongingness?                            |            |                |           |
| c. ... create in school a centre of debates about European values?                                     |            |                |           |
| d. ... help my students to edit a school revue about the EU ?                                          |            |                |           |
| e. ... liaise with local institutions and to reinforce the sense of national and European citizenship? |            |                |           |

|                                  |
|----------------------------------|
| <b>H. What else would I do ?</b> |
|                                  |

|                                                                                                 |
|-------------------------------------------------------------------------------------------------|
| <b>I. Which personal skills could your active behaviour as EU citizen develop or reinforce?</b> |
|                                                                                                 |

**J. My personal change**

1. Which was my current state at the beginning of this training? Why?
2. What did I want to find out/learn? What did I found/learned?
3. What did I want to change? What did I change?
4. Which barriers avoided more changes in my personality? Did I overcome them?
5. What do I intend to do in a different way? Do I have chances to succeed? Why?

Draw your transformational trajectory during this training week.

The whole training team thanks you!

## Evaluation template

### IDENTIFICATION

Title of the module .....

Target group: .....Persons attending the training: .....

Country, town: ..... Date: .....

Trainer(s): .....

Evaluators: .....

Visited training activities: .....

Used investigation methods and techniques:

.....

.....

### I. TRAINING ACTIVITY – Aimed aspects

**A. 1. Course documentation:** content support, didactical aids, logistic elements

.....  
.....  
.....

**A. 2. Planning-motivation:** professionalism of the language, coherence (ELICIT+ objectives – objectives of the module/training meeting), relevance of the approaches from the ET 2020 perspective, balance score on the aimed competence domains

.....  
.....  
.....

**A. 3. Relevance of the content for the target group:** integration to the social and cultural environment at the local, regional and national level, sustainability of the acquisitions, transferability of the results

.....  
.....  
.....

**A. 4. Andragogic approaches:** interactive training methods, use of ITC, organization of in the group and out of room activities, inclusion of informal learning aspects

.....  
.....  
.....

**A. 5. Psycho-pedagogical climate:** ambiance & atmosphere

.....  
.....  
.....

## II. THE TRAINER – Aimed competencies

### C. 1. Professional competencies

- Knowledge: mastery, organization and processing of the information;
- Performance: timeliness of actions, attention;
- Communication: fluidity, concision, accuracy of the speech.

.....  
.....  
.....

**C. 2. Methodical competencies:** selection of the social form for the training meeting according to the proposed objectives, dosage and density of the training activities, caption and maintain of the trainees' interest, quality of the training support and control, .....

.....  
.....  
.....

**C. 3. Social competencies:** sociability, communicability, language registers (verbal, nonverbal, paraverbal), promotion of the self- and inter-evaluation

.....  
.....  
.....

**C. 4. Personality competencies:** emotional balance, resistance proof, ingeniousness, creativity, flexibility, tolerance, precision, availability for self-improvement, objectivity.

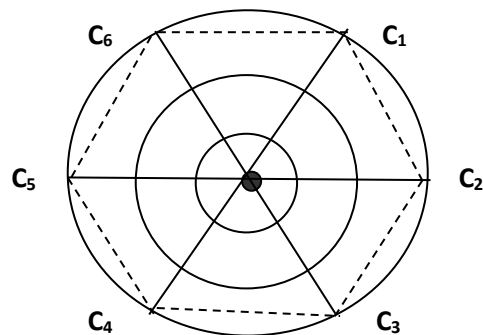
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**C. 5. Socio-pedagogical behaviour:** didactical enthusiasms, pedagogical sense, ...

.....  
.....  
.....

**C. 6. Professional and moral authority:** leader & mentor & moderator:

.....  
.....  
.....  
.....



### III. THE TRAINEES – Aimed dominants: individual and team

**I. D. 1. Verbalized/non verbalized acquisitions:** quality, quantity, connexions, operationalization,

**I.D. 2. Availability for intellectual activity:** analysis and synthesis, intelligence types...

**I.D. 3. Competencies for individual activity:** epistemic curiosity, ambition for excellence...

**I.D. 4. Status and role during the training:** listener, interested participant, contributor

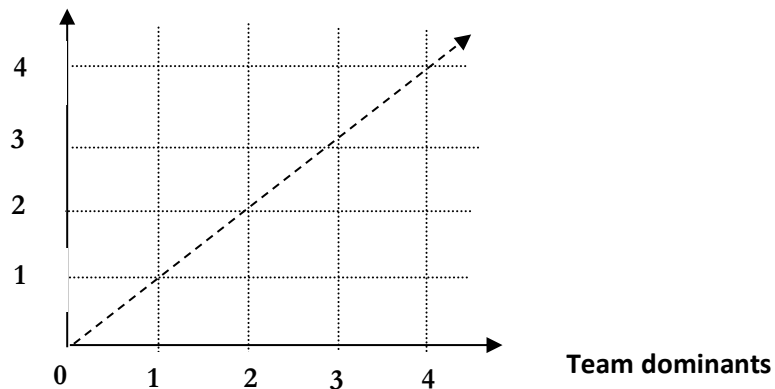
**T.D. 1. Availability for teamwork:** collegiality, individualism, commitment

**T.D. 2. Status and role in the training activities:** performer, spectator, collaborator.

**T.D. 3. Attitude toward the training itself:** positive, indifferent, and negative.

**T.D. 4. Sustainability of the developed abilities:**

#### Individual dominants



Evaluators' signature,

Trainer's signature,

#### Other comments

#### Annexes