Civic Dimensions for Social Inclusion

CivicAL

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TRAINERS' MANUAL

CIVICAL Project Profile

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1. INTRODUCTION

Civic education (CE) is a tool that intents to inform people how to become 'good' and 'active' citizens, though ideas about what constitutes such an individual may be perceived and/or understood differently in each country (Mouritsen and Jaeger, 2018). It may include a blend of several different dimensions, such as values (from autonomy to social justice), virtues (from tolerance to self confidence), identity (from national to multi-cultural), and cognitive skills and knowledge (understanding of how institutions work and/or ability to think critically).

The growing diversity of each European Union due to the migration flows, contribute to increasing expectations from CE. In this project it is perceived as an approach that intents to pinpoint to the deeper knowledge and understanding about the origins and functioning of the EU; diversity and cultural identities in Europe, the main developments in national, European and world history; the multi-cultural and socioeconomic dimensions of European societies, as well as the relationship of national cultural identity within the pan-European identity framework.

The general level of knowledge of the European union, its policies and its institutions remain less than optimal, with a large part of the population having little or no knowledge or information about the EU. This is particularly valid for adults in disadvantaged situations, as from migrant or ethnic minority background, refugees and recently arrived immigrants. The knowledge deficit includes a basic lack of understanding of the European Union itself, with only 20% of adults being able to answer correctly simple questions on the Union (e.g. number of Member States, presidency, and elections of the EP). {COM(2018) 23 final}

CivicAl project aims to address the gap in civic education for disadvantaged adults in 6 EU countries, reflecting on the importance of extra- curricular aspects of CE in view of the mergence of the contemporary multicultural Europe in a multi-level and multi-actor approach.

Its main objectives are to support disadvantaged learners by providing civic training and guidance as a way of preventing social exclusion; to support a civic education that focuses on different cultures, religions and beliefs, to enhance knowledge and understanding of common values and to create a democratic learning environment with opportunities for civic engagement and volunteering as a key objective. Additionally, the project aims to empower and strengthen the role of adult teachers/trainers by developing innovative pedagogical approaches that will make them able to deal with diversity in a non-formal learning environment. Yet the project aims to build close cooperation between civil society, educational and cultural organisations, local authorities and the private sector to ensure active participation of all members of the learning community in acquiring civic competences and to involve the wider community in the promotion of EU values, culture and social inclusion of disadvantaged adult learners.

The present Trainers' Manual will offer an assistance to those who will intend to inform and train adult learners from disadvantaged groups to offer specialist training package on 'Civic Education'.
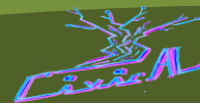
2. AIMS OF THE TRAINERS' MANUAL

The aim of this Trainers' Manual is to provide systematic guidance to training facilitators in order to enable them to offer specialist training package on 'Civic Education'. It will equip training facilitators with all the necessary knowledge about the content of the training as well as about ways of organising the actual training. It offers an inclusive, as possible, outline of the main theoretical and practical information, skills and processes relevant to offering this training package.

Who can use this Manual?

This Trainers' Manual can be used by trainers and/or practitioners in field of migration to provide training to the target group about civic education. The training package that this Manual offers is intended to be of help for both migrants' trainers as well as practitioners who are involved in providing advocacy to several disadvantaged groups. It be used as an introductory training package to both newcomers asylum seekers and refugees as well as to additional social excluded groups (i.e Roma or other social excluded groups). Furthermore, the Trainers' Manual can be of benefit also to those who are engaged in organisational and /or policy-making capacities to understand the importance of civic education as part of a coherent social integration plan.

Nonetheless, as the Trainers' Manual provides a complete description of the structure and formation of the project, it is also suitable for anyone who would be interested in the goals, thematic area and field the specific subject focus on. As such, it could be argued that the following categories may be benefitted:

● Unemployed people who are motivated to understand the European dimension and seek for a job to a different field / country
● People with disabilities
● Disadvantaged people at the labour market
● Disadvantaged socially excluded groups in local societies.
● Asylum seekers
● People with international protection
● Recognised refugees.

Finally, although this Manual is primarily intended to be used by training facilitators, it may also benefit individuals who may wish to use it for their own self-study.

3. STRUCTURE AND CONTENT OF THIS MANUAL

This Trainers' Manual includes six modules that are grouped in different sessions and each session consists of several topics. Each module begins with 'learning objectives' and it includes theoretical and practical information that the trainer should use for teaching the particular topics as well as suggestions for exercises and relevant literature. Each session addresses a separate area that is of relevance to the overall training and it should be considered within the overall context of this specific training package; however, it will also benefit individuals who may wish to enrich their understanding of that particular topic as an independent learning activity and not as part of the total training package.

It is advised that the training course is made as interactive and participatory as possible. To enhance learning results, trainers should use different techniques to encourage participants' active participation, including asking them to share personal experiences, posing additional questions and presenting them with dilemmas. Materials such as case studies and group work have been included in the sessions to foster positive learning outcomes. Of course, it is important that trainers use their judgement and take into account cultural norms and practices or levels of seniority for each group of participants before applying participatory approaches.

Training materials and supporting information

Each unit contains a detailed description of the learning process, with the aims, instructions and guidelines that will help trainers to facilitate each session. The Trainer's Manual includes references to background materials and the handouts, and other materials prepared to support learning in each module.

The Trainers' Manual is structured according to the numbered sessions and includes a narrative summary of key learning objectives for each session and a list of background resources. The Manual can be used to support the sessions or as a stand-alone resource for those interested in gaining an understanding of Civic Education, in particular for those who are previously described as social excluded groups and/or disadvantaged learners.
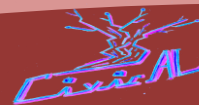
4. PREPARATORY STEPS

4.1. Guiding principles

The training methods used by trainers and facilitators of the training should ensure that the participants are at ease, establish learning objectives according to the predefined curriculum, and then take the trainees through the Experiential Learning cycle. This allows the adult learner to encounter an experience, reflect on it, draw conclusions from it and decide how to apply it to their own experiences.

The learners can also use each other as a source of learning, by focusing on real problems in their communities, and identifying things that will be of immediate use when they return to their communities. In doing so, the learner takes responsibility for his or her own learning.

It is strongly advised each adult education provider trainer/facilitator during face to face sessions to use a number of training methods such as:

- Brainstorming
- Group discussions
- Case study presentation
- Field visit and observation of existing social enterprise
- Mock exercises

Do not forget that energizers must be used in the course of the training to sustain the mood. You as a trainer/facilitator may choose to use the energizer at any point during the session as appropriate (i.e. giving an award, appreciation, group activity).

Your DOs may include:

- Be SMART (physically as well as mentally)
- Be sensitive to the needs of the students and be available to their requests
- Listen to the questions of the students and address them
- If you feel that some students are not understanding your words, please try to provide clarifications
- Speak LESS, let the participants speak MORE

4.2. Preparation

a) Resources needed

Tools and Equipment: The trainer/facilitator is responsible for ensuring that he or she has everything needed for the smooth running of the training session. The facilitator will need to prepare his or her own checklist.

A simple checklist may include:

- Agenda
- Handouts with the main points for presentation
- Beamer (projector) + Projection screen
- Laptop / Android Smartphone / Android tablet to access learning platform
- Internet access to access learning platform and allow for online quizzes/assessment
- List of participants
- Feedback form

b) Teaching preparation

To begin the teaching additional preparations are needed as trainer:

Content	● Welcome and introduction
Opening statements:	● Introduction of trainers and participants, including what they aim to get out of the module
Setting the scene:	● Methodology
	● Training schedule
	● Agreeing the ground rules for the training
Methodology	● Presentation in plenary
	● Group work
	● Ice-breaker activities
Materials for the trainer	● PowerPoint presentation
	● "Parking" poster
Materials for participants	● Copies of training timetable/agenda
	● Plain paper (A4 format) for each participant
	● A4 coloured paper for each table
	● A set of 6–8 markers per table

Arrangement of the venue: Ensure that you have selected a suitable venue and training environment that will enable successful conducting of face to face training sessions.

You may consider the following:

- That the registration table and stationery are ready.
- That drinking water will be made available

- That the tables and chairs have been set up in the preferred pattern facing the facilitator's desk and flipchart/ projection screen

- That lighting and ambient temperature in the room are at comfortable levels;

- That the participants will have a chance to interact with a community nearby to enhance skills and ideas generated

If you have students with disabilities at your class please ensure that:

- The room and way to the venue is suitable/accessible for people with physical and sensory impairments

- The room has the ability to host a student in a wheelchair.

- There is a suitable place for resource tutor/companion that could support the student with disability.

c) Introducing the trainer(s) and participants

It is important to introduce the trainer or trainers and to highlight their expertise and experience in the field of migration, asylum and unaccompanied children and as trainers as this will help build participants' confidence. The trainer or trainers can either introduce themselves or be introduced by the organiser's representative.

The trainer(s) should then present the main aim of the training:

- To provide actual or prospective and a set of integrated and multidisciplinary elements to reinforce their knowledge and capacities in promoting and supporting civic education.

Following the general purpose of the entire course, the specific modules goals and objectives should be illustrated and fully exploited in order to promote:

- Interest about the module
- Capacity building development of the adult learners to acquire further knowledge on the discussed area.

The trainer then asks each participant to introduce themselves by name and affiliation, and also to state briefly what they expect to gain from the training course (for example, "I want to gain a better understanding of different areas in order to assist my family to achieve integration to the local society").
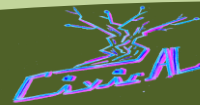
5. SETTING THE SCENE

5.1. Trainer's instructions

Suggested activity – ice-breaker:

Note: Trainers are expected to use their judgement as to whether an ice-breaker is necessary and appropriate, taking into account the participants' profile, time constraints. The trainer asks each participant to take a piece of plain paper (A4 format) and write down an interesting and relevant question that could be asked of every person in the room. After choosing the question (for example, "How are you involved in the migration issue?", or "Have you ever been a migrant yourself?"), all participants stand up and walk around the room, freely interacting with as many of the participants and trainers as possible to find the answers to their questions. After five minutes, participants are asked to sit down. The trainer chooses some questions and invites shared answers, summing up the responses given. The trainer encourages participants to maintain a willingness to learn from each other and to ask questions, reminding them that at the end of each training day there will be a short question and answer session (these sessions can also be linked to the "Parking" flip chart page if used for long or tangential questions).

5.2. Information about the training

The trainer distributes the training course timetable and talks through upcoming sessions and topics, explaining how they were developed (for example, through consultation between the national authorities and unaccompanied children as well as needs assessment of guardians and children alike). The trainer invites participants to ask questions and notes any key points made. The trainer then presents basic information on the locations of meals, coffee breaks and toilets, provides instructions for fire drills and clarifies any questions.

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6. DESCRIPTION OF MODULES' CONTENT

In the following pages you will be able to read and understand the content that needs to be taught to the disadvantaged adult learners.

Each module is presented in a separate page.

Module Title:	**European Citizenship**
Course Credit:	N/A
Trainer:	
Duration:	90 minutes

Module Description

The European citizenship is an integral part of contemporary Europe and important emphasis of the on-going debate for the future of Europe. The debate on more or less Europe is bounded in the educated and informed European citizen, with broad and complex education, of which the European citizenship education is an important and basic part. The European citizenship course module will offer tools to adult education providers to improve the disadvantaged learners' knowledge and to easy their access to practical information on the process of decision making in EU, on the role of the institutions, on the rights and duties of an European citizen, as well as the extraordinary importance of active participation in society and better integration in the European community nowadays.

The module is designed in a complex way, in the context of the four priority fields of the European citizenship: a) political and legal; b) social; c) economic and d) cultural field. The concept is based on the belief that the formation of the identity of the European citizen is based on the acceptance and experience of certain values: human rights, democratic security, social cohesion, rule of law. This complexity leads to the chosen methodology – the paradigm of the interactive education and its techniques that will allow the theoretical knowledge on the European Union to be transformed into practice and actions. The suggested interactive techniques in the module will assist the adult learners to learn and practice the European citizenship as an instrument for social involvement, tolerance, communication and cooperation among the people and groups in the society and communities.

INTRODUCTION

The formation of the identity of the contemporary European citizen involves the sharing of values such as equality among all, human rights, solidarity, pluralism, sustainable human development, tolerance, peace, rule of law. The education of disadvantaged adult learners, facing social, economic and political differences, have to give them the chance to think over and re-think their values, identity and inter-relations and understanding of solidarity. The teachers of adult learners present the European citizenship education as a process that starts from the individual itself and his/her acceptance and solidarity towards the others. The main priority of the European citizenship education is towards developing the individual skills of the citizen to get oriented into the political, public and societal life and to understand and think over their personal role of taking actions on local, communal, regional, national and European level.

This module is designed to assist both experienced and future adult educators in acquiring knowledge on the subject of citizenship and techniques of active citizenship, in the framework of the civic education, coexistence and democracy. In addition to that, it will offer advice on how to work with vulnerable groups and will provide ideas for activities in multicultural environment. It is directly aiming to give knowledge on the process of decision making at European level, on the role of the European institutions, on the role of the citizen for the future of European project.

LEARNING OBJECTIVES for disadvantaged learners

● Understand the basics of the process of decision making in EU and the roles of the basic EU institutions /European Parliament, European Commission and the European Council/ in the process of sustaining the multiculturalism and solidarity;
● Enrich their knowledge on the concept of citizenship and to give them active tools for practicing citizenship on communal, regional and national level
● Provide knowledge on the decision-making process in order to increase the integration of the vulnerable groups in European communities on all levels;
● Raise the awareness on the linkage between the institutional framework of the European institutions, the basic European values and the citizen's everyday life
● Increase the multicultural sensibility through development of understanding and motivation for solidarity, cooperation, tolerance and integration based on the shared values and mutual right and mutual dialogue;

Learning outcomes

By the completion of the module, learners should be able to:

a) Be aware and be able to explain the basic techniques for active citizens' participation in EU;

b) Be able to present arguments, to make proposals and to be informed on the basic democratic standards, values, institutional procedures;

c) Search for information of their interest, using EU available tools and actively participate in civil hearings, European civil initiative and all other form of democratic involvement;

d) Be able to organize and manage communal actions to solve social problems, initiate community and advocacy campaigns.

Preparation

● Suggested reading: European Passport to Active Citizenship: https://publications.europa.eu/en/publication-detail/-/publication/e8eabd57-6d05-11e5-9317-01aa75ed71a1/language-en /available in all EU official languages/
● Suggested reading – Charter of the Fundamental rights of the EU - https://www.europarl.europa.eu/charter/pdf/text_en.pdf /available in all EU official language/

Materials:

- Computers, smartphones, tablets or laptops to be used during the lesson
- Printer /color/
- WIFI connection required
- Stands for photo presentation and possible exhibition
- Paper A4 and A3, pens and markers

Introduction to the topic

The Maastricht Contract, signed in September 1991, determines the citizenship in the European Union. According to it, each personality with citizenship of any from the country-members of the European Union is a citizen of the Union.

While the national citizenship is a political and legal relationship of the person with the State, the **European citizenship** is expressed by the citizen's situation in the big European Union. In this respect the European citizenship is like a peculiar "code" of specific rights used by all citizens of the Union. Nowadays the anthem, the flag and the common currency are the symbols of the European citizenship, which is an addition to the national identity. Everyone who was born in a Member State of the Union has the status of a European citizen. That shared identification gives him/her new rights, but also imposes new duties in the process of building the Common European home.

The membership of each country in the European Union automatically grants its citizens certain **rights**. At this stage the European citizenship has its own rights that could be grouped in two categories - economic and political rights.

Economic rights:

- The right to move freely, to live and to work in any country of the European Community;
- The right of equal access to work, social insurance and professional education;
- The right to use a national driving license, valid in the whole community;
- The right to use the EC's standard in the social development area, the environment and consumer's security on a high level, above the national standards;
- The right to use the programs, concerning the environmental protection, the struggle with cancer, drugs, AIDS, teaching and experience exchange.

Political rights:

- The right to elect and be elected in direct elections for the European Parliament, and these for local organizations are permanently set (this right does not concern the election for National Parliament).
- The right of diplomatic and consul's defense by any country-member of the Community;
- The right to turn to the European Parliament and the European Ombudsman by petitions and complaints and demand the accomplishment of their own rights (this concerns all people in the Union area);
- The right to use a European passport;
- The right to apply for offices in the European institutions;
- The right to have access to the documents of the European institutions.

Among the rights, unmarked plainly as attributes of the European citizenship, belong sexual equality, ecological rights, the right of consumer's defense, etc.

The **national identity** is a complex structure, comprised of many interrelated elements – ethnical, cultural, territorial, economic, legal and political. They signify the solidarity among the members of the

communities, united by shared memories, myths and traditions outside the frames of their own country. By defining the membership, the borders and the resources, the national identity lays the logical foundations of the self-determination ideal. The fundamental characteristics of the national identity are as follows: historically-set territory or fatherland; common myths and historical memories; common public culture; common legal rights and duties of all members; common economy and territorial mobility. The base of the national identity is multi-dimensional.

From a political point of view, the national identity makes the state and its institutions stronger by legitimating the common juridical rights and duties of the juridical institutions. The different kinds of "citizenship" comprise of civil and legal rights, political rights and duties, social and economic rights, which legitimate the sense of legal and political community among its members.

The national identity as well as the individual and the collective conscience are connected with the loyalty of the citizens and the common objective. The strong social contacts among the individuals is achieved by the symbols – the flag, the currency the anthem and also the uniforms, monuments and other elements of the historical culture.

Local citizenship is related to the concept of a community and has its own social asset and some of its elements are the sense of belonging to the community and the willingness of the people to take part in social activities.

Being just a resident of a certain place is not sufficient for the civil society. Most of the things that concern the life of a particular community depend on the people who belong to it and their participation in the community life can solve most of the problems. That participation is voluntary and is based on the basic human rights.

Methodology

1. Create your European passport – (30')

Present to the learners the European Passport to active citizenship (https://publications.europa.eu/en/publication-detail/-/publication/e8eabd57-6d05-11e5-9317-01aa75ed71a1/language-en)

Ask everybody to create his/her own European passport, putting emphasis on the rights and duties of an EU citizen. Then divide the learners into two groups /Group 1 – rights and Group 2 – duties/ and ask them to share and agree on the lists of rights and duties of EU citizen. Share the lists among all learners.

2. The "photo expression" of the EU citizenship (30')

Ask the learners to explore the Charter on Fundamental Rights of the European Union – https://www.europarl.europa.eu/charter/pdf/text_en.pdf

Learners have 10' to search the net and to find a photo that matches with their personal understanding of the expression of each chapter of the Charter – the words Dignity, Freedoms, Equality, Solidarity, Citizens' rights and Justice. Then they print and present their photos to the group and unite them by a word category. After having the category collection of each chapter ready, the learners discuss why they have chosen the concrete photo, how they feel the multiple approach. If the space allows, leave the photos as a permanent exhibition.

3. Imagine your own European Citizenship Initiative - – (30')

Divide the participants in small groups. Ask each group to decide on one problem from any field that they consider important and that the EU should address in its legal frame. Have the participants prepare a short presentation for the others defining:

- Why is this problem important for the EU?

- How can the EU make a change?

After all the presentations have a simulation of a vote and decide which group was the most convincing.

Present to the group the steps to organize an European Citizenship Initiative

References

Sources that can be utilized to gain additional knowledge and material for teaching:

- https://www.europarl.europa.eu/charter/pdf/text_en.pdf
- https://publications.europa.eu/en/publication-detail/-/publication/e8eabd57-6d05-11e5-9317-01aa75ed71a1/language-en
- https://ec.europa.eu/
- https://europa.eu/
- https://www.europarl.europa.eu/portal/en

Module Title:	**EU values, culture and history**
Course Credit:	N/A
Trainer:	
Duration:	90 minutes

Module Description

Within this unit the students should get a general impression of what the European Union is and which were the motives for starting the European project.

It draws a line from the values that are considered by the participants themselves to be the most important values to those that the people of the EU define as European values. Finally, it gives an explanation to each of the single values that are defined as "European" by the EU Treaties.

Introduction

The European Union is often misunderstood as a mere economic community. Although the EU economy plays an important role and is integrated through the Single European market, it should not be forgotten that the EU is primarily a community of values.

The Treaty of the European Union mentions the values in Article 2, stating:

> *'The Union is founded on the values of respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, including the rights of persons belonging to minorities. These values are common to the Member States in a society in which pluralism, non-discrimination, tolerance, justice, solidarity and equality between women and men prevail.'*

These values unite all the member states – no country that does not recognize these values can belong to the Union. The main goal of the European Union is to defend these values in Europe and promote peace and the wellbeing of the citizens.

Learning Objectives

The purpose of this lesson is to get to know the values underlying the founding and development of the European Union and to connect the individual values of the learners. Therefore, it is important to first of all deal with your own personal values.

Values form the basis for the actions of individuals as well as for the actions of organizations, companies, the state and, ultimately, of Europe.

The aim of this unit is to give disadvantaged learners an introduction to the following topics:

- History of the EU
- EU as a community of values.

They should get an idea that common values are an important basis for cooperation between EU Member States despite of all economic motives of cooperation.

Preparation

Suggested reading:

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- Tino BOUBARIS: European values in adult education. their significance and how to communicate them in a contemporary manner
- EU project VALUES OF EUROPE

Materials:

- A map of the European Union
- Enough paper cards , markers/pencils for all students
- A whiteboard or a flip chart or a plain wall to pin cards on

Introduction to the topic

One of the first sentences heard in lectures and presentations on the European Union is: "The EU is a community of values." Mostly this hint is given to counter the prejudice that the European Union is only a cold economic network.
In fact, initially the EU was not created primarily to advance economic progress but to secure the most important value: peace.

Methodology

HISTORY (45'00'')

Why was the EU founded? Video: #EUArchives – *Europe 1957-2017: 60 years of peace, democracy, solidarity* (4'11'')
Brainstorming in class: What was the reason for founding the EU? (discuss).
Task: Name some objects that can be made from steel.
[The discussion should lead to the fact, that the common administrating of coal and steal as basic material for building weapons was meant to prevent one member state from leading a war against another one. So the European Coal and Steal Community as one of the first steps of European integration was essential for securing peace on the European continent.]

Introduction[1]:
After the Second World War, in 1945, Europe was in ruins. 20 million children were orphaned, towns were completely destroyed, and people died of hunger and fled their countries. It was complete devastation. Everything had to be rebuilt.
After 1945 peace returned to Europe, but it was divided into two blocs: Eastern Europe and Western Europe. The dividing line ran through Germany. So Germany was divided into two countries: East Germany and West Germany. The lives of the people on either side were very different.
How did people live peacefully in the West in spite of everything? And what does this have to do with the European Union, you might ask? On 9 May 1950 a French statesman, Robert Schuman, had an ingenious idea: France and West Germany would work together in the coal and steel industries. That meant that they would never again think of going to war against each other. Western Europe began to rebuild itself in peace.

On 18 April 1951 six countries signed a text called a 'treaty' establishing the European Coal and Steel Community (ECSC): France, West Germany, Italy, Belgium, Luxemburg and the Netherlands.

VALUES AND CULTURE (45'00'')
"United in diversity", the motto of the European Union, first came into use in 2000. It represents the main topic of the political and social dimension of the EU: people with different cultural background acting together. But how to interact and communicate without united premises? This question marks the difficulties for political decision making for people and societies that are (and shall be) different in manners of culture.

The form of statute and law preserves most the individual and collective ways of live. Jurisdiction und legislation allows to change, renew or stabilize the social order by organized political processes. An institutional and legislative culture of the EU is oriented on human values to a) address and integrate each possible social and political actor and b) to enhance the conditions of human life. The opportunity of different cultures to discuss, research and adjudicate about the human requirements with each other is the essential merit of the European Union.

Task: Ask the learners to reflect on the values they perceive as most important to them. After reflecting and writing them down individually (or in very small groups), they are invited to present their findings in class.
Now the whole group is invited to discuss on the presented values. Which phrases are mentioned most frequently? Which are agreed on? Are there values that are not agreed on from a majority? Why is this?

Task: Try to find a common definition of "values".
Discuss: Now, that you are living in a European society. Would you think, there are different values in the EU then in your home countries? What would you define as "EU values"? In your opinion, are the EU values common in all EU countries?

Figure 1 shows, what Europeans see as their most shared values (Eurobarometer 89, spring 2018, European citizenship). – Please see Appendix

When asked what values best represent the European Union (EU), the Eurobarometer survey in March 2018 ranked 39 percent of respondents 'peace' first. This was followed by the values of 'human rights' and 'democracy' with 33 and 32 percent, and 'rule of law' and 'solidarity' with 22 and 18 percent, respectively. Respect for human life, 'freedom of the individual', 'respect for other cultures', 'equality' and 'tolerance' were among the three values that best represent the EU, for 16 to 12 percent of respondents. By far the rarest were called 'self-actualization' and 'religion' (4 and 3 percent, respectively).

Introduce figure 2 to show, that Europeans in different member states may have similar or quite opposite opinions about certain values.

Task: Evaluate the results of the Eurobarometer and the definitions of values by the class. Focus on striking similarities and distinctions: What are the reasons for the contrary/same choice of values? In case of unite choices: Could different reasons reach to the same result?
Introduction:
Indeed, there are values that are committed to by the common European law. The Treaty of the European Union (TEU) (as amended by the Treaty of Lisbon) mentions the values in Article 2:
"The Union is founded on the values of respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, including the rights of persons belonging to minorities. These

values are common to the Member States in a society in which pluralism, non-discrimination, tolerance, justice, solidarity and equality between women and men prevail."

Present figure 3. – Please see Appendix

Based on this, Article 3 of the Treaty defines "*The Union's aim is to promote peace, its values and the well-being of its peoples.*" In addition, Article 6 TEU sets out the fundamental rights of the European Union. This makes it clear that European integration is not an aim in itself but serves fundamental goals that determine the lives of EU citizens.

The Lisbon Treaty has also made the Charter of Fundamental Rights of the European Union, which was ceremonially signed at the end of 2000, a part of primary law. There, fundamental rights and freedoms are precisely described and defined. In 2012, the EU was awarded the Nobel Peace Prize for advancing the causes of peace, reconciliation, democracy and human rights in Europe. The larger the EU becomes, the more important it is for the people who live in it to realize that their union has been built on common values.

Task: *Try to find definitions for the individual values mentioned in Article 2.*
- Human dignity
- Freedom
- Democracy
- Equality
- Rule of law
- Human rights and the rights of persons belonging to minorities

Human dignity: Dignity is the right of a person to be valued and respected for their own sake, and to be treated ethically. According to Article 1 of the Charter of Fundamental Rights of the EU human dignity is recognised as unviolatable – it must be respected, protected and constitutes the real basis of fundamental rights.

Freedom:
- Freedom of movement gives citizens the right to move and reside freely within the Union.
- Individual freedoms such as respect for private life, freedom of thought, religion, assembly, expression and information are protected by the EU Charter for Fundamental Rights.
- Freedom as a socio-legal concept can be understood as access to rights and the civil liberties without undue interference by the state.
- Certain freedoms are essential to a healthy democracy, such as freedom of assembly, freedom of association, freedom of choice, and freedom of speech.

Questions: *Give some examples of fundamental freedoms. Why are fundamental freedoms essential for democracy? [Ask the students to write the expressions on cards. After finishing discuss about your findings.]*

Democracy: A democracy is a political system in which power belongs to all of the people in the country. In a democracy the people are called 'citizens'. Every citizen of voting age has the right to vote in elections. The functioning of the EU is founded on representative democracy. Being a EU citizen means enjoying political rights.

Equality: Equality means, that all citizens have the same rights before the law. The principle of equality between women and men underpins all European policies and is the basis for European integration. It applies in all areas. The principle of equal pay for equal work became part of the Treaty of Rome in 1957. Although inequalities still exist, the EU has made significant progress.

Rule of law: The EU is based on the rule of law. Everything the EU does is founded on treaties, voluntarily and democratically agreed by its EU countries. Law and justice are upheld by an independent judiciary. The EU countries gave final jurisdiction to the European Court of Justice which judgements have to be respected by all.

Human rights: Human rights are protected by the EU Charter of Fundamental Rights. These cover the right to be free from discrimination on the basis of sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation, the right to the protection of your personal data, and or the right to get access to justice.

Task: Draw a conclusion with the learners. After the process from finding individual values to the elaboration of common values: Why could values between different social groups have a merit? What are requirements for a process in finding shared values? Incorporate your own practiced process.

Material

- Deutsche Welle: Figures from the European Values Study, 2017
- Treaty of the European Union (Lisbon Treaty), Articles 2 & 3
- https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:12016ME/TXT&from=EN
- Charter of the Fundamental rights of the EU
- Definition of the most basic European Values and their significance for our modern society

References
Sources that can be utilized to gain additional knowledge and material for teaching:
- Treaty of the European Union (Lisbon Treaty)
- Charter of Fundamental Rights
- https://europa.eu/european-union/about-eu/eu-in-brief_en
- Eurobarometer 89, Spring 2018, European citizenship
- https://ec.europa.eu/
- European Commission: Europe, building together!, 2018
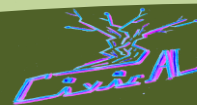
Module Title:	**EU Citizens' Rights and Responsibilities**
Course Credit:	N/A
Trainer:	
Duration:	90 minutes

MODULE DESCRIPTION

Being aware that there is a significant demand from the European Union agenda to have an active citizenship, this module will address the EU citizens' rights and responsibilities in three main areas of study: firstly, the human rights and basic needs of every human being; secondly, rights and their related responsibilities, and finally, rights and responsibilities in the European Union.

Considering the Universal Declaration of Human Rights of the United Nations, The Lisbon Treaty, and the Maslow's Theory of Human Motivation, adult learners of disadvantaged groups will be able to understand their main rights and duties within the European Union.

INTRODUCTION

This module is constructed to assist adult trainers/educators who can help adult learners to improve their knowledge and become aware of what it means to be a citizen in another country, with its rights and responsibilities. We trust that the motivation and enthusiasm of the trainers using it will be a source of inspiration for helping adult learns in disadvantaged situation to be aware and proactive in concrete situations related to rights and duties. Dear educators, welcome to the EU citizens' Rights and Responsibilities module!

LEARNING OBJECTIVES

- To learn and understand that human rights are related to basic human needs, and that we have different levels of needs.
- To learn that rights and duties are correlated and that they are essential at individual and community level.
- To be able to identify which are their main rights and duties.
- To learn the importance of rights and duties in the European Union and how the law protects human rights.

Learning outcomes

By the completion of the module, learners should be able to:

- Identify their rights and duties in the European context in some concrete situations;
- Understand and express the importance that their rights are respected, and their duties fulfilled.
- Orient their actions towards the respect and promotion of the rights and duties for themselves and for others.

Preparation

Essential readings:

- Human Rights Rev (2016) 17:479–500 DOI 10.1007/s12142-016-0417-3. Retrieved from https://link.springer.com/article/10.1007/s12142-016-0417-3

- McLeod, S. A. (2018, May 21). *Maslow's hierarchy of needs*. Retrieved from https://www.simplypsychology.org/maslow.html
- UDHR 1948: Universal Declaration of Human Rights of the UN https://www.un.org/en/universal-declaration-human-rights/
- TL 2009: Treaty of Lisbon containing the CFR Eu 2001 ... Charter of Fundamental Rights of the European Union. http://data.europa.eu/eli/treaty/char_2012/oj

Essential videos:

- Allversity (2013). *Understanding Law and Rights* [video]. Retrieved from https://www.youtube.com/watch?v=H8sj_WPeZew&list=PLJH0mvqm2B9ARmqXvmpX30jiOuhEAdOQk
- Benedetta Berti . (2015). *What are the universal human rights?* [video]. Retrieved from https://www.youtube.com/watch?v=nDgIVseTkuE&t=17s
- UN Human Rights. (2017). *UDHR @ 70: Perspective* [video]. Retrieved from https://www.youtube.com/watch?time_continue=238&v=JaHwy5tdLOY

Materials for the lesson:

- Computer and projector
- One device per student (perhaps their own cell phones)
- WIFI connection required

Introduction to the topic

In a society, every citizen has rights and responsibilities. Some cultures put the emphasis on the individual rights and others on the duties. Nevertheless, rights and duties should be always considered together.

It is essential for the life and organization in any society that individuals have a clear understanding of their rights and responsibilities. But rights and duties are not only for the social organization. Human rights and duties, for example, respond to human basic needs and should be always respected and fulfilled. They belong to every single human being, no matter the culture or the society they belong to.

In this module, we will see some of the human needs divided in different levels and see the relation between human needs and human rights. After that, we will also focus on the relation between rights and responsibilities. Finally, we will learn how the International law and the European law protect these rights.

We hope, through the contents and activities of the present lesson you will have a clearer idea of rights and responsibilities, you will be able to recognize rights and duties and concrete situations and be able to express their importance for your life and for society.

Methodology

a) **Assessment of knowledge, experiences and expectations of the adult learners before the theme (15´)**
   - Use the tool available here: https://www.mentimeter.com, choose the option "word cloud" and make the question: *What comes to mind when your hear "human rights"?*
   - The students can connect to www.menti.com, enter the code and write their answers anonymously.
   - All the answers will appear in a word cloud in the trainer's screen.

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b) **In the light of number 1, start the conversation with the adult learners addressing the MYTHS about the theme (5´)**
   ● "Human Rights depend and change according to cultures"
   ● "Rights and responsibilities are not enforceable by law, so no one needs to respect them"
   ● "Rights and responsibilities are not for everybody in a society, only for EU nationals"

c) **Human rights and basic needs (15')**
   ● Maslow's Pyramid: we all have needs, and we have different levels of needs.
     See an image of the pyramid of human needs: https://www.simplypsychology.org/maslow.html
   ● Human rights respond to human needs.
   ● They belong to every human being. It is not a favor that the State grants to the individuals.
   ● We always have human basic needs and we cannot lose or give away our human rights.
   ● Human rights exist because we are humans, not because the law created them. We always have these rights and the law is called to protect them. If a law would go against a human right, it would be an unjust law.
   ● Human rights aim to make possible the concretion of the means we need to fulfill our human needs in the different levels.
   ● Think of some examples of the lower levels of Maslow's pyramid related to human rights at the universal and European level:

Human needs (Maslow´s pyramid)	Universal Declaration of Human Rights (UN, 1948)	Charter of Fundamental Rights of the European Union. Treaty of Lisbon (2009)
Physiological needs - biological requirements for human survival air, food, drink, shelter, clothing, warmth, sleep.	3. Life, liberty and security. 5. No torture, cruel, inhuman or degrading treatment or punishment. 25. Food and shelter. (1) standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.	1. Human dignity 2. Right to life 3. Physical and mental integrity of the person 4. Prohibition of torture and inhuman or degrading treatment or punishment 35. Health care 37. Environmental protection
Safety needs - protection security, order, law, stability, freedom from fear.	4. No slavery. 6. Recognition everywhere as a person before the law. 7. Equal protection before the law. 8. Effective remedy by the competent national tribunals for acts violating the fundamental rights. 9. No one shall be subjected to arbitrary arrest, detention or exile. 13. Freedom to move.	5. Prohibition of slavery and forced labour 6. Right to liberty and security 18. Right to asylum 19. Protection in the event of removal, expulsion or extradition 20. Equality before the law 45. Freedom of movement and of residence 46. Diplomatic and consular protection

	(1) Everyone has the right to freedom of movement and residence within the borders of each state. (2) Everyone has the right to leave any country, including his own, and to return to his country. 14. Seek asylum from persecution.	47. Right to an effective remedy and to a fair trial 34. Social security and social assistance (protection in cases such as maternity, illness, industrial accidents, dependency or old age, and in the case of loss of employment).

4. Rights and correlated responsibilities (10')

If someone has a right, someone has a duty towards it.

- Respect, Promotion, Proactivity

Understanding our own duties and responsibilities in order to have our basic needs and others' needs covered.

Universal Declaration of Human Rights, 29:

Responsibility.

1) Everyone has duties to the community in which alone the free and full development of his personality is possible.
(2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

Think of some examples:

- Physiological needs- right to life- duty to preserve life and not to kill
- **Self-actualization needs** – right to education- State should ensure schools, professors should give classes, parents should send their children to school, children should study…

d) Rights and Responsibilities in EU (10')
- Explanation and discussion on historical background, EU treaties, EU Regulations and definition of the main terms. How the rights are protected by law.
- Check EU concrete rights and responsibilities. See TL 2009: Treaty of Lisbon containing the CFR Eu 2001 ... Charter of Fundamental Rights of the European Union. http://data.europa.eu/eli/treaty/char_2012/oj

e) Activity for Rights and Correlated Responsibilities (30')
- Print a list of the rights present in the Universal Declaration of Human Rights (UN 1948) and the Charter on Human Rights in the Lisbon Treaty.
- Print different cases or news related to rights and responsibilities.
- Give the list of rights and one case for each 2 students. They should identify the rights at stake and then the duties related to these rights.
  - Guideline questions: What needs to be done in order to ensure these rights? Who is capable or responsible for doing ensuring them? What could the society, the State, the Institution and the individual do about it?
- After the work in pairs is done, the students share their conclusions in groups of 4.

f) At the end of the session (5')

Summary of the main points regarding duties and responsibilities.

Short assignment to be done at home:

- The teacher asks the students to write a short example (10-15 lines) from their personal experience about rights and responsibilities.
- At the end, the student should also write something new they have learned in this lesson.

References:

Allversity (2013). Human Rights: Now what? [video]. Retrieved from https://www.youtube.com/watch?v=k7Z-WH2_764&list=PLJH0mvqm2B9ARmqXvmpX30jiOuhEAdOQk&index=20

Allversity (2013). Understanding Law and Rights [video]. Retrieved from https://www.youtube.com/watch?v=H8sj_WPeZew&list=PLJH0mvqm2B9ARmqXvmpX30jiOuhEAdOQk

Benedetta Berti . (2015). What are the universal human rights? [video]. Retrieved from https://www.youtube.com/watch?v=nDgIVseTkuE&t=17s

International IDEA (2014). Why do Constitutions Matter? [video]. Retrieved from https://www.youtube.com/watch?v=EeWfe2eZ_CI

GLOBAL COMPACT FOR SAFE, ORDERLY AND REGULAR MIGRATION. (2018). Retrieved from https://refugeesmigrants.un.org/sites/default/files/180713_agreed_outcome_global_compact_for_migration.pdf

Hum Rights Rev (2016) 17:479–500 DOI 10.1007/s12142-016-0417-3. Retrieved from https://link.springer.com/article/10.1007/s12142-016-0417-3

McLeod, S. A. (2018, May 21). Maslow's hierarchy of needs. Retrieved from https://www.simplypsychology.org/maslow.html

TL 2009: Treaty of Lisbon containing the CFR Eu 2001 ... Charter of Fundamental Rights of the European Union. http://data.europa.eu/eli/treaty/char_2012/oj

UDHR 1948: Universal Declaration of Human Rights of the UN https://www.un.org/en/universal-declaration-human-rights/

UN Human Rights. (2017). UDHR @ 70: Perspective [video]. Retrieved from https://www.youtube.com/watch?time_continue=238&v=JaHwy5tdLOY

UN. Sustainable Development Goals. *About the Sustainable Development Goals.* Retrieved from: https://www.un.org/sustainabledevelopment/sustainable-development-goals/
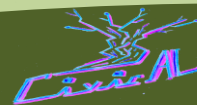
Module Title:	**EU Labour Market**
Course Credit:	1
Trainer:	
Duration:	90 minutes

Module Description

The course aims to generate information about the EU labour market, for the conditions that currently influence the available workforce and help the reader to understand the immediate and future workforce needs. It begins with the illustration of main definitions of core meanings to gain a common understanding of several parameters and conditions that govern EU as legal entity – union of member states. It continues with the presentation of main European employment strategies, aiming to the increase of relevance of common practices that, currently, have been established across EU territory. It attempts, afterwards, to foster a shared vision and strategy of common understanding for the CIVICAL project target groups, providing information about the necessity of skill development and career paths for job seekers, current workers, and business and industry.

Attempting to assist disadvantaged users to become active and increase their employment opportunities, the EURES - The European Job Mobility scheme is presented as it focuses on promoting European workforce mobility, encourages and supports cooperation between workforce and economic development programs. Finally, it depicts the Cypriot workforce stats and prospects.

Introduction

A labour market is the place where workers and employees interact with each other. The employers compete to hire the best, and the workers compete for the best satisfying job. Labour demand is the company's demand for labour and supply is the worker's supply of labour. The supply and demand of labour in the market is influenced by changes in the bargaining power.

For example, the global financial crisis of 2007-2008 led to a rise in unemployment in practically all countries in Europe, however not in an entirely homogenous fashion. Unemployment rates increasing for a period but it was subsiding afterwards, while other countries experienced an almost continuous rise in unemployment, which in some cases lasted until very recently.

Large numbers of European citizens – workforce, taking advantage of the free movement of labour moved to other countries and shifted jobs in an attempt to create higher economic welfare. Studying, therefore, labour markets is important because they are vital to the competitiveness of the EU economy, today and in the future. The Directorate General for Economic and Financial Affairs undertakes periodic, general reviews of the labour market across the EU.

Further to that, CEDEFOP – the European Centre for the Development of the Vocational Training intends to set up a pan-European system for collecting real-time labour market intelligence. The overall goal is to

assess the availability and accessibility of information of job-portals and the use of online job-vacancies in 28 EU Member States.

For the disadvantaged individuals and/or groups it is essential to understand the core terms and issues of labour market, the conditions that currently influence the available workforce as well as how to predict the immediate and future workforce needs. One of the most salient examples is the shift of employment out of agriculture into manufacturing. Technology has played a direct role in this process, by automating many aspects of farming and industrial production; as well as an indirect one, as rising productivity caused rising incomes, which in turn induced consumers to shift their expenditure from food and goods to services.

European Commission in close collaboration with the other regulatory bodies attempt to response to the concurrent needs by giving emphasis to a European integration whose main characteristic is the free movement of goods, services, capital and workers. Active and inactive workforce need to be informed, trained and/or retrained and become familiar with the new trends and available sources at both national and European level.

Employment should also be considered as part of civic engagement. Civic engagement across the curriculum offers an interdisciplinary approach to public problem solving by enabling the many resources of higher education to be used to address some of the most pressing issues faced today. this perspective, the civic education, coexistence and democracy create durable solutions on how to work with vulnerable groups and provide ideas for activities in a multicultural environment.

Teachers and Trainers involved in adult education of disadvantaged learners will be benefited by enacting and studying this module and its methodological approach. It is argued that it will be a useful tool to explain the main components of labour market and inform both disadvantaged learners and migrants per se to utilise available sources to seek a job that will satisfy their needs and aspirations.

Learning Objectives

a) Depict the European dimension about the labour market initiatives;
b) Generate EU labour market information for several target groups;
c) Provide educational outreach and technical assistance to both existed and potential employers, workers, students, and interested organizations;
d) Increase awareness of labour market mobility;
e) Increase access to labour market;
f) Enhance opportunities to several people to make decisions about their professional life and career based on legal parameters of laws and regulations that govern market employability;
g) Offer Opportunities for Individual Growth;
h) Support the training and development of workers;
i) Provide accurate and timely employment information for job opportunities across EU;
j) Determine compliance to workforce and employment areas;

Learning Outcomes

Upon the completion of the module, learners should be able to:

e) Be aware of the Labour market in EU;

f) Become able to understand the labour market definitions and dimensions before you decide to move into EU and/or another EU member state

g) Understand the necessary skills and qualifications at EU level to acquire a job

h) Understand the European labour style initiative and mobility eligibility

i) Search for information about jobs at European level

j) Become able to complete a CV that will become available at EU member states; level

k) Appreciate your country labour dimensions.

Preparation

Suggested reading:

- [Making the Single Market work: Launching a 2022 masterplan for Europe](): The European Single Market guarantees the free movement of goods, services, people and capital, removing internal borders and regulatory obstacles to trade within the European Union (EU). Over the last 25 years, it has evolved into the largest single market and the world's most integrated transnational market. However, despite its successes, the Single Market is increasingly affected by a global rise in protectionism and distorted competition.
- [Employment and social developments in Europe](): the Quarterly Review edition of the Commission's Employment and Social Developments in Europe (ESDE) about the EU labour market
- [Eurostat - Labour Market, including Labour Force Survey](): Labour market statistics measure the involvement of individuals, households and businesses in the labour market. They cover short-term and structural aspects of the labour market, both for the supply and the demand side, in monetary and non-monetary terms.
- [Labour Markets in the European Union](): brief explanations and argumentation of transforming EU to a single for the purpose of increasing productivity and performance.
- Video presentation about [How to support labour market mobility in Europe?]()
- Video presentation about the [European Labour Authority]()
- Presentation of the web: [EURES - The European Job Mobility Portal]()
- [Cyprus Labour Market Report]() (2017): In 2017, the labour market exhibited a significant recovery with strong indications for a sustainable recovery. Despite the fact that the labour market is still faced with some challenges, it is obvious that in 2017 both employment and unemployment developments denote strong positive turnaround.

Materials:

- Computers, smartphones, tablets or laptops to be used during the lesson
- WIFI connection required

Introduction to the topic

Work and employment around the globe change continuously, resulting to the technological progress and the vast utilisation of as new technologies which are anticipated to have major impact on the kind of jobs will exist in the future, how people will work and how the global division of labour will evolve.

The future of employment is influenced by four main factors that interact with each other: globalization, technology, demographic change and labour market institutions. Through these factors, future potentials for productive engagement, economic growth and societal wealth are given, implying also further rises of standards of living, productivity and good quality jobs. Related to this, a number of risks are also involved which, unless they will be early identified and systematically combated, will contribute to the increase of inequality or polarization in the world of work.

The meaning of labour market initiatives and components in relation to the characteristics of productivity, flexibility, wages and employment strategies need to be explained and well understood. Particular emphasis is given to the European initiative, skills, qualifications and required abilities which will facilitate the adoption of a simple European market scheme, where each worker will have a space to interact with dignity and self-respect.

Methodology

a) Labour Market Definitions (30')
- The trainer illustrates the main terms and highlights the areas that would suit the dimensions of several students from a range of disadvantaged groups.
- The learners watch the video as additional learning material: Labor Markets - Change in in Equilibrium Wage Rate and Level of Employment
- The learners watch the video: Labour Markets and Minimum Wage. They reflect and discuss their views and thoughts on what they watched.
- Explain to the learners what labor market is and show them an example. Then divide the learners into two groups.
- Follow the instruction as displayed in the Job Jungle Activity: a labour market game
- They finalise the section with a feedback how they felt and how one can get involved in such initiatives.

b) Labour Market in the EU (20')
- The learners watch the video: How to support labour market mobility in Europe?.   Then they discuss their findings, the opportunities offered in their region and how one can get involved in such initiatives.
- Practical examples, reports and statistics from Eurostat can be used to demonstrate the conditions that they exist overall.

c) EU Labour Market Influential Conditions (15')

- Explain of European Vocational and Educational Training Qualifications. The learners will also watch together the video presentation available at: [Entering the professional world - vocational education and training VET](#)
- Then ask them how they understand the skills they have achieved so farm, what is relevant to their daily life and what challenges the EU faces, that will shape their future.

d) EURES - The European Job Mobility Portal (15')

- Present to the learners the web of EURES (https://ec.europa.eu/eures/public/en/homepage) and divide them in 2 groups.
- Group 1 will explore the information offered about jobseekers and
- group 2 – the information about looking for employees. At the end each group will share their findings, the usefulness of the tool and its accessibility.

Additional tasks could be:

- ✔ Create your European CV (https://europass.cedefop.europa.eu/editors/en/cv/compose)
- ✔ Find a job abroad (https://ec.europa.eu/eures/eures-searchengine/page/main?lang=en#/search)
- ✔ Apply for a job at a different country
- ✔ Apply for a European Health Insurance Card

e) National Workforce Details: the case of Cyprus (10')

Explain to the learners the current labour market in Cyprus; describe the main dimensions that characterises the workforce, its prospects and obstacles. Reflect with the learners on the difficulties they face and consult them, how they can overcome them.

Let them explore the social media accounts they're interested.

Additional tasks could be:

- ✔ Get involved into the training activity of '*Empowering Immigrants' EU Social and Civic Participation through Innovative Media for Education', (*https://www.ieume.com/) in which learners can actively participate and/or download an [e-book](#) with several activities and educational tools.
- ✔ Watch the video for the [Labour market for Refugees and Asylum Seekers in Cyprus](#)

At the end of the session, if all learners agree, create a Facebook group for further exchange of information on the discussed topics, make a WhatsApp/Viber group to stay connected and ask the learners to create LinkedIn accounts, where they can upload their CVs and search for a job. (5')

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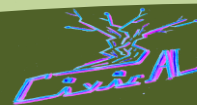Borjas, George J. *Labor economics (Seventh ed.). New York, NY*

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R.Konle Seid, Institute for Employment Research (IAB) Georg Bolits, trainee at the European Parliament , *Labour Market Integration of Refugees:Strategies and good practices*

M. Barslund, M. Di Salvo and N. Laurentsyeva, *The impact of refugees on the labour market: a big splash in a small pond?* No 2018/07, October 2018

CEDEFOP, *Future skill needs in Europe: critical labour force trends*

Module Title:	**Information and Communication Tools (ICT)**
Course Credit:	N/A
Trainer:	
Duration:	90 minutes

Module Description

Information and communication technologies have changed the ways people live, work, play, and learn, becoming an important consideration for curriculum frameworks. Adults who are less familiar with digital culture are increasingly at a disadvantage in the national and global economy. The ICT course module will offer tools to adult education providers to improve the disadvantaged learners' skills of searching for, discerning, and producing information, as well as the critical use of new media for full participation in society and better integration in the European community nowadays.

Introduction

Teachers and trainers use a diverse set of ICT tools to communicate, create, disseminate, store, and manage information. In some contexts, ICT has also become integral to the teaching-learning interaction, through such approaches as replacing chalkboards with interactive digital whiteboards, using students' own smartphones or other devices for learning during class time, and the "flipped classroom" model where students watch lectures at home on the computer and use classroom time for more interactive exercises.

It is more complicated to introduce the digital culture to adult learners in disadvantaged situations, facing some social, economic obstacles or cultural differences. Adult education providers working with such groups need to be digitally literate and trained to use ICT in this context, so that the methodological approaches can lead to higher order thinking skills, providing creative and individualized options for disadvantaged learners to express their understandings, and leave them better prepared to deal with ongoing technological change in the society and the workplace.

This module is designed to assist both experienced and future adult educators in acquiring knowledge on the subject of Information and Communication, in the framework of the civic education, coexistence and democracy. In addition to that, it will offer advice on how to work with vulnerable groups and will provide ideas for activities in multicultural environment.

It is argued that the ICT module and its methodological approach will be very useful for teachers and trainers involved in adult education of disadvantaged learners due to the need to actively integrate large numbers of migrants and refugees in the European societies, to promote the civic education and raise awareness on the importance of the digital information and communication for better integration of socially excluded citizens in the European societies.

We trust that the spirit, motivation and enthusiasm of the trainers using it, will be a source of inspiration for transformation contexts and contribute to a growing digital culture across Europe.

Learning Objectives

To become aware of the opportunities for information and communication through various digital channels;

   a) To develop skills in searching for, discerning, and producing information using available ICT tools;

   b) To express feelings, ask questions, show tolerance for different viewpoints in online communication;

   c) To become aware of the role of the social media in the civil society and its importance.

Learning outcomes

By the completion of the module, learners should be able to:

   a) Identify and use social media and mobile applications for civic education;

   b) Search for information of their interest, using EU available tools;

   c) Express one's viewpoint and respect other people's opinion at the same time;

   d) Appreciate the importance of the digital culture in the current society.

Preparation

Suggested reading:

● Mind map https://litemind.com/what-is-mind-mapping/
● Video presentation of Upskilling Pathways - New opportunities for adults: https://ec.europa.eu/social/main.jsp?catId=1224&langId=en#navItem-3
● Video presentation of the Citizens' App, offered by the European Parliament: https://www.europarl.europa.eu/at-your-service/en/stay-informed/citizens-app
● Presentation of the web: Your Europe https://europa.eu/youreurope/index.htm#en
● Presentation of the #EUandME portal and the story of Patrick de la Hamette on Digital inclusion for all: https://europa.eu/euandme/frontpage_en
● Presentation of a tool to search for EU social media channels: https://europa.eu/european-union/contact/social-networks_en

Materials:

● Thick drawing paper or white board, paper A4; markers and colored pencils
● Computers, smartphones, tablets or laptops to be used during the lesson
● WIFI connection required

Introduction to the topic

When we communicate, we connect with other people, share information, and get to know ourselves and the others. Effective communication means being able to express one's viewpoint while respecting other

people's opinion at the same time. We communicate though speech and language, body language, writing and using information technologies.

The statistics show that 44% of Europeans aged between 16 and 74 lack basic digital skills. What's more, 9 out of 10 jobs in the future will require these digital skills. To ensure that adult learners are prepared for effective communication in the changing world of life and work, you'll be introduced to the use of some Information and Communication tools for better integration in the European societies.

Methodology

a) Mind map (20')

Explain to the learners what mind map is and show them an example. Then divide the learners into two groups. Each group should make a mind map, using colored pencils and markers.

- Group № 1 – create a mind map on the types of social media
- Group № 2 – create a mind map on what are digital skills

b) Upskilling pathways (20')

The learners watch the video and then are divided in pairs. Each pair looks for more information in Internet about similar programmes at local level. They can explore more links, documents and news on the web: https://ec.europa.eu/social/main.jsp?catId=1224&langId=en#navItem-3.   Then they discuss their findings, the opportunities offered in their region and how one can get involved in such initiatives.

c) EU tools for information and communication (45')

- Citizens' App

Explain to the learners what is the App about and watch together the video presentation available at: https://www.europarl.europa.eu/at-your-service/en/stay-informed/citizens-app

Then ask them to install the App on their smartphones, in order to learn who does what in the EU, what is relevant to their daily life and what challenges the EU faces, that will shape our future.

- Your Europe (in all EU official languages)

Present to the learners the web Your Europe (https://europa.eu/youreurope/index.htm#en) and divide them in 2 groups. Group 1 will explore the information offered about life and travel in Europe and group 2 – the information about doing business in Europe. At the end each group will share their findings, the usefulness of the tool and its accessibility.

Additional tasks could be:

- ✔ Apply for a European Health Insurance Card
- ✔ Learn your passenger rights
- ✔ Create your European CV (https://europass.cedefop.europa.eu/editors/en/cv/compose)

✔ Find a job abroad
(https://ec.europa.eu/eures/eures-searchengine/page/main?lang=en#/search)
- #EUandME (in all EU official languages)

Present to the learners the portal and watch together the story of Patrick de la Hamette on Digital inclusion for all: https://europa.eu/euandme/content/patrick-de-la-hamette_en

Discuss the Patrick's initiative and other ideas to promote social inclusion through digital technology.

- EU social media channels

Explain to the learners how to find EU social media accounts, using the tool: https://europa.eu/european-union/contact/social-networks_en

Let them explore the social media accounts they're interested in and filter the information by institution, topic or type of account.

At the end of the session, if all learners agree, create a Facebook group for further exchange of information on the discussed topics, make a WhatsApp/Viber group to stay connected and ask the learners to create LinkedIn accounts, where they can upload their CVs and search for a job. (5')
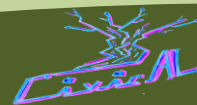

References

https://learningportal.iiep.unesco.org/en/issue-briefs/improve-learning/curriculum-and-materials/information-and-communication-technology-ict

https://ec.europa.eu/

https://europa.eu/

https://www.europarl.europa.eu/portal/en

Module Title:	**Civic action and volunteering**
Course Credit:	N/A
Trainer:	
Duration:	90 minutes

Module Description

The main task of education is to provide learners with the skills required to be able to function as members of society. However, school is only one of the actors in this process of emancipating students. Learners who start with fewer opportunities seem to have major difficulties in using education to catch up. Often during education the gap increases instead of decreasing. By using alternative methods of teaching, like encouraging people to get involved in civic actions and volunteering programs we can build a more active, engaged and inclusive community.

Introduction

Civic action and volunteering activities unique value is defined by building inclusive leadership where everyone has a voice and a seat at the civic table. Communities are built by those who step up and lead. But the loudest voices and the established voices shouldn't be the only ones that are heard. Great communities are the product of its people, the diversity of their individual perspectives, and strong, collaborative leadership. It is essential to understand the importance of building connections and networks in order to catalyse social change and develop skills and abilities to bring others along.

Civic action means working to make a difference in the civic life of our communities by developing the right combination of knowledge, skills, values and motivation. In order to do that we need to focus more on education and the important role that teachers and trainers have in the learners' development. A child who does not receive a formal education only receives one view of society – that of his parents. And lets imagine how this view is going to look in a disadvantaged family that lives in proverty and is facing daily social exclusion, discrimination and maybe even violence.

Education should give students the knowledge and feeling that they are responsible for the world they live in. Bringing the critical issues of society into the classroom for discussion and debate helps students become critical and creative thinkers. Teaching students in a way that they will remember and put the information to use is one of the greatest gifts anyone can give to another person. The truth is, one of the biggest role models in a young person's life is standing at the front of the classroom. This module is designed to help teachers and trainers to understand the importance of using alternative and practical methods of teaching by involving their students in civic actions and volunteering activities.

Civic actions and volunteerism is a way to gain skills that can be transferred into a profession or when we talk about disadvantage learners, this type of activities will enhance social awareness and they may find ,,a way out'' of their vulnerable situation. These skills include: confidence, communication, responsibility, teamwork and innovation. Also, volunteering is believed to foster interpersonal trust, toleration and empathy for others, and respect for the common good. This, in turn, makes us less likely to prey on other people and engage in self destructive behavior.

Learning Objectives

1. To understand the importance of becoming an active citizen in the local community.
2. To identify personal strengths and weaknesses in order to see what type of civic actions and/or volunteering ideas could best meet the learners needs.
3. To identify strategies that address entrenched problems in society by using civic actions and/or volunteering ideas.

Learning outcomes

By the completion of the module, learners should be able to:

1. Understand how civic action and volunteering can help them build important skills connected to their learning and future career plans.
2. Develop an awareness of personal abilities, skills, interests, and motivations.
3. Recognize the important role of citizens, government, EU, NGO's and the private sector in building a better community.

Preparation

- Suggested reading:
- How to choose a good volunteering opportunity? https://europa.eu/youth/eu/article/45/68_en
- European Voluntary Service (EVS) - https://europeanvoluntaryservice.org/
- European Solidarity Corps - https://europa.eu/youth/solidarity_en
- About Eurodesk – our projects https://eurodesk.eu/projects/
- Databases of volunteering projects - https://europa.eu/youth/node/19795_en
- Personal SWOT Analysis https://www.mindtools.com/pages/article/newTMC_05_1.htm

Materials:

- Board, markers or chart paper and pens, colored pencils, paper A4
- Worksheets
- Computers, smartphones, tablets or laptops to be used during the lesson
- WIFI connection required

Module activities

a) Introduction to the topic (15`)

Activity of the trainer: Start the lesson by showing the students pictures of people living and working in different communities. You can find these on the internet and incorporate them into a Powerpoint or use picture books from the library. Ask the students to help you define "community." Write their answers on a clipboard.

Using their answers, explain that a community is a group of people living, working, and even playing together in a place. We live and work in communities. Communities can be big or small. Our classroom is

a community, our neighborhood is a community, and our city is community. Our state and our nation are even bigger communities. Even the entire world is often called the "global community." Talk about the European Union as a community, by showing learners the history of EU: https://europa.eu/european-union/about-eu/history_en

Tell the students that today we are going to think about some ways that we can be good community members.

Didactical materials:

Online materials: https://europa.eu/european-union/about-eu/history_en

Board, markers or chart paper and pens

b) What does it mean to be a volunteer? (15`)

Activity of the trainer:

Use the European Youth Portal (https://europa.eu/youth/eu/article/46/39034_en) in order to present the impact that the European Voluntary Service has had on the lives of many thousands of young people over the past 20 years. Show the learners a video or pictures of people volunteering or taking part at a civic action in their communities in some way.Also, if there is enough time, try to present the European Solidarity Corps (https://europa.eu/youth/solidarity_en) as an initiative which creates opportunities for young people to volunteer or work in projects in their own country or abroad that benefit communities and people around Europe.

After this, begin a discussion by asking the students to name some responsibilities of citizens. Record the answers on the board. Ask them if they think volunteering or civic action is part of a citizen's responsibility.

Also, invite students to share experiences from any volunteer work they may have done. Have them explain why they chose to volunteer and what benefit their work has brought to the community.

Didactical materials:

Online materials: https://europa.eu/youth/eu/article/46/39034_en
https://europa.eu/youth/solidarity_en
Video clips or pictures of people volunteering or serving the community in some way
Board, markers or chart paper and pens

c) SWOT analysis (30`)

Activity of the trainer: A SWOT Analysis is a useful development exercise that can help identify and evaluate personal goals and aspirations. Teachers should help learners complete their own SWOT analysis in order to have a better understanding of what kind of civic actions and volunteering programs can help

them strengthen their weaknesses and overcome the identified threats. Use the questions in the table below in order to get more accurate answers.

ADVICE: Be aware that when creating a SWOT diagram, personal biases will shape the given answers. Even when asking a colleague about your strengths and weaknesses, they may have their own biases both for and against you. We recommend asking learners to back up statements with examples, in order to help minimize this issue and create a rock-solid analysis.

Didactical materials:

Board, markers or chart paper and pens
Worksheets: *SWOT analysis template*

In order to help the learners to fill out the SWOT analysis, the trainers could find this questions useful:
Strengths:
- *What do you do well?*
- *What do other people ask you for help on?*
- *What is unique about you?*

Weaknesses:
- *What are your weak areas?*
- *In what areas do you have fewer resources available?*
- *Do others avoid asking you for help on certain things?*

Opportunities:
- *What trends can you take advantage of now?*
- *How can you leverage your strengths?*
- *Are there any opportunities immediately open to you?*

Threats:
- *What is your competition doing?*
- *Do any of your weaknesses pose an immediate threat*
- *Is there anything that you must address right now?*

d) How to get involved? (30`)

Activity of the trainer: Explain that in this activity you will discuss what kind of civic actions and/ or volunteering programs the learners might like to try and some ways that volunteering helps not only the community but also the individual who volunteers. Use the article *How to choose a good volunteering opportunity* https://europa.eu/youth/eu/article/45/68_en and ask each one of them to answer this questions on paper, by taking into consideration their own SWOT analysis:

- What are my goals and expectations?
- How much time do I have available?
- What kind of tasks would I like to undertake?
- Which skills can I offer?

Present them the European Voluntary Service and discuss how this program works and how they can apply (https://europeanvoluntaryservice.org/)

Use this link to search volunteering opportunities in Europe:
https://europa.eu/youth/volunteering/project_en

Didactical materials:

Online materials: https://europa.eu/youth/eu/article/45/68_en
https://europeanvoluntaryservice.org/
https://europa.eu/youth/volunteering/project_en
Board, markers or chart paper and pens
Worksheets: *How to choose a good volunteering opportunity*

Follow up or extension of this lesson may include:

Inviting an NGO or community volunteer to speak to the learners from their experience and present projects that they are implementing and in which learners could get involve

References

Sources that can be utilized to gain additional knowledge and material for teaching:
https://europa.eu/

https://europa.eu/youth/volunteering

https://europeanvoluntaryservice.org/

https://www.oecd.org/education/OECD-Education-and-Skills-Brochure-2019.pdf

https://www.mindtools.com/pages/article/newTMC_05_1.htm

APPENDIX

Additional Material for the module: EU values, culture and history

Figure 1

For Europeans, peace, human rights and democracy are the values that best represent the European Union

QD7   In the following list, which values best represent the EU?

Top 3 items - % EU

Peace 39%
Human rights 33%
Democracy 32%

Maximum three answers

Figure 2

Can same-sex couples parent as well as other couples?

Iceland   Netherlands   Germany   Spain   Austria   Czechia
Slovenia   Croatia   Slovakia   Poland   Bulgaria   Russia

Source: European Values Study, 2017 | © DW
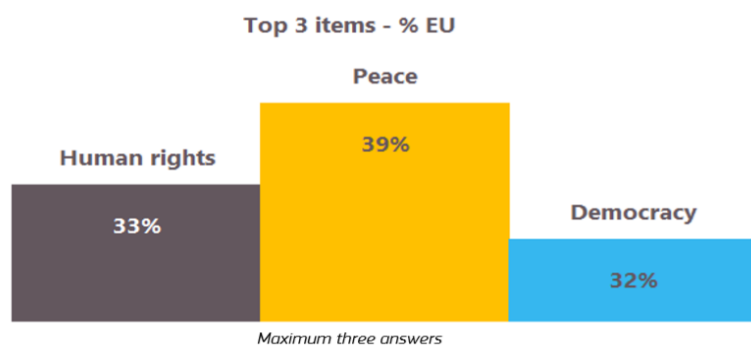
Co-funded by the
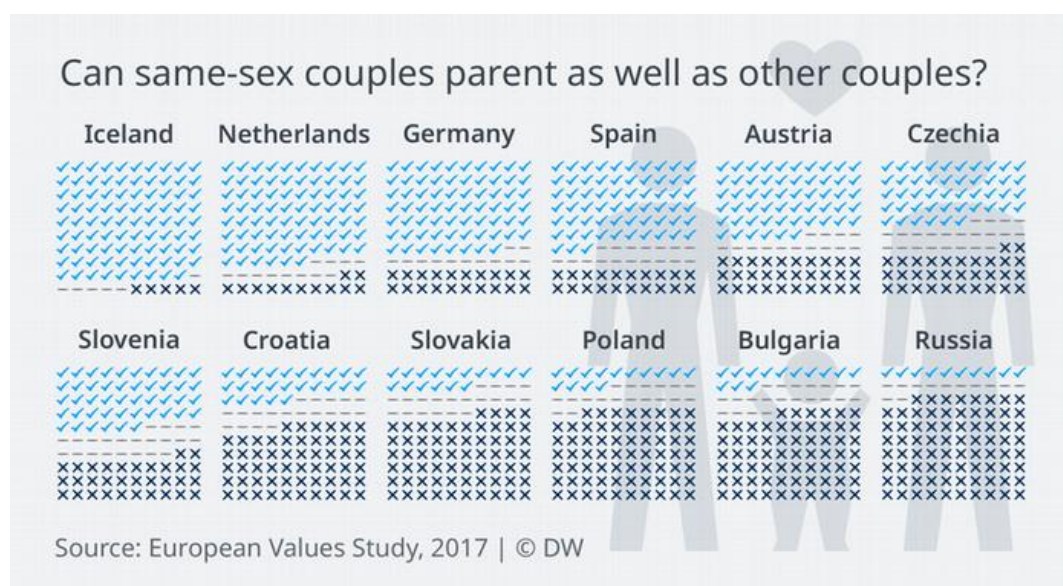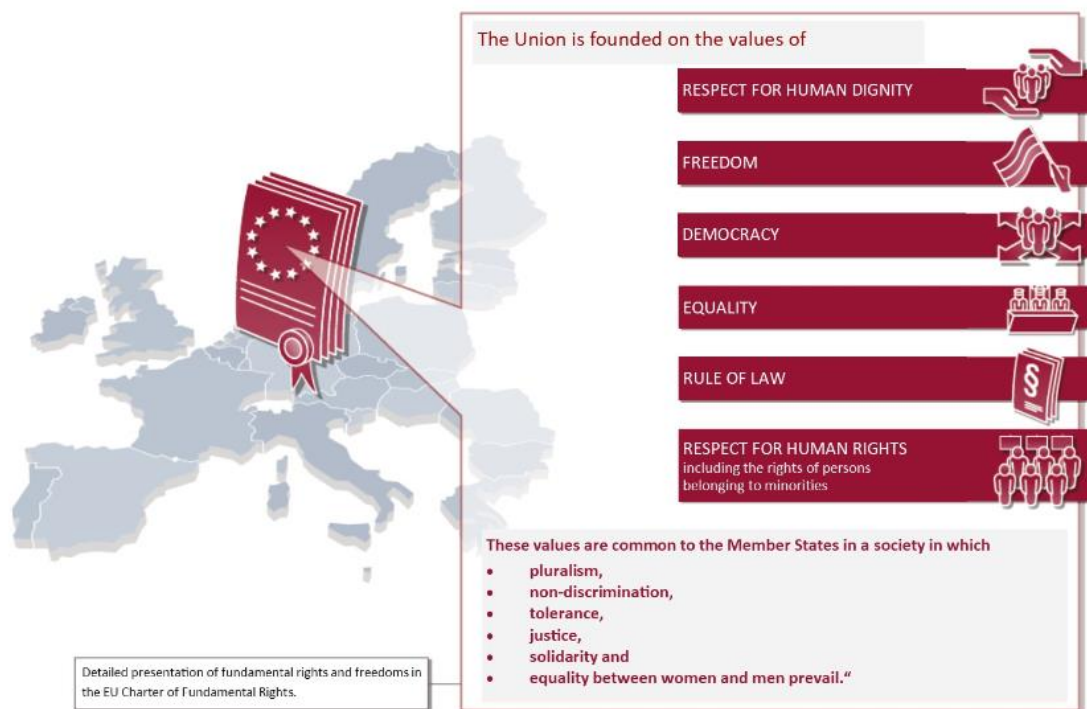Erasmus+ Programme
of the European Union

Figure 3

VALUES OF THE EUROPEAN UNION

TREATY OF LISBON (AMENDING THE TREATY ON EUROPEAN UNION AND THE TREATY ESTABLISHING THE EUROPEAN COMMUNITY)

The Union is founded on the values of

RESPECT FOR HUMAN DIGNITY

FREEDOM

DEMOCRACY

EQUALITY

RULE OF LAW

RESPECT FOR HUMAN RIGHTS
including the rights of persons
belonging to minorities

These values are common to the Member States in a society in which

- pluralism,
- non-discrimination,
- tolerance,
- justice,
- solidarity and
- equality between women and men prevail."

Detailed presentation of fundamental rights and freedoms in the EU Charter of Fundamental Rights.

Source: Translation from Bundeszentrale für Politische Bildung, 2010: http://www.bpb.de/internationales/europa/europaeische-union/42851/grafik-werte-der-eu   c/o: Creative Commons by-nc-nd/3.0/de