

FOSTERING ACTIVE
CITIZENSHIP COMPETENCES



FACIT

toolkit

ECOLOGIC CITIZENSHIP
ECONOMIC CITIZENSHIP
DIGITAL CITIZENSHIP
EUROPEAN CITIZENSHIP
GLOBAL CITIZENSHIP

a shared methodology for
interconnecting 5
Citizenships

Project led by



Integra
Onlus



Co-funded by the
Erasmus+ Programme
of the European Union

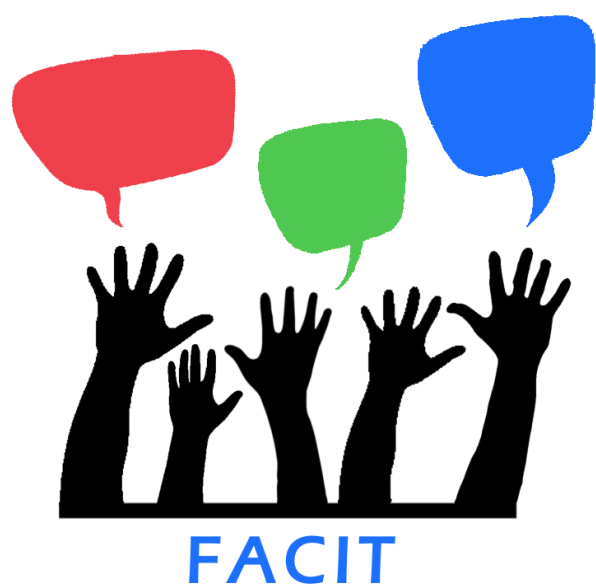
FACIT: FOSTERING ACTIVE CITIZENSHIP COMPETENCIES

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The Partnership

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**KAINOTOMIA & SIA EE
GREECE**



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ABOUT ERASMUS+

Erasmus+ is the EU's programme to support education, training, youth, and sport in Europe. The 2021-2027 programme places a strong focus on social inclusion, the green, and digital transitions, and promoting young people's participation in democratic life.

It supports priorities and activities set out in the European Education Area, Digital Education Action Plan, and the European Skills Agenda. The programme also

- supports the European Pillar of Social Rights
- implements the EU Youth Strategy 2019-2027
- develops the European dimension in sport

Erasmus+ offers mobility and cooperation opportunities in

- higher education
- vocational education and training
- school education (including early childhood education and care)
- adult education
- youth
- and sport

Key Action 2: Cooperation among organisations and institutions

This Key Action supports:

- Partnerships for Cooperation, including Cooperation Partnerships and Small-scale Partnerships;
- Partnerships for Excellence, including Centres for Vocational Excellence, Teachers Academy, and Erasmus Mundus Action;
- Partnerships for Innovation, including Alliances and Forward-looking projects;
- Capacity Building projects in the field of youth;
- Not-for-profit European sports events.

www.erasmus-plus.ec.europa.eu

ABOUT FACIT

"FACIT: Fostering Active CITizenship competencies" intended to raise the standard educational approach to an upper level, by promoting interdisciplinarity as the key to Active Citizenship learning/educational opportunities, through the acquisition of specific competencies coming from different sectors, from Ecology to Economy, from ICT to Participatory Democracy and Social Cohesion. The project activities were scheduled in order to achieve the project objectives: FACIT directly affected the educators/trainers/facilitators/staff members from the 5 partner organizations from IT, FR, PT, and HE, working with Neets, Unemployed adults, migrants, refugees, and asylum seekers, adults facing geographical and economic disadvantages. Their involvement in every project step allowed them to acquire new competencies in the designing of innovative educational approaches to enrich the Active Citizenship competencies of their adult learners. FACIT has learned the staff members how to integrate Economic, Digital, Ecologic, EU, and Global Citizenship in the designing of any educational path (in any sector).

This was possible thanks to a structured work program with tailor-made activities

1/ 3 Transnational Project Meetings; 2/ 5 Study Visits where the partners exchanged best practices on the educational approaches in 5 diverse sectors; 3/ the designing of the new methodological approach, adaptable in every context and sector, which took into account all the 5 declinations of Active Citizenship previously experienced. 4/ 2 months Training Assignment on Active Citizenship. The 4 foreign trainers worked together with the Geoclube's trainers, leading a training session in his/her own sector, focusing on the learning achievements in terms of Active Citizenship competences; 5/ FACIT Toolkit co-designing.

<https://erasmuspluswebsite.wixsite.com/facit>

ECOLOGICAL CITIZENSHIP



Introduction

According to the Study “Ecological Citizenship Scale Development”, made by Kadir Karatekin and Cevdet Uysal, “Ecological citizenship is a type of citizenship that encourages individuals, communities and organizations as citizens of the world to consider environmental rights and responsibilities.” This concept is based on four main pillars: responsibility, sustainability, rights, and justice and participation.

First of all, let’s define what ecology is. This is a relatively new science, which studies the life of organisms in relation to their environment and to other organisms around them. So, in a sense, is the study of a certain kind of relationships, which is why ecology is so connected with active participation and citizenship since these describe the life of individuals in a community residing in a shared space.

An ecological citizen is aware that he is responsible for generations yet to be born, wanting to preserve Planet Earth because he knows that his actions of today will have consequences tomorrow. He knows that environmental problems and effects are global, so the repercussions of climate change in one continent can be seen in another one.

For each pillar mentioned, there are a number of factors to take into account. Regarding responsibility, we know that our main responsibility as ecological citizens is to ensure that our ecological footprint is sustainable. Of course, these responsibilities must be contextualized, since we cannot ask developing countries to assume the same ecological responsibilities as developed countries. In this sense, this pillar is strictly linked to that justice, since we have to be fair in the demands we make of each one. If the developed countries have had their chance to develop, with climate change as a consequence, we have to give the same chance to the developing countries, but try to provide them with resources that are as environmentally friendly as possible, so that they can use them as a viable alternative.

Environmental justice could become a powerful tool between the ecological struggle and the social struggle, contributing both to a more sustainable Planet Earth, and to the quality of life of the people who inhabit it, acting as a bridge between these two dimensions, so interconnected.

Another pillar of ecological citizenship is the participation. Participation is the involvement of individuals in the process of decision-making that involves the individual and the community in a way that affects these processes (Karatekin and Elvan, 2016). A citizen who fulfils his responsibilities and obligations is an active participant, therefore, is one who tries to change and protect the environment, as well as adopting a sustainable lifestyle. This is both a right, a responsibility and a duty.

To sum up, the notion of ecological citizenship has been theorized in academia for the past decade or so. The British political theorist Andrew Dobson has had a leading role in combining the discourses of political and environmental theory to construct a new concept of citizenship, and according to him, this kind of citizenship is centered around an obligation to reduce one's ecological footprint, an obligation that carries the status of citizenship from the public sphere to the private one. Those who reside in the regions of greater negative impact on the ecosystem have a greater obligation to reduce their own ecological impact. He states that thinking ecologically leads to a reformulation of citizenship with the specific goal of reducing ecological footprints.

In conclusion, according to the opinion piece by Andrew C. Revkin for The New York Times, "Ecological citizenship is the framework in which we can see both the need for individual responsibility and the absurdity in laying the onus of responsibility on the individual, both the ecology that sustains communities and the sustainability demanded from communities in order to maintain a balanced ecology."



Training Methodologies

1

GO
GREEN

LOCAL LEVEL

- Workshops in schools about sustainability and ecology
- Walkway Excursions
- Nature Trails
- Garbage collection in parks and beaches

NATIONAL LEVEL

- Awareness campaigns on social media
- Podcast that deals with this topic, among many others

2

MaKe 
DiFFeRence

3

EUROPEAN LEVEL

Participation in Erasmus+ projects related to ecology and sustainability

Training Methodologies

LOCAL LEVEL

Geoclube – Associação Juvenil is a local NGO founded in 2000 by a group of teachers and students from the high school of Gondomar city center. The association's main objective is to foster the active participation and involvement of young people in the decision-making process of their education and future. For more effective work at a local level, it established partnerships with local private and public Institutions from Gondomar's local community, such as:

- CINDOR - Vocational and Professional Training School of Jewelry and Gold handcraft;
- Câmara Municipal de Gondomar - Municipality of Gondomar;
- União de Freguesias de Gondomar, Valbom e Jovim - Local Parish of Gondomar, Valbom e Jovim;
- Junta de Freguesia de Rio Tinto - Local Parish of Rio Tinto;
- Santa Casa da Misericórdia de Gondomar - Holy House of Mercy of Gondomar;
- House of Volunteering of Gondomar.

With these local partnerships, Geoclub enlarged its scope of action, promoting an integrated approach with the cooperation of all the institutions and communities to promote the active participation and inclusion of young and adult people in society. The main activities organized with our partners are:

- Workshops in schools about sustainability and ecology
- Walkway Excursions
- Nature Trails
- Garbage collection in parks and beaches
- Awareness campaigns about Climate Change



NATIONAL LEVEL

Geoclube - Youth Association is also part of national Associations and Federations that foster issues connected with participation and ecological citizenship, such as:

- RNAJ - National Network of Youth Associations;
- FNAJ - National Federation of Local Youth Associations;
- FAJDP - Federation of Youth Associations of Porto District;
- Anna Lindh Foundation - Portuguese Network;
- Eurodesk Portugal Multiplier.

Despite being a local NGO, it has a national impact and promotes and develops many awareness campaigns on social media to reach a larger group of youth. On the other hand, the association developed a podcast where they discuss many topics related to youth, environmental issues, and ecological citizenship, as very important topics to discuss.

EUROPEAN LEVEL

Geoclube – Associação Juvenil has participated and is still participating very actively in several international Projects within the Erasmus+ programme, concerning youth participation, active citizenship, and environmental issues.

More specifically, Geoclube has experience in participation in Erasmus+ projects related to ecology and sustainability. The main aim of these activities is to foster the inclusion of young people with fewer opportunities at the European level. More recently it started working with Projects on Capacity Building in the field of Youth with countries from other regions of the world like Africa, Asia, and South America.

We are also part of international networks that have projects on ecology and sustainability:

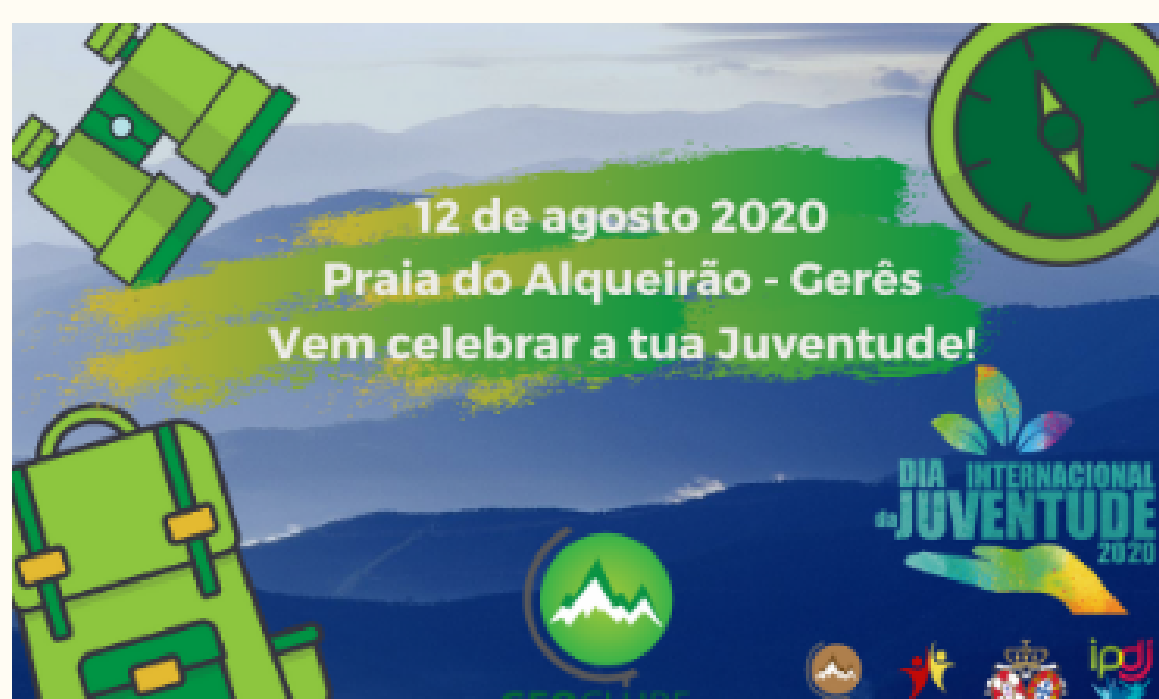
TDM2000 International, from Italy;
DYPALL - Network, from Portugal;
GSW – Great Silk Way, from Azerbaijan;
PRISMA Network, from Romania;
EuroNET from Italy

At a local, national or European level despite the different challenges at different levels, one thing is always the same base... and that is non formal education. Non formal education (NFE) and according to the Council of Europe “may take different shapes and forms. There are some common characteristics, however:

- NFE is a planned learning process with educational objectives.
- NFE activities are based on the needs of learners. NFE activities are open to the input of learners to the learning process and encourage making links to real life.
- NFE is based on the voluntary participation of learners (in other words, NFE is not a compulsory activity).

- NFE is inclusive and accessible, in other words, every young person can take part and organizers actively seek ways to include persons that may experience exclusion or marginalization.
- NFE methodologies are varied, participatory, and learner-centered, they include a mix of individual and group learning and encourage people to learn from each other.
- NFE is all about learning life skills and preparing for active citizenship.
- NFE is holistic, which means engaging learners' emotions, minds, and bodies.
- NFE activities may be run by professional educators/trainers and/or volunteers.

NFE is based on active participation (doing, experiencing). A central part of the learning process is self-reflection. Exercises in NFE are of an experiential nature (for example, simulations and role-plays) and input will always be interactive (a product of the facilitator and participants; they contribute with their experiences and knowledge)."



Tips and Tricks

**transferability of the methodology
in other contexts**

Carlos Ferreira

EU Project Manager and Certified Adult Educator



OUTDOOR ACTIVITIES

How better activity to promote ecological citizenship than doing outdoor activities and discovering the planet we want to protect?

The main goal is to involve the youth, their families and teachers, if with school partnership, in outdoor activities, promoting stronger bonds between all the participants, outside the house and school environment, while developing soft skills. These activities can be very different such as camping's (more than 1 day) or hiking's in walking paths already prepared for this activity. One very important way is trough sport and for that we suggest the sport of forests – Orientating. It can be a way to give value to Nature in a more closer way and also more meaningful.

WORKSHOPS

Small events with no costs and with interesting experts are very important to raise awareness for environmental and sustainability issues to develop ecological citizenship in the local community. These workshops can be indoor or outdoor however the main focus is to use nonformal education tools to develop the true active participation of young people and to boost competencies and skills. For these workshops we usually invite an expert in specific areas (politics, economics, environment, entrepreneurship) to share his experience and knowledge.

PARTNERSHIPS

In any kind of citizenship is very important to have partners and be partnered to help to develop a stronger project or activity related to ecological citizenship. Local partnerships with public institutions such as Municipalities or Local Schools can be very fruitful and help to stronger awareness about this issue. Also, important partnerships with private partners can be companies or other NGOs. For companies is very important to show their corporate social responsibility and they value these partnerships with NGOs.

ECONOMIC CITIZENSHIP





Introduction

The term “Economic Citizenship” refers to the way, through which people can improve economic and social well-being, by reducing income and asset poverty leading to sustainable livelihoods for children, youth, and adults.

At this moment, there are 58 million children worldwide, which are not enrolled in school. Consequently, the lack of participation in education threatens their ability to sustain themselves in the future and enjoy a good quality of life. If children acquire the skills and experiences of managing financial resources from an early age onwards, it will enhance their awareness of financial risks, lower their economic vulnerability and finally, allow them to make more responsible financial decisions, when needed.

Youth and adults are lacking employability skills and competencies, but they are striving for a more equal and sustainable world for themselves and the next generations, in terms of education access, training, and equal opportunities.

The current market economy requires economic citizens to possess financial knowledge, economic awareness, and social agency, especially given its tendency to create gross social and economic inequalities. Full economic citizenship represents a comprehensive concept that encompasses a broader range of social and gender elements to complement prevailing economic norms, ensuring a more inclusive economic system for everyone. Economic citizenship is built on empowerment, inclusion, and capability, which are concepts greatly enhanced by education.

Empowerment is conceived to encompass social, economic, and gender elements, involving a greater sense of confidence and freedom to participate effectively in the economy, the household, and the wider community. This is the result of improved knowledge and skills, along with the tearing down of socio-economic barriers. In addition, financial capability encompasses access to finance and markets and the ability to take advantage of economic opportunities. Economic citizenship education can help disadvantaged people to reach their full potential as economic citizens and eventually lead to reduced inequality and improved financial sustainability.

All children and youth should have the opportunity to become better informed, capable and responsible economic citizens.

However, many systematic barriers to education, financial inclusion, and civic participation prevent young people from achieving their full potential. To overcome this, systemic change is needed to foster greater economic citizenship from the local to the global level and emphasize the role of civic engagement in the fight against poverty and inequality through global citizenship, social entrepreneurship, and community activism. Economic citizenship education will not be able to address the entire scope of injustice created by the market economy, nor will it provide a panacea for all the challenges facing global poverty, conflict, and environmental degradation.

Making children and youth aware of the world around them will not immediately challenge political, economic, and social structures. However, a holistic approach to education that involves its core elements is certainly a step toward the right direction, cultivating the mindset of future generations of economic and global citizens.



Training Methodologies

LOCAL LEVEL



1

- Community-based approach: guidance and counseling services to unemployed citizens
- Mentoring

2

- Community-based programme: prepare candidates for the Entrance Examination of the National School of Public Administration and Governance (ECHR)

NATIONAL LEVEL



3

- Erasmus+ projects that focus on countering uneven development
- Needs analysis

EUROPEAN LEVEL



Training Methodologies

LOCAL LEVEL

KAINOTOMIA, as a Vocational and Educational Training Center, applies a community-based approach, to offer guidance and counseling services to unemployed citizens that want to seek a professional career in the job market. In the first place, the organization designs a needs analysis of the vocational and training trends that are considered essential in today's labor market. Afterward, KAINOTOMIA identifies the training needs of the local citizens, designs training programs that will be employment-oriented, competency-based, and provide professional opportunities for participants to enter the labor market and assess a qualitative and economically independent way of living.

Through the training programs provided, as well as the counseling services, target groups are encouraged to begin their income-generating activities in terms of self or wage employment by acquiring the skills sought after in the local labor market.

Some of the training programs that KAINOTOMIA has offered to cover the local labor market's needs are the following:

Certificate of knowledge of rational use of pesticides

Safety Technician

Private Security Personnel program

The core training methodology along with the learner-centered approach was the mentoring. Mentoring is a reciprocal and collaborative at-will relationship that most often occurs between a senior and junior person for the mentee's growth, learning, and career development. Effective mentors often act as role models and sounding boards for their mentees and guide to help them to reach their goals. Mentoring can be formal or informal. In an informal environment, mentees set goals, but they are usually not measurable, and the relationships are unstructured. For a formal mentoring relationship, there are actionable and measurable goals defined and set with determining requirements.

NATIONAL LEVEL

At a national level, KAINOTOMIA designed a curriculum-based program, to prepare candidates for the Entrance Examination of the National School of Public Administration and Governance (ECHR). The aim of this training course was for participants to enter the public sector and gain a job position in Public Administration and Governance. In this context, the teaching methodology was focused on covering targeted aspects of the curriculum proposed by the Greek government. Moreover, the training methodologies applied were reflected through a traditional form of teaching, like lectures, questions-answers, etc. Some of the topics addressed were:



**Knowledge and
Skills**

**Organization &
Functioning of the
State**

**Microeconomics –
Macroeconomics –
Public Finance**

EUROPEAN LEVEL

At a European level, KAINOTOMIA participated in an Erasmus+ project called Prospects In Peripheries (PIP). Under the scope of this project, KAINOTOMIA along with the project's partnership elaborated on a Toolkit methodology that focuses on countering uneven development which increasingly marginalizes the peripheral regions across Europe. In line with the challenges that citizens face in the economic sector, including the high unemployment rates, lack of infrastructure, brain drain, etc., partners developed both theoretical part and training activities in thematic areas, such as:

Sustainable Entrepreneurship through Personal Goal Realization

Personal Goal Mapping and Implementation Plan

Creating Social Innovation by Attracting Funding

IMPULSA Entrepreneurial Learning

Power Mapping My Community

Regional Networking for Economic Development

The methodologies developed in the Toolkit are based on a needs analysis of the peripheral regions across Europe, to prepare community workers working with peripheral citizens in the methods they can apply to increase opportunities for peripheral citizens and to pass on these skills and knowledge to other employees working in relevant sectors. In this context, KAINOTOMIA has implemented a series of workshops, to apply these practices, and train and engage local citizens in the seek ways to become active and economically independent citizens. Collaborative learning methodology – an educational approach to teaching and learning that involves groups of learners working together to solve a problem, complete a task, or create a product – was used throughout this program, following the theoretical part of the training.



<http://peripheries.eu/>

Tips and Tricks

transferability of the methodology
in other contexts

Meropi Koutsounaki

EU Project Manager and Certified Adult Educator



MENTORING & COLLABORATIVE LEARNING

Mentoring has application in all aspects of education, training, and business. From children going to primary school, high school, university, and finally in the labor market, mentors need to inspire those who learn and those with less experience.



Mentors, as role models, can direct mentees to learn what is needed, to become better students, better workers, and better people. Collaborative learning can be, also, applied to citizens from the very first years of socializing at school (age 5-6), up to older people who want to be trained for their work or university. Citizens learn how to treat each other, and they become more active and responsible in terms of economic citizenship, asserting a better quality of living and economic independence.

FOCUSING ON TRAINING RELEVANT TO EMPLOYMENT- ORIENTED ISSUES

Another aspect that VET centers and providers are called to address is the enhancement of skills of working adults in all business sectors. As technology goes further, all business sectors seem to be affected, directly or indirectly. New technologies, new vocabulary, new safety standards, etc. arise day by day and those who cannot catch up with them will have great difficulty, not only in continuing to do their job but also in having one. As markets progress, working staff must be up to date with new challenges.

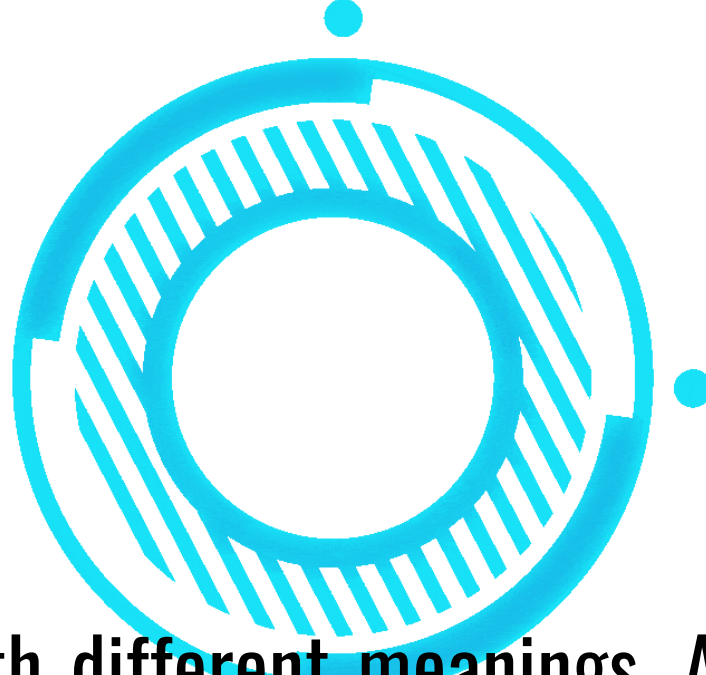
PRACTICAL TRAINING

The application of practical and on-site training that VET centers provide to adult learners, can equip them with hands-on knowledge on how to fulfill the requirements of a job position, update outdated skills, expand their skill sets or learn an additional trade that can open a new professional opportunity for them. Another factor that is important for providing quality practical training, is for VET centers to address the local and national labor market needs through periodical needs analysis research. In that way, they will achieve to prepare and equip NEETs and underrepresented groups with qualifications that will enable their ease of entrance to the labor market, increasing concurrently their financial resources and independence.





Introduction



The term digital citizen is used with different meanings. According to the definition provided by Karen Mossberger, one of the authors of *Digital Citizenship: The Internet, Society, and Participation*, digital citizens are "those who use the internet regularly and effectively." In this sense, a digital citizen is a person using information technology (IT) in order to engage in society, politics, and government.

More recent elaborations of the concept define digital citizenship as the self-enactment of people's role in society through the use of digital technologies, stressing the empowering and democratizing characteristics of the citizenship idea. These theories aim at taking into account the ever-increasing datafication of contemporary societies (which can be symbolically linked to the Snowden leaks), which put radically into question the meaning of "being (digital) citizens in a datafied society" (also called the "algorithmic society"), which is characterized by the increasing datafication of social life and the pervasive presence of surveillance practices (see surveillance and surveillance capitalism), the use of Artificial Intelligence and Big Data.

Datafication presents crucial challenges for the very notion of citizenship, so that data collection can no longer be seen as an issue of privacy alone so that:

We cannot simply assume that being a citizen online already means something (whether it is the ability to participate or the ability to stay safe) and then look for those whose conduct conforms to this meaning.

Instead, the idea of digital citizenship shall reflect the idea that we are no longer mere "users" of technologies, since they shape our agency both as individuals and as citizens.

Digital citizenship is a term used to define the appropriate and responsible use of technology among users. Three principles were developed by Mike Ribble to teach digital users how to responsibly use technology to become digital citizens: respect, educate, and protect. Each principle contains three of the nine elements of digital citizenship.

Respect: the elements of etiquette, access, and law are used to respect other digital users.

Educate: the elements of literacy, communication, and commerce are used to learn about the appropriate use of the digital world.

Protect: the elements of rights and responsibilities, security, and health and wellness are used to remain safe in the digital and non-digital world.

Within these three core principles, there are nine elements to also be considered in regards to digital citizenship:

DIGITAL ACCESS

This is perhaps one of the most fundamental blocks to being a digital citizen. However, due to socioeconomic status, location, and other disabilities, some individuals may not have digital access.



Recently, schools have been becoming more connected to the internet, often offering computers, and other forms of access. This can be offered through kiosks, community centers, and open labs. This most often is associated with the digital divide and factors associated with such. Digital access is available in many remote countries via cyber cafés and small coffee shops.



DIGITAL COMMERCE

This is the ability for users to recognize that much of the economy is regulated online. It also deals with understanding of the dangers and benefits of online buying, using credit cards online, and so forth. As with the advantages and legal activities- there are also dangerous activities such as illegal downloads, gambling, drug deals, pornography, plagiarism, and so forth.



DIGITAL COMMUNICATION

This element deals with understanding the variety of online communication mediums such as email, instant messaging, Facebook Messenger, and so forth. There is a standard of etiquette associated with each medium.



DIGITAL LITERACY

This deals with the understanding of how to use various digital devices. For example, how to properly search for something on a search engine versus an online database, or how to use various online logs. Oftentimes many educational institutions will help form an individual's digital literacy.



DIGITAL ETIQUETTE

As discussed in the third element, digital communication, this is the expectation that various mediums require a variety of etiquette. Certain mediums demand more appropriate behavior and language than others.



DIGITAL LAW

This is where enforcement occurs for illegal downloads, plagiarizing, hacking, creating viruses, sending spam, identity theft, cyberbullying, etc.



DIGITAL RIGHTS AND RESPONSABILITIES

Digital rights and responsibilities: This is the set of rights that digital citizens have, such as privacy and free speech.



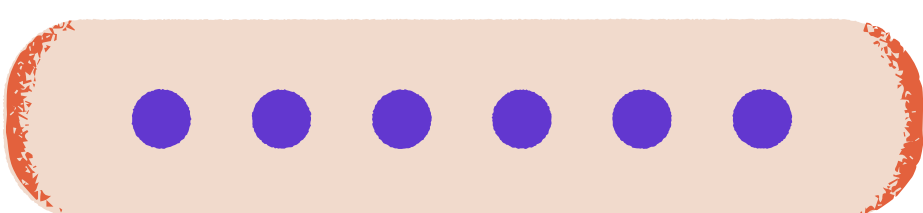
DIGITAL HEALTH

Digital citizens must be aware of the physical stress placed on their bodies by internet usage. They must be aware to not become overly dependent on the internet causing problems such as eye strain, headaches, and stress.



DIGITAL SECURITY

This simply means that citizens must take measures to be safe by practicing using secure passwords, virus protection, backing up data, and so forth.



Training Methodologies

1

LOCAL LEVEL

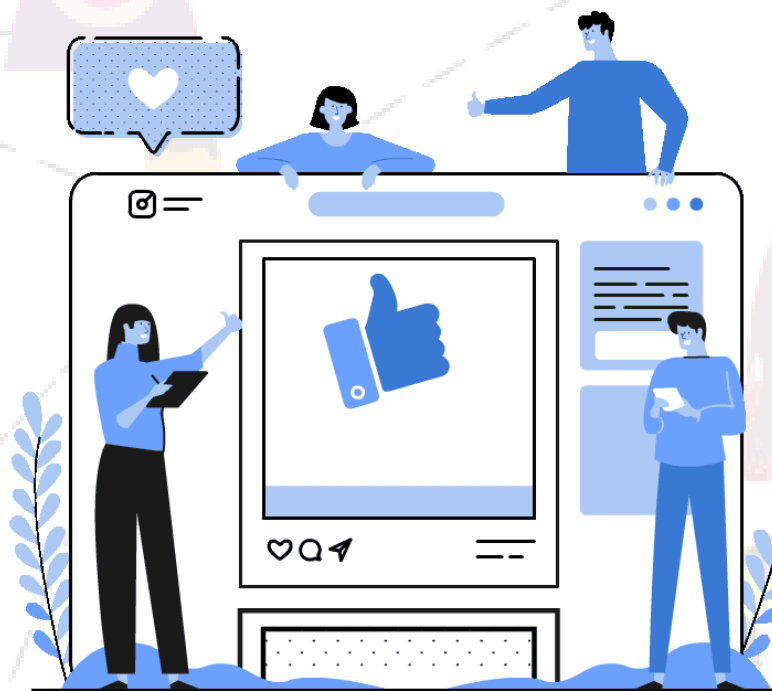


- human learning|user-centered approach through co-creation sessions and inclusive discussion groups
- mentoring

- adaptative learning through sixteen skills tests
- needs analysis
- exchange of experience
- workshops
- learning by doing
- digital learning

2

NATIONAL LEVEL



- EU programmes that used the following approach : critical thinking, gamification, debating, exchange of best practices

3

EUROPEAN LEVEL

Training Methodologies

LOCAL LEVEL

E-Juniors (EJU) is a non-governmental organization based in Paris that offers younger citizens - particularly those who are e-excluded - opportunities to improve their digital skills, by proposing activities in addition to formal academic studies. E-Juniors proposes activities at the local and European levels that focus on European citizenship, social entrepreneurship, and the exchange of skills.

These activities aim to:

- Promote the creative and constructive use of free time
- Study new application areas of interest
- Inspire creativity and enhance vocational skills
- Promote entrepreneurship

Moreover, E-Juniors participate in and co-organize multiple intergenerational activities bringing together different generations and fighting against ageism, and promoting active living. For instance, intergenerational games, online sessions, repair cafe activities, treasure hunts in Paris, etc.

The main methodology that E-Juniors uses in its training is human learning and a user-centered approach through co-creation sessions and inclusive discussion groups.

The core training methodology along with a learner-centered approach was mentoring.



NATIONAL LEVEL

At a national level, there are many initiatives that exist in France in the field of digital citizenship.

PIX

Pix is a French online public service launched as part of the State startup scheme proposed by the interministerial digital directorate (Dinum), enabling its users to assess, develop and certify their digital skills.



Pix allows its users to test themselves via adaptive learning through sixteen skills tests. The service also offers certification of the level acquired in an approved center in France. This certification, valid for three years and recognized by the State and the professional world, is the new certification of digital skills for all pupils and students in France from September 2019. Pix officially replaces the Computer and Internet Certificate (C2i), the Computer and Internet Certificate (B2i), and the Multimedia Internet Passport (PIM). Passing the Pix certification becomes compulsory for secondary school students.

LOCAL MISSIONS

The “Missions Locales” are present throughout the country.

The professionals of the “Missions Locales” accompany young people towards autonomy, according to their identified needs in different areas: access to rights, health, mobility, housing, employment training, etc. Digital technology crosses all these fields: its access and understanding and understanding of it must be promoted and supported to access to the same information and services for all.

Young volunteers in Civic Service are committed to making the digital practice accessible to all young people. Their action contributes to the fight against the digital divide by encouraging exchanges and the sharing of tips between young people, by reassuring and explaining how the digital space works, by taking part in the running of workshops to discover the web and the basics useful for everyday life, or by taking part in the running of prevention workshops on the use of social networks.

To help young people develop their digital skills, the Missions Locales develop and run workshops to discover and learn about digital technology. These workshops enable young people to obtain a "digital passport". Some organizations also work with the WeTechCare association using ClicNJob, an interface created with Missions Locales counselors, which has a twofold objective: to support young people in their dealings with employers and to develop their digital skills (in the logic of learning by doing).

The CNIL, the CSA, the "Défenseur des droits" and Hadopi have created an educational kit, which brings together all the resources designed for the education of digital citizens, intended for trainers and parents who guide young people in digital matters.

THEMES OF THE TEACHING KIT

How to delete a photo on a social network?

At what age can my child watch a screen?

How to distinguish between legal and illegal sites?

What are the rights of Internet users?

What role do the media play in equality issues?

Are there limits to freedom of expression?

To answer these questions, the resources in the educational kit allow you to explore each major theme of digital life:

rights on the Internet ;
protection of privacy online
respect for creation
reasoned and responsible use of
screens.



Some of the resources are dedicated to parents, others are more suitable for training professionals (teachers, educators, educational staff, etc.).



<https://www.defenseurdesdroits.fr/fr/guides/kit-pedagogique-du-citoyen-numerique>

EUROPEAN LEVEL



At a European level, E-Juniors is an active member of different networks and projects funded in the framework of EU programmes. For instance, here are some projects that all target youth and digital citizenship.

PLANET B

The current changes in the planet's climate are transforming the world. The last two decades included 18 of the warmest years on record. Extreme weather events, such as forest fires, heat waves, and floods are becoming more frequent both in Europe and elsewhere.

Partners believe that using a challenge-based learning approach is both appropriate and essential if today's digital natives are to think critically about the climate change issue. For today's young digital natives the internet is the most natural place to take action. It's where they already are, socializing with their peers and exploring their identities. With the right knowledge, they can play a considerable role in spreading the correct climate action message. The partners of this project have chosen a challenge-based learning approach that uses Digital Breakouts to build knowledge and understanding of climate change.

 <https://planetbproject.eu/>

GameOFF

Game-OFF is a European Erasmus+ project that aims to support youngsters and youth trainers to embrace a thoughtful, intentional, and balanced approach to media and technology. Through the development of a serious game based on a bespoke training approach, Game-OFF will promote a more conscious attitude towards modification of Internet addiction activities.

 <https://gameoff.eu/>

GREEN FACTOR

GREEN FACTOR project aims to address the global need concerning environmental protection by fostering young people's environmental consciousness and activism.

PUNCH

"PUnCH: Participation of UNderrepresented citizens for the valorization of the Cultural Heritage " is a Network of 16 partners (4 Association of Municipalities, 5 Municipalities, and 7 Civil Society Organizations) from 11 EU Countries + FYROM and Serbia. Its main aim is to give disadvantaged young citizens and underrepresented groups the opportunity to intervene in the debate on the Future of Europe in general and the EU policies about the valorization of Cultural Heritage in particular. This will be possible thanks to the exchange of best practices among the project partners on how a proper valorization of the Cultural heritage could be helpful in fighting against social exclusion and the training of 16 youth workers/policymakers and local administrators on how to organize the 5 Local Activities (in each country) concerning participation in the EU decision-making process, in order to have a say in EU.



<https://www.punchtwinning.eu/>



SUSTRAINY

Its main objective is to foster sustainable initiatives undertaken by youth, providing them with comprehensive tools which will help them in the implementation of sustainable projects. Those tools are:

Sustainability guidelines, a complete didactic manual explaining what the main concepts are to be mastered regarding sustainable management

A diagnostic tool focused on sustainable competencies evaluation, which will give youth a perspective of their existing knowledge.

A panorama of sustainable best practices, which will show examples of successful initiatives and intends to be a source of inspiration offering youth concrete solutions to sustainability challenges.



<https://sustrainy.erasmus.site/>

Tips and Tricks

transferability of the methodology
in other contexts

Noémie Govindin

EU Project Manager



USE BLENDED LEARNING

Blended learning, the combination of traditional face-to-face learning and online technologies, might be very helpful to teach digital citizenship. Indeed, it can help youngsters get a better understanding of the different technologies shaping our world, in a safe and supervised environment.

For example, educators can set up a face-to-face workshop about data safety and then ask youngsters to go online and check their computer to check and realize how their data are being used.



PAY ATTENTION TO THE DIGITAL DIVIDE

The digital divide is the difference between those who have access to modern digital tools (such as computers, smartphones, and the Internet in general) and those who don't. Owning a computer or a smartphone and having access to the internet, it costs money, meaning that those in poverty don't have the same level of access as those who have disposable income.

Therefore, it's important to be inclusive when teaching digital citizenship and take into consideration that not all youngsters have the same level of access to digital tools and are aware of the online good practices.





EUROPEAN CITIZENSHIP

Introduction

In 1999, the concept of “citizenship” gained some weight when the European Court of Justice ruled that “European citizenship” should be a “fundamental status of nationals of members states”. This idea was strengthened in the Treaty of Lisbon (James, 2015). The concept of “European citizenship” has been defined in documents like the Amsterdam treaty, and the Treaty of Lisbon, as

“In all its activities, the Union shall observe the principle of the equality of its citizens, who shall receive equal attention from its institutions, bodies, offices, and agencies. Every national of a Member State shall be a citizen of the Union. Citizenship of the Union shall be additional to national citizenship and shall not replace it.”

– Treaty of Lisbon, Title II Article 8, 2007.

According to the Treaty on the functioning of the European Union, the EU citizens have additional rights, such as:

- non-discrimination based on nationality
- move and reside freely within the EU
- vote for and stand as a candidate in European Parliament and municipal elections
- consular protection (help from the embassy or consulate of any other EU country to EU citizens in distress in a country outside the EU where they have no embassy or consulate of their own country)
- petition the European Parliament and complain to the European Ombudsman

Introduction

- launch or support a European citizens' initiative, asking the European Commission to propose legislation on an issue that matters to them
- contact and receive a response from any EU institution in one of the EU's official languages
- access European Parliament, European Commission, and Council documents under certain conditions
- equal access to the EU Civil Service

So, this means that while they are citizens of their home country, with the rights and responsibilities that citizenship involves, they are also citizens of the European Union, with extra rights and duties.

Within the Treaty of Lisbon, a new form of public participation for EU citizens has been introduced, the Citizens Initiative. This initiative allows one million EU citizens to shape the EU by proposing a legal act.

The treaty of Maastricht established the European Union citizenship and delineated a new set of rights that are available to all nationals of all EU member states.

ADVANTAGES

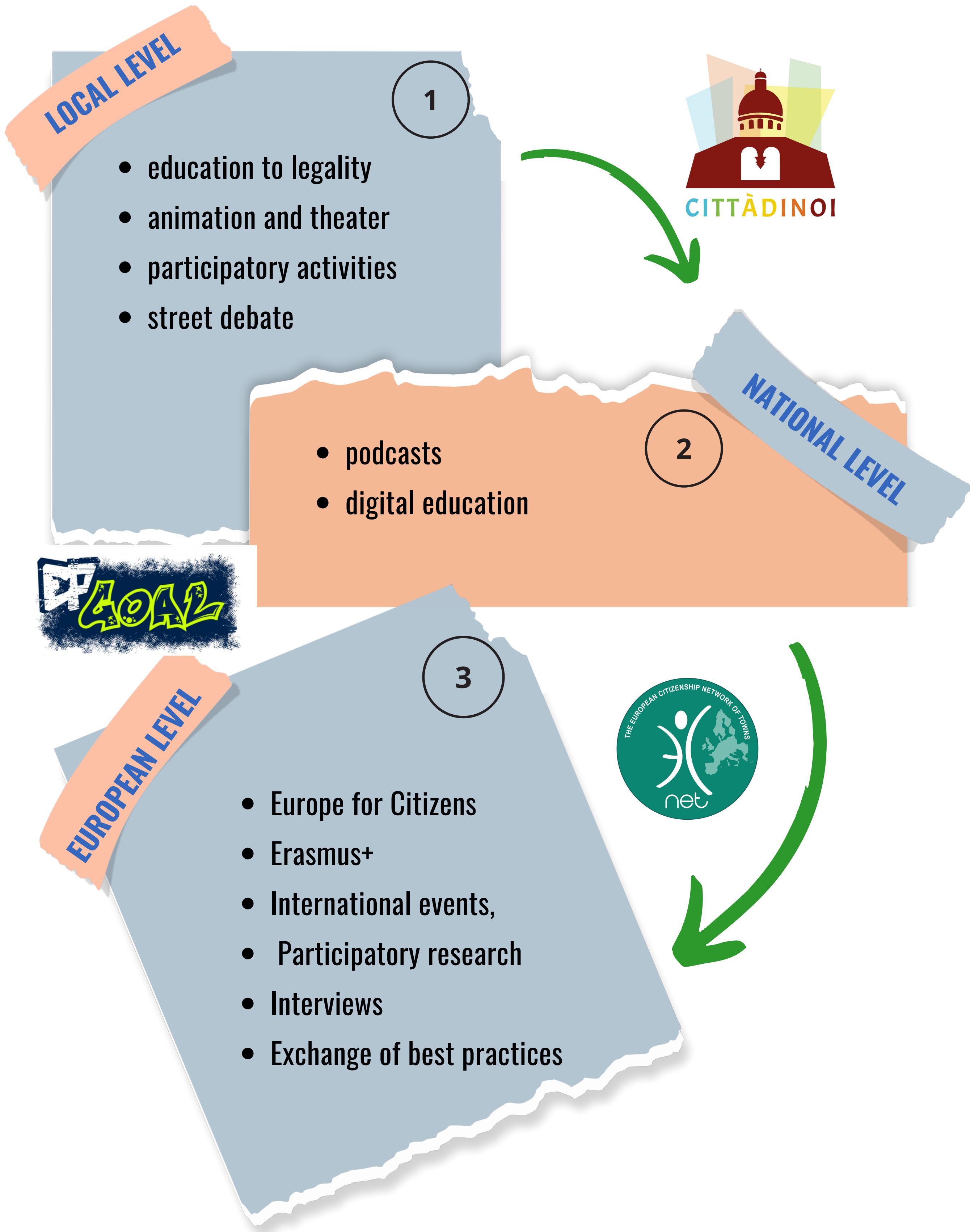
EU citizenship gives concrete rights that benefit everyone.

EU citizenship brings the EU people closer together.

Benefits the European integration process and supports peace and understanding across the continent.

European citizenship encourages people to move around the EU to study/volunteer or find work.

Training Methodologies



Training Methodologies

LOCAL LEVEL

CittadiNoi

CittadiNOI is an initiative that approached legality education. It was carried out in Taurisano and Ruffano, which are notoriously characterized by urban contexts with a high rate of school dropout and a deep-rooted crime presence. Despite the consistent efforts made over the years to promote the containment of the phenomenon of illegality, the need for preventive interventions through education for Active Citizenship (Economic, Ecological, Digital, European, and Global) remains strong. The 400 hours of animation, training, and participation activities, also provided within a building confiscated from the mafia and made available by the Municipality of Taurisano, accompanied the 98 direct beneficiaries, aged between 4 and 18, in the generation of urban redevelopment ideas. With Citta-di-NOI, young citizens were called to regain possession of their city and, through the skills acquired along the way, to contribute to its growth, under the sign of legality.

NATIONAL LEVEL

EP-GOAL

EP-GOAL was an initiative co-financed by the European Parliament that was born with the aim of promoting understanding, by the citizens of Italian rural and peripheral areas, of the founding values of the European Union, of the role of the European Parliament and of other Institutions, to help to reduce the between the EU and its citizens, through the implementation of new actions to support institutional communication including:

- Selection and training of 30 young EP-GOAL Ambassadors from all over Italy who had the task of conducting some "street debates" throughout Italy. Candidates had access to training carried out in collaboration with the Representative Office of the European Parliament in Italy;
- 24 informal podcasts, mainly in the form of informal interviews with some European parliamentarians, conducted by the young people themselves and conveyed through "FattoRadio", the channel of the national circuit "ANGinRadio # piùdiprima" of the National Youth Agency;
- EP-GOAL App, the tool integrated with them together.eu portal, which contains podcasts, the agenda of the EP, information on its initiatives and activities, offering the possibility to start and/or participate in a discussion, or to leave feedback and suggestions;
- Campaign on Social Networks, mainly Facebook and Instagram, for sharing all the activities and materials of the project.

INTERNATIONAL LEVEL

EC-NET: The European Citizenship Network of Towns

The European Citizenship Network of Towns (EC-NET) was a "network of Networks" built on the experience of key partners of 15 successful Networks of Towns from years 2009-2020, which stretches over two rounds of Europe for Citizens (2007-2013 and 2014-2020). The objective of putting these experienced municipalities, civil society groups, and their citizens together again was to evaluate the long-term impact of the projects implemented as NTs over 10 years with regard to fostering European citizenship and encouraging democratic and civic participation.

The core activities of the EC-NET were the 6 international events, accompanied by participatory research and interviews, local working groups, and project communication activities. The participants (policymakers, public officers, activists, citizens) shared their practice and experience in order to: 1/Evaluate the long-term impact of the projects implemented as NT over 10 years on: citizens, direct participants, and participating institutions; 2/Enhance the understanding of the programme priorities over the years – EUROSCEPTICISM, SOLIDARITY, ACTIVE CITIZENSHIP, INTERCULTURAL DIALOGUE; 3/Draw recommendations for the new decade of Networks of Towns and Europe for Citizens program (or its successor); 4/Have an opportunity to work together with strong partners across Europe, even after the project's completion, thanks to the establishment of the EC-NET ENGO. The most significant tangible results are the EC-NET TOOLKIT (a collection of tested methodologies from 15 NT projects) and the EC-NET RECOMMENDATIONS (suggestions and ideas for the Future of the E4C Programme and policies for enhancing citizens' active participation).



Tips and Tricks

transferability of the methodology
in other contexts

Iulia Gabriela Badea

Project Officer



STAY CONNECTED

Podcasts provide the right content that suits the listeners' needs. People are drawn to podcasts because it's an easy way to absorb information with little effort. A visual content, as a podcast, reaches a large diverse audience since it can be listened to when you're on the treadmill. Jogging, driving, working, relaxing, no matter the situation or how busy you are, podcasts consume no effort.

GO IN THE STREET

Do you want to find out more about a community? Go to the most crowded space and observe how citizens interact. Be aware of the behavior, body language, interests, etc. After, get in contact! Why doing this? because it's an efficient way of fighting individualism and facilitating intercultural exchange. Going "in the street" (e.g. street debate) is a way of involving citizens in democratic life and proposing a new space of participation.



GLOBAL CITIZENSHIP



Introduction

Are you aware of and understand the wider world? Then, you are a GLOBAL CITIZEN. Global citizen has an active role in their society and collaborates with others to have a planet more peaceful, sustainable, and fairer.

The United Nations states that global citizenship is "the umbrella term for social, political, environmental, and economic actions of globally minded individuals and communities on a worldwide scale."

The concept is illustrated also in the Sustainable Development Goals through SDG 4: Insuring Inclusive and Quality Education for All and Promoting Life Long Learning.

Being a global citizen involves:

- discovering local and global connections;
- analyze issues of social justice both at the local and global levels;
- engage with multiple perspectives;
- experiment the real-world issues and contexts;
- embracing the social responsibility in acting for the welfare of society

Global citizenship comes from the premise that we can all make a difference. It teaches people that they have a voice and that their voice matters.

- understand world events;
- think about their values and what is important to them;
- say stop ignorance and intolerance;
- get involved in their community;
- develop an opinion;
- act and influence others.



Training Methodologies

LOCAL LEVEL

1

- sport
- cultural activities



NATIONAL LEVEL

2

- sport
- intercultural exchange

EUROPEAN LEVEL

3

- EU projects
- International events
- Exchange of best practices
- Local experimentation



Training Methodologies

LOCAL LEVEL

Festival dell'orgoglio migrante antirazzista

The "Migrant Pride" comes from a day of celebration, culture, music, popular sport, aggregation, and much more. "Born from social centers all over Italy as a response to Salvini's provocations, the festival was a success beyond all expectations"- written in a note - He showed the strength of many and many who oppose discrimination, racism, hatred ". The note concludes: "It is up to us, all together, to trace new ways to eradicate imaginary hatred and racism, starting right from the symbolic place of Pontida as the beginning for the killing of Northern League fetishes: to destroy them with the force of migrant pride, the pride that arises from the desire for freedom of those who know no boundaries, from the will to build their own future without denying that of the other, from the dignity of rebelling against any abuse ".

NATIONAL LEVEL

Mezza Maratona di Roma

The route touches many emblematic places of the "Eternal City" like Piazza di Spagna, Piazza Venezia, Fori Imperiali, Colosseo, Circo Massimo, Piramide, San Paolo, Bocca della Verità, Teatro Marcello, Campidoglio, Ara Pacis, Piazza Augusto Imperatore and many other archeological icons of Rome. At the last event, over 7.500 runners from around the world like the UK, the US, etc. attended the marathon.

EUROPEAN LEVEL

YES!

"YES! - Youth for European Solidarity" was a 2-year network, designed for creating spaces for discussion on the meaning of Solidarity in times of crisis in Europe, on the effectiveness of existing European policies and programs supporting solidarity projects, and on the Future of Solidarity in Europe, with the identification of innovative tools that could guarantee a strengthening of the European integration process. The 15 partners from 13 different nations (IT, PL, BG, LT, UK, RS, RKS, HE, SP, PT, FR, DE, SE) were involved in about 500 direct and 55,000 indirect participants, thanks to the organization of international events during the Europe Day, World Environment Day, Digital Learning Day, EU Cooperation Day, World Fair Trade Day.



Tips and Tricks

transferability of the methodology
in other contexts

Evangelista Leuzzi

Project Manager



SHOW STRENGTH

Sport breaks down all barriers, creates integration, active citizenship, and social inclusion, and fights racism!

Sport is not only an educational and training tool, it is above all a source and engine for activism.

BE AWARE OF WHO YOU ARE

Culture is the cornerstone of one's identity. It provides a sense of belonging and cohesion. Culture informs every human interaction. For active communication and aim achievement, individuals need to understand and adapt to one another's culture.

Taurisano, Italy 2022

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