

COMMON EDUCATION PROGRAMME FOR INTEGRATED EUROPE

EUROPEAN CITIZENSHIP

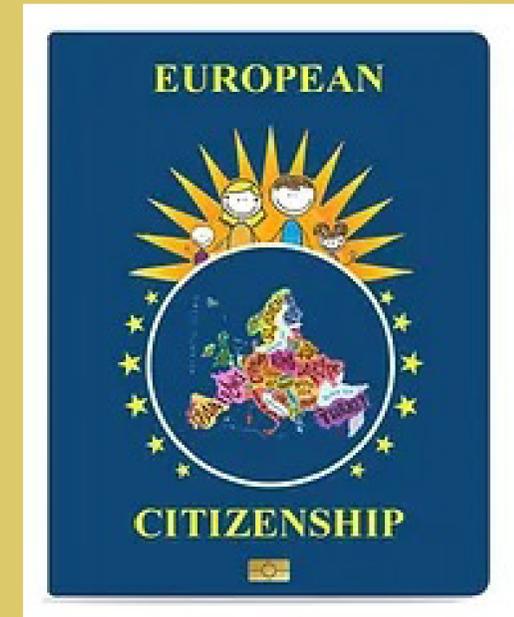
HANDBOOK FOR TEACHERS

The “EU CITIZENSHIP COMMON EDUCATION PROGRAM FOR INTEGRATED EUROPE” (ECCEPFIE) project aims to create a common and inclusive curriculum for schools to use with students aged 14-18.

<https://www.voicesoftheworld.eu/ec-description>

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BULGARIA. CRO
CYPRUS. CZECH
DENI
FINL
GERM
HUN
ITAL
LITH
MALTA. NETHER
POLAND. PORTU
ROMANIA. SLOV
SPAIN SWEDEN





Above: Project Team reunited in ISCTE - University Institute of Lisbon for a project meeting.

THANK YOU

The outcome of our two-year project, which was marked by various challenges and triumphs, has been nothing short of remarkable. As the coordinator, I take great pride in presenting these results to the public. We extend our sincere gratitude to the professors from ISCTE University, particularly Prof. Dr. Maria Sousa and Dr. David Ferraz, for their invaluable contributions to the training materials and for inviting their distinguished colleagues to participate in the teacher trainings conducted in all of our partner countries.

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**VIZYON
KOLEJİ**



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DE LISBOA

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Business Research Unit



INDEX

1. EU AT WORK

2. WHAT DOES EACH COUNTRY DO?

3. EU FLAGS

4. THE HISTORY OF THE EU AND ITS ESTABLISHMENT

5. SOCIAL CITIZENSHIP

5.1. HUMAN RIGHTS

5.2. SOCIAL RIGHTS

5.3. SOCIAL ENTREPRENEURSHIP

6. DIGITAL CITIZENSHIP

6.1. DIGITAL POLICY

7. ECONOMY CITIZENSHIP

7.1. ABOUT THE EURO

7.2. BENEFITS OF THE EURO / FINANCIAL LITERACY

8. CITIZENSHIP AND CULTURAL DIFFERENCES

8.1. EUROPEAN VALUES: KNOWLEDGE TRANSFER AND CULTURAL SHARING

8.2. IMMIGRATION IN THE EU

9. ENVIRONMENTAL CITIZENSHIP

9.1. ENVIRONMENT AND SUSTAINABILITY

9.2. THE EUROPEAN SUSTAINABILITY STRATEGY

10. CIVIL AND DEMOCRATIC CITIZENSHIP

11. EUROPEAN POLICIES

12. PROJECT PARTNER SCHOOLS

12.1. SIAULIAIR R. DUBYSOS AUKSTUPIO - LITHUANIA

12.2. LUBLIN REAL SCHOOL - POLAND

12.3. ANTALYA VIZYON COLLEGE - TURK

13. RESULTS

13.1. EU CLUB

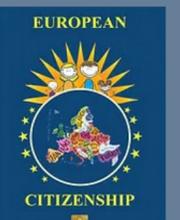
13.2. MOBILE APP



Above: EU flag.



Above: The room where the European Parliament sessions are held.



THEMES

	ENGLISH	MATHEMATICS	ART	SCIENCE	HISTORY	GEOGRAPHY	BIOLOGY	SOCIAL STUDIES	PHILOSOPHY	LITERATURE	MUSIC	LANGUAGES	I.T.
EU AT WORK	X												
WHAT DOES EACH COUNTRY DO?	X												
EU FLAGS	X				X	X						X	
EUROPEAN HISTORY AND EVOLUTION	X				X			X		X		X	
SOCIAL CITIZENSHIP	X				X			X	X				
DIGITAL CITIZENSHIP	X	X		X									X
ECONOMY CITIZENSHIP	X	X											
CITIZENSHIP AND CULTURAL DIFFERENCES	X		X		X			X	X			X	
ENVIRONMENTAL CITIZENSHIP	X			X		X	X						
CIVIL AND DEMOCRATIC CITIZENSHIP	X				X			X	X				
EUROPEAN POLICIES	X				X			X					

SUBJECTS



EUROPEAN INSTITUTIONS

EUROPEAN PARLIAMENT

Brussels



Strasbourg



EUROPEAN COUNCIL

Luxembourg



Brussels



COUNCIL OF THE EUROPEAN UNION

Brussels



Luxembourg



EUROPEAN COMMISSION

Brussels



Luxembourg



COURT OF JUSTICE

COURT OF AUDITORS

Luxembourg



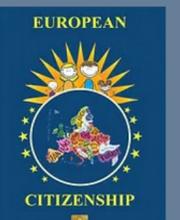
CENTRAL BANK

Frankfurt



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https://european-union.europa.eu/institutions-law-budget/institutions-and-bodies/types-institutions-and-bodies_en



EUROPEAN INSTITUTIONS

EUROPEAN PARLIAMENT

Brussels/Strasbourg/Luxembourg

The European parliament represents the citizens of all the EU countries and is elected by them, every 5 years. It was established firstly in 1952, under a different name, then in 1962, and the first direct elections occurred in 1979. It consists of 705 MEPs (Members of the European Parliament) and it takes decisions regarding EU laws, together with the Council of the EU, and approves the EU budget. As such, the parliament has 3 main roles: legislative, supervisory and budgetary. It runs a network of liaison offices in the EU capitals, London, Edinburgh and Washington D.C. The parliament work is comprised of two main stages: committees, to prepare legislation and plenary sessions, to pass that same legislation.

EUROPEAN COUNCIL

Brussels

The European Council is formed by the heads of state or government of the EU countries, to define the general political direction of the EU. It was established in 1974 in an informal forum, in 1992 it gained formal status, and finally in 2009 it was defined as an official EU institution. This Council is chaired by a president that is elected for a two and a half year term, renewable once. It does not adopt laws unless these are possible EU Treaty amendments. It represents the highest level of political cooperation between all the EU countries. The council usually meets four times a year.

COUNCIL OF THE EU

Brussels/Luxembourg

The Council of the European Union represents the governments of the EU countries. In this council, national ministers of each government meet to adopt laws and coordinate policies. It was established in 1959. This Council takes decisions of EU laws jointly with the Parliament. Together with the Parliament, this Council is the main decision-making body of the EU. The Council also develops the EU's foreign and security policy, based on the European Council guidelines, and concludes agreements between the EU and other countries or international organizations.

EUROPEAN COMMISSION

Brussels/Luxembourg

The European Commission represents the common interests of the EU and is the main executive body. It was established in 1958, and it consists of a team or "college" of Commissioners, one per each EU country. It is the EU's politically independent executive arm and it proposes new laws, which are adopted by the European Parliament and the Council of the EU. It also ensures that EU countries apply EU law correctly. The commission manages EU policies and allocates EU funding as well, and represents the EU internationally, negotiating international agreements.

EUROPEAN INSTITUTIONS

COURT OF JUSTICE

Luxembourg

The Court ensures that EU law is followed, and that the treaties are correctly interpreted and applied: it also reviews the legality of the EU's institutions acts, and if EU countries comply with their duties under the Treaties, interpreting EU law at the request of national courts. It was established in 1952, and it consists of two different courts: the Court of Justice, with one judge of each EU country, plus 11 advocates, and a General Court, which consists of two judges from each EU country. In certain situations, the Court can be used by individuals, companies or organizations to take action against an EU institution. The cases in the Court are processed in two stages: a written stage, and an oral stage (public hearing).

COURT OF AUDITORS

Luxembourg

The Court of Auditors exists to improve the EU's financial management, promoting accountability and transparency, and looks after the interests of the EU's taxpayers. It was established in 1977, and consists of 27 members, one from each EU country, appointed by the Council, on six year terms. It is the EU's independent external auditor, and it audits EU revenue and expenditure, checking if EU funds are correctly raised, spent, achieve value for money and are accounted for. It also checks anyone handling the EU funds, and assesses fraud, corruption or other illegal suspicious activity.

EUROPEAN CENTRAL BANK

Frankfurt

The ECB (European Central Bank) and the European System of Central Banks, are responsible for keeping prices stable in the euro area. Their role is to manage the euro, and conduct the EU's economic and monetary policy. It was established in 1998, and consists of the ECB president, vice-president and governors of national central banks from all EU countries. The ECB has three decision-making bodies: Governing Council (main decision-making body), Executive Board (day-to-day running of the institution) and General Council (advisory and coordination role).



Above: European Parliament building in Brussels, Belgium.



INSTITUTIONS

- EISMEA (Innovation made in Europe) - Brussels / Belgium 
- ACER (Agency for the Cooperation of Energy Regulators) - Ljubljana / Slovenia 
- BEREC Office (Regulations for electronic communications) - Riga / Latvia 
- Cedefop (Vocational training needs) - Thessaloniki / Greece 
- CERT-EU (cyber threats) - Brussels / Belgium 
- CINEA (European Climate, Infrastructure and Environment Agency) - Brussels / Belgium 
- CBE JU (Circular Bio-based Europe Joint Undertaking) 
- Clean Aviation Joint Undertaking (innovation in hydrogen technologies) - Brussels / Belgium 
- CoR (Committee of the Regions for EU cities and regions laws) - Brussels / Belgium 
- Council of the European Union (discuss, amend and adopt laws) - Brussels / Belgium 
- CJEU (Court of Justice of the European Union) - Luxembourg / Luxembourg 
- cpvo (Community Plant Variety Office) - Angers / France 
- EACEA (European Education and Culture Executive Agency) - Brussels / Belgium 
- EASA (European Aviation Safety Agency) - Köln / Germany 
- EBA (The European Banking Authority) - Courbevoie / France 
- ECA (European Court of Auditors) - Luxembourg / Luxembourg 
- ECB (European Central Bank) - Frankfurt-am-Main / Germany 
- ECDC (European Centre for Disease Prevention and Control) - Solna / Sweden 
- ECHA (European Chemicals Agency) - Helsinki / Finland 
- EDA (European Defence Agency) - Brussels / Belgium 
- EDPB (European Data Protection Board) - Brussels / Belgium 
- EDPS (European Data Protection Supervisor) - Brussels / Belgium 
- EEA (European Environmental Agency) - Kobenhavn K / Denmark 
- EEAS (The European External Action Service - EU's foreign and security) 
- EESC (European Economic and Social Committee) - Brussels / Belgium 
- EFCA (European Fisheries Control Agency) - Vigo Pontevedra / Spain 
- EFSA (European Food Safety Authority) - Parma / Italy 
- EIB (EU climate bank) - Luxembourg / Luxembourg 
- EIGE (European Institute for Gender Equality) - Lietuva / Lithuania 
- EIOPA (European Insurance and Occupational Pensions Authority) - Frankfurt-am-Main / Germany 
- EIT (European Institute of Innovation and Technology) - Neumann Janos utca / Hungary 
- ELA (European Labour Authority) 
- EMA (European Medicines Agency) - Amsterdam / Netherlands 
- EMCDDA (Independent information on drugs and drug addiction) - Lisboa / Portugal 
- EMSA (European Maritime Safety Agency) - Lisboa / Portugal 
- ENISA (European Union Agency for Cybersecurity) - Attiki / Greece 

INSTITUTIONS

- EPSO (Staff recruitment for EU Institutions) - Brussels / Belgium 
- ERA (European Agency for Railways) - Valenciennes / France 
- ERCEA (Executive Agency for the European Research Council) - Brussels / Belgium 
- ESMA (European Securities and Markets Authority) - Paris / France 
- ETF (European Training Foundation) - Torino / Italy 
- EU-OSHA (European Agency for Safety and Health at Work) - Bilbao Vizcaya / Spain 
- EUIPO (EU Intellectual Property Office) - Alicante / Spain 
- EUISS (European Union Institute for Security Studies) - Paris / France 
- Euratom Supply Agency (maintain security of supply of nuclear materials) - Luxembourg 
- Eurofound (improve employment conditions and social policies) - Dublin / Ireland 
- Eurojust (supports judicial cooperation in the EU) - Den Haag / Netherlands 
- Europe's Rail Joint Undertaking (deliver reliable and integrated EU railway) - Brussels / Belgium 
- eu-LISA (European Agency for the operational management of IT systems) - Tallinn / Estonia 
- European Commission (laws and management of spending programmes) - Brussels / Belgium 
- European Council (represents EU heads of state and government) - Brussels / Belgium 
- EuroHPC JU (European High Performance Computing Joint Undertaking) - Luxembourg 
- European Ombudsman (complaints about poor administration by EU bodies) - Strasbourg / France 
- European Parliament (debate and amend laws) - Brussels / Belgium 
- EPPPO (European Public Prosecutor's Office) 
- EuSA (European School of Administration) - Brussels / Belgium 
- EUAA (European Union Agency for Asylum) - Winemakers Wharf / Malta 
- Europol (fighting large-scale criminal activities such as terrorism) - Den Haag / Netherlands 
- EUSPA (European Union Agency for the Space Programme) - Prague / Czechia 
- F4E (Manages EU's contribution to the fusion research project) - Barcelona / Spain 
- FRA (EU Agency for Fundamental Rights) - Wien / Austria 
- Frontex (manage external borders and harmonise their border controls) - Warsaw / Poland 
- EDCTP3 (Global Health Joint Undertaking for poverty-related infectious diseases) 
- HADEA (Health and Digital Executive Agency) - Brussels / Belgium 
- IHI JU (Innovative Health Initiative Joint Undertaking) - Brussels / Belgium 
- Key Digital Technologies Joint Undertaking (electronic components and systems) - Brussels / Belgium 
- Publications Office for the European Union (publishing services) - Luxembourg / Luxembourg 
- REA (European Research Agency) - Brussels / Belgium 
- SatCen (EU Satellite Centre) - Madrid / Spain 
- SESAR 3 (modernise European air-traffic management) - Brussels / Belgium 
- Smart Networks and Services Joint Undertaking 
- SRB (creates standard rules and arrangements for bank resolutions) - Brussels / Belgium 

FLAGS



AUSTRIA

EU member country since 1995, Euro area member since 1999 and Schengen area member since 1997



BELGIUM

EU member country since 1958, Euro area member since 1999 and Schengen area member since 1995



BULGARIA

EU member country since 2007



CROATIA

EU member state since 2013



CYPRUS

EU member country since 2004, Euro area member since 2008



CZECHIA

EU member country since 2004, Schengen area member since 2007



DENMARK

EU member country since 1973, opt-out from euro, Schengen area member since 2001



ESTONIA

EU member country since 2004, Euro area member since 2011 and Schengen area member since 2007



FINLAND

EU member country since 1995, Euro area member since 1999 and Schengen area member since 2001



FRANCE

EU member country since 1958, Euro area member since 1999 and Schengen area member since 1995



GERMANY

EU member country since 1958, Euro area member since 1999 and Schengen area member since 1995



GREECE

EU member country since 1981, Euro area member since 2001 and Schengen area member since 2000



HUNGARY

EU member country since 2004, Euro area member since 2007



IRELAND

EU member country since 1973, Euro area member since 1999, opt-out from Schengen area



ITALY

EU member country since 1958, Euro area member since 1999 and Schengen area member since 1997



LATVIA

EU member country since 2004, Euro area member since 2014 and Schengen area member since 2007



LITHUANIA

EU member country since 2004, Euro area member since 2015 and Schengen area member since 2007



LUXEMBOURG

EU member country since 1958, Euro area member since 1999 and Schengen area member since 1995



MALTA

EU member country since 2004, Euro area member since 2008 and Schengen area member since 2007



NETHERLANDS

EU member country since 1958, Euro area member since 1999 and Schengen area member since 1995



POLAND

EU member country since 2004, Euro area member since 2007

FLAGS



PORTUGAL

EU member country since 1986, Euro area member since 1999 and Schengen area member since 1995



ROMANIA

EU member country since 2007



SLOVAKIA

EU member country since 2004, Euro area member since 2009, Schengen area member since 2007



SLOVENIA

EU member state since 2004, Euro area member since 2007, Schengen area member since 2007



SPAIN

EU member country since 1986, Euro area member since 1999, Schengen area member since 1995



SWEDEN

EU member country since 1995, Schengen area member since 2001

EU FLAG



“The European flag symbolises both the European Union and, more broadly, the identity of Europe. Over the years, it has become the most recognisable symbol of a European identity.”

SYMBOLISM AND GRAPHIC ELEMENTS

- Circle of Golden Stars - Unity, solidarity and harmony among the peoples of Europe
- Number 12 - Symbol of perfection, entirety (not related to the number of member countries)
- Colours - Golden stars against a blue sky

HISTORY OF THE EUROPEAN FLAG

8/12/1995 - First adoption of the flag by the Council of Europe, an international human rights organisation distinct from the EU

11/04/1983 - The European Parliament proposes that the European Communities (EEC), predecessors of the EU, should use the flag

28-29/06/1985 - The European Council adopts the European flag design, with the official status of a logo, for the EEC

29/05/1986 - The European flag is first raised outside the Berlaymont building, seat of the European Commission

11/2015 - A commemorative euro coin was issued to celebrate 30 years of the EU flag

[CLICK ON THE EU FLAG TO KNOW MORE](#)

HOW WAS THE EU BORN?

The European Union (EU) was created through a series of treaties signed by European countries in the aftermath of World War II, with the goal of promoting peace, stability, and economic cooperation in Europe. The EU has its roots in the European Coal and Steel Community, which was established by the Treaty of Paris in 1951.

This was followed by the signing of the Treaty of Rome in 1957. The initial members of the EU were Belgium, Germany, France, Italy, Luxembourg, and the Netherlands, who signed the Treaty of Rome, which established the European Economic Community (EEC), the predecessor to the EU.

The EEC was expanded to include more countries over the years, and was eventually transformed into the EU through the signing of the Maastricht Treaty in 1992. The Maastricht Treaty created a single market and established the European Union as a political entity with its own institutions, such as the European Parliament, the European Commission, and the European Council.

The EU has grown to include 27 member states and has become a significant player in global affairs, with a significant impact on trade, finance, and regulation in Europe and beyond.



Above: Signing of the Treaty of Paris, 1951 (Source: The European Parliament)



Above: Signing of the Treaty of Rome, 1957 (Source: The European Parliament)



Above: Signing of the Treaty of Maastricht, 1992 (Source: The European Union)

5.1. HUMAN RIGHTS

The fundamental rights of the European Union are as follows:
Dignity, Freedom, Equality, Solidarity, Citizen's Rights and Justice.

5.2. SOCIAL RIGHTS

The way people live is social, and some aspects of social policy regulate the ways people related to each other. There are rules affecting birth, marriage, death, and many things in between.

5.3. SOCIAL ENTREPRENEURSHIP

In recent years entrepreneurship has been presented as one of the main mechanisms to overcome the economic, financial and social crisis in the globalized world. This increase in activity has traditionally occurred in times of economic crisis, associated with self-employment, which is considered the most rudimentary level of entrepreneurship.



UNIVERSAL DECLARATION OF HUMAN RIGHTS

In 1948, after the first world war, covenants and declarations were made to create universal human rights. The United Nations General Assembly adopted the Universal Declaration of Human Rights (UDHR), which would greatly influence the international human rights law.

In 1966, the same assembly adopted two international treaties: the International Covenant on Economic Social and Cultural Rights (ICESCR), and the International Covenant on Civil and Political Rights (ICCPR). All together, they are known as the International Bill of Human Rights.



Above: Eleanor Roosevelt holds up a copy of the Universal Declaration of Human Rights in 1949, at the United Nations in New York (Source: UN Photo)

ICCPR

- Freedom from discrimination
- Right to equality between men and women
- Right to life
- Freedom from torture
- Freedom from slavery
- Right to liberty and security of person
- Right to be treated with humanity in detention
- Freedom of movement
- Freedom of non-citizens from arbitrary expulsion
- Right to fair trial
- Right to recognition before law
- Right to privacy
- Freedom of religion and belief
- Freedom of expression
- Right to marry and found a family
- Right of children to birth registration/nationality
- Right to participate in public affairs
- Right to equality before law
- Minority Rights

ICESCR

- Freedom from discrimination
- Right to equality between men and women
- Right to work
- Freedom to choose and accept work
- Right to just and favourable conditions at work
- Right to form trade unions
- Right to strike
- Right to social security
- Right of mothers to special protection before and after birth
- Freedom of children from social/economic exploitation
- Right to an adequate standard of living
- Freedom from hunger
- Right to health
- Right to education
- Freedom of parents to choose schooling for their children
- Right to take part in cultural life
- Right to enjoy benefits of science
- Right of authors to moral and material interests from work
- Freedom to undertake scientific research and creative activity

SOCIAL WELFARE

An ideal model + A range of services which are provided to protect people, in a number of conditions, including: Childhood, Sickness and Old Age. It's a social construction / response to negative life events.

EVOLUTION



SOCIAL POLICY AND RELATIONS

PEOPLE AND SOCIETY

THE BODY

- Birth and Reproduction
- Terminating Pregnancy
- Sexuality

INTERPERSONAL RELATIONSHIPS

- Law and social control
- Morality
- Stigma, discrimination and prejudice
- Interpersonal Violence
- Public and private violence
- Domestic Violence and Child Abuse

WELFARE AND EQUALITY

SOCIAL INEQUALITY

- Income and wealth

SOCIAL STRATIFICATION

- Class / Status / Power

SOCIAL DIVISIONS

- Gender and Social Policy
- Feminist perspectives on social policy
- Gender and Development

POLICIES FOR INEQUALITY

- Redistribution
- The social division of welfare
- The strategy of equality

THE SOCIAL SERVICES

HEALTH

- Inequalities in health + Healthcare

HOUSING

- Housing problems (Homelessness)
- Housing and deprivation
- Urban Policy

PERSONAL SOCIAL SERVICES

- Community care
- Social Work
- Services to criminal justice

EDUCATION

- Models of education / Educational Disadvantage

SOCIAL SECURITY

- Social Security Benefits
- Social Insurance
- Means Testing
- Non-contributory Benefits
- Universal Benefits
- Discretionary Benefits
- Conditionally
- Pensions
- Provision for disability and incapacity
- Unemployment
- Employment Services



ENTREPRENEURSHIP

“Entrepreneurship is the activity for the purpose of starting, maintaining and developing a profit-based business (Cole, 1968, p-65).

“Entrepreneurship is the set of behaviours that initiates and manages the relocation of economic resources and aims to create value through these means” (Herron and Robinson, 1993, 283).

“Entrepreneurship is the resource, process and state of being through and through which individuals use positive opportunities in the market creating and expanding new businesses.” (Gries and Naudé, 2011, p.217).

DIGITAL TECHNOLOGIES HAVE A SIGNIFICANT IMPACT ON ENTREPRENEURSHIP

The digital entrepreneurial ecosystem is enhanced by the new socio-technical paradigm.



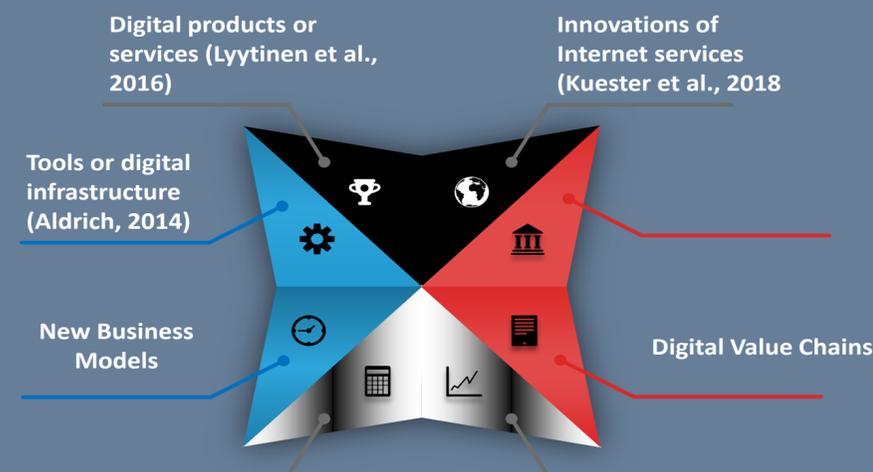
DIGITAL BUSINESS



Examples of global online ventures capable of:

- Interact with customers and stakeholders through new channels (e.g. Netflix)
- Use social networks to outsource activities
- Bet on highly personalized offers (e.g. Uber and Airbnb)

Digital Technologies are facilitators of entrepreneurial activity (von Briel et al., 2018) and manifest themselves in several ways:



SKILLS

- Digital competencies
- Office automation software
- Use of statistical portals/portals of official entities
- Use of social networks to promote business
- Collaborations between organizations and communities
- Knowledge of different types of software/hardware
- Use of new technologies

LEADERSHIP

- Development of workers
- New opportunities for workers
- Motivation to increase performance and satisfaction
- Communication capacity for involvement
- Management of expectations
- Management of cultural differences between workers

MANAGEMENT

- New forms of work organization
- Flexibility to adapt to changes
- Ability to analyse information

INNOVATION

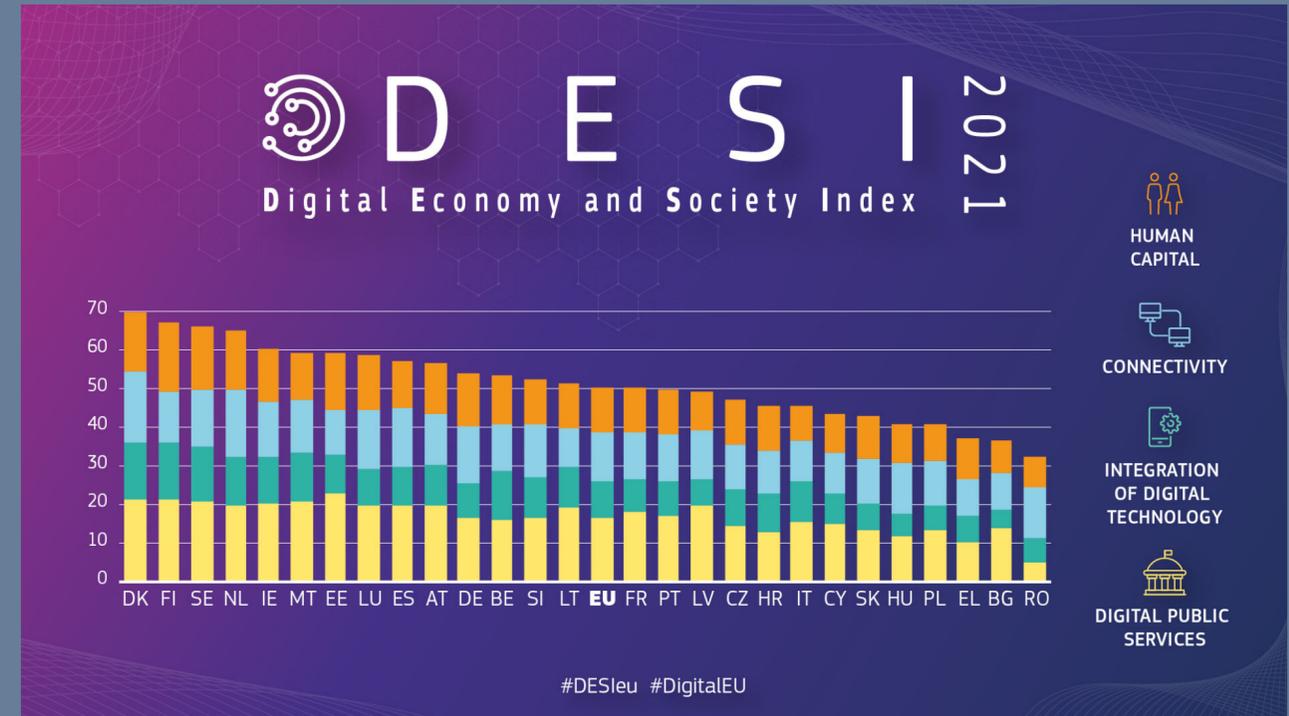
- Diversify the business area and explore new opportunities
- Ability to take risks
- Organize resources to respond to opportunities
- Create and develop national/international networks

RELATIONAL

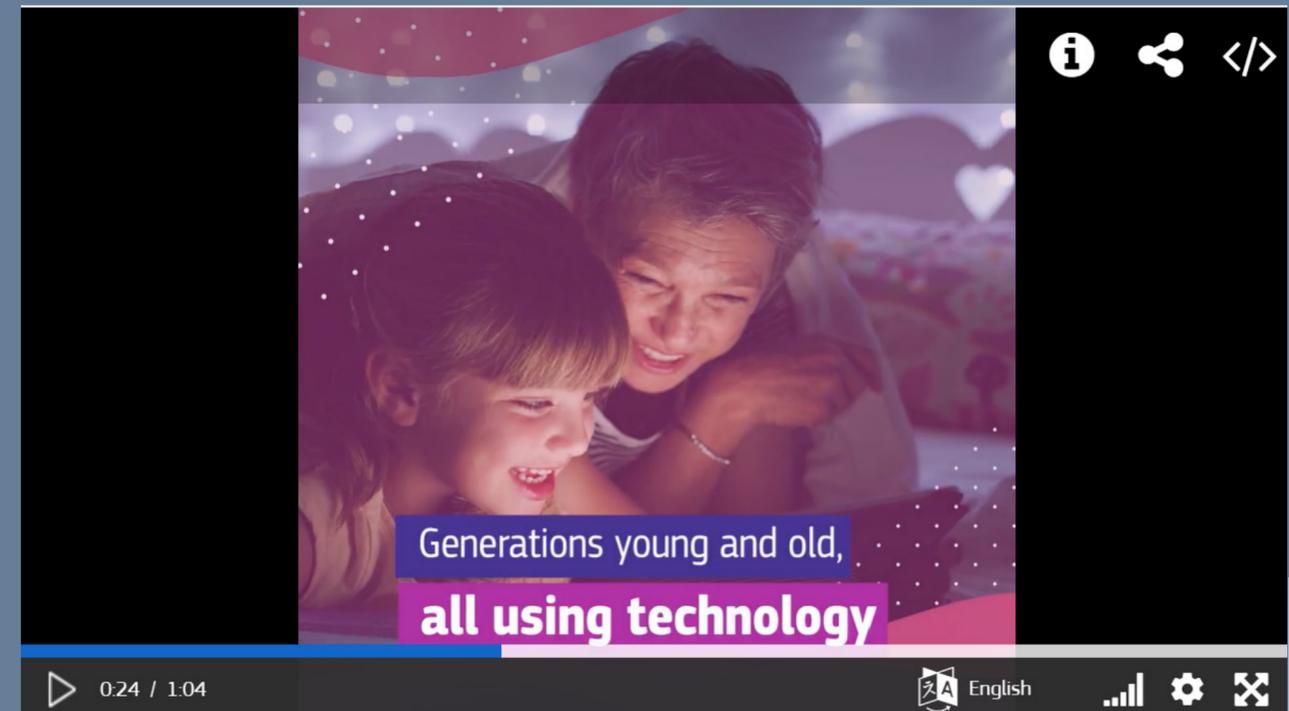
- Coordinate work teams
- Interact
- Responsibility

6.1. DIGITAL POLICY

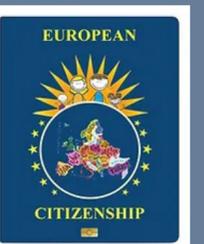
The EU plans to pursue a human-centric sustainable vision, for a digital society throughout the digital decade, to empower citizens and businesses. Two main policies are being considered: “Recovery and Resilience Facility (RRF)” and “Digital Decade Compass”. The latter involved four cardinal points: skills, government, infrastructures and business. There’s also a final goal of ensuring the digitalization of public services, which are to become totally online, with 100% of citizens having, for example, total online access to medical records.



<https://digital-strategy.ec.europa.eu/en/policies/desi>



<https://audiovisual.ec.europa.eu/en/video/1-203147?&Ig=EN>



RECOVERY AND RESILIENCE FACILITY (RRF)

Europe is, at the moment, in the 50% percentile of the Digital Economy and Society Index, with Denmark rating the highest at 70%, and Romania rating the lowest at about 33%.

This plan includes initiatives for a digital society, focusing on concepts such as Cybersecurity, Digital Inclusion, Digital Public Services and Environments, Green Digital Sectors, Language Technologies, Media and Digital Culture, Next Generation Internet and Online Privacy and Safety. It also considers Advanced Digital Technologies such as Advanced Computing, Artificial Intelligence, Data and Cloud Computing and the IoT (Internet of Things). International Digital Cooperation is also to be considered, with international relationships in the Digital Trade and Technology Council. Finally, Digital Economy is also to be explored, through digital skills, a supporting industry, connectivity and online platforms and e-commerce.

DIGITAL DECADE COMPASS

The Digital Decade Compass has as its goals achieving a minimum of 80% of population with basic digital skills, and for 75% of EU companies to use Cloud/AI/Big Data.

Other than these goals, the compass also considers Gigabit for everyone, 5G everywhere, 10.000 climate-neutral highly secure edge nodes, quantum acceleration computing, and more than 90% of SMEs reaching at least a basic level of digital intensity. There's also the final goal of ensuring the digitalization of public services, with citizens having total access to medical records, and having at least 80% of European citizens using digital IDs. The EU also plans to allow funding and invest in multi-country projects, in fields such as Common Data Infrastructure and Services, Blockchain, Low-power processors, Pan-European deployment of 5G corridors, High-performance computing, Digital public administration and Digital innovation hubs.

 <p>PEOPLE AT THE CENTRE Digital technologies should protect people's rights, support democracy, and ensure that all digital players act responsibly and safely. The EU promotes these values across the world.</p>	 <p>SOLIDARITY AND INCLUSION Technology should unite, not divide, people. Everyone should have access to the internet, to digital skills, to digital public services, and to fair working conditions.</p>	 <p>FREEDOM OF CHOICE People should benefit from a fair online environment, be safe from illegal and harmful content, and be empowered when they interact with new and evolving technologies like artificial intelligence.</p>
 <p>PARTICIPATION Citizens should be able to engage in the democratic process at all levels, and have control over their own data.</p>	 <p>SAFETY AND SECURITY The digital environment should be safe and secure. All users, from childhood to old age, should be empowered and protected.</p>	 <p>SUSTAINABILITY Digital devices should support sustainability and the green transition. People need to know about the environmental impact and energy consumption of their devices.</p>

 <p>Skills ICT Specialists: 20 million + Gender convergence Basic Digital Skills: min 80% of population</p>	 <p>Digital transformation of businesses Tech up-take: 75% of EU companies using Cloud/AI/Big Data Innovators: grow scale-ups & finance to double EU Unicorns Late adopters: more than 90% of SMEs reach at least a basic level of digital intensity</p>
 <p>Secure and sustainable digital infrastructures Connectivity: Gigabit for everyone, 5G everywhere Cutting edge Semiconductors: double EU share in global production Data - Edge & Cloud: 10,000 climate-neutral highly secure edge nodes Computing: first computer with quantum acceleration</p>	 <p>Digitalisation of public services Key Public Services: 100% online e-Health: 100% of citizens having access to medical records Digital Identity: 80% of citizens using digital ID</p>

7.1. ABOUT THE EURO

In 1999, the euro was born: it was when it first appeared on payslips, bills and invoices. At the start of 2002, euro banknotes and coins entered European bank tills, cash registers, and personal pockets and purses for the first time. This marked a major step for the economic integration of Europe, which started in 1957, with the creation of the European Economic Community.

7.2. BENEFITS OF THE EURO

The purpose of economic and monetary union, and the euro, is to allow europeans to achieve more prosperity, and for the general economy of Europe to function better, with more job offers, and easier circulation of people and goods. The euro has created the second largest economy in the world.

/ FINANCIAL LITERACY

Financial literacy is an essential educational topic that is missing from most schools and university systems. What is it? And how can people benefit from it?

*Create like an artist.
Solve like an engineer.
Act like an entrepreneur.*



STEPS TOWARDS THE EURO

1957 - The European Economic Community is founded, starting a common market for people, goods, services and capital to move in an easier way between Member States. This, however, is challenging due to the various currencies in circulation.

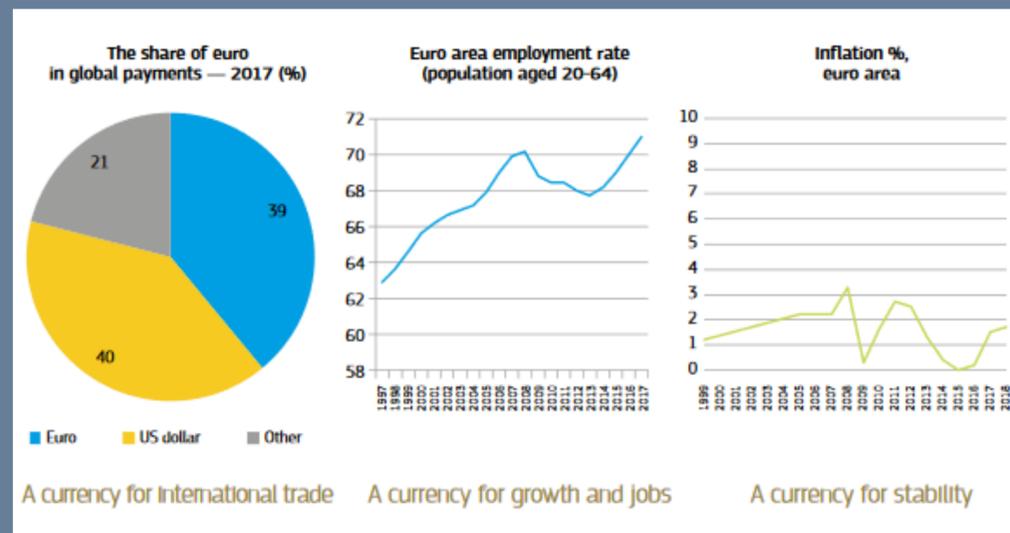
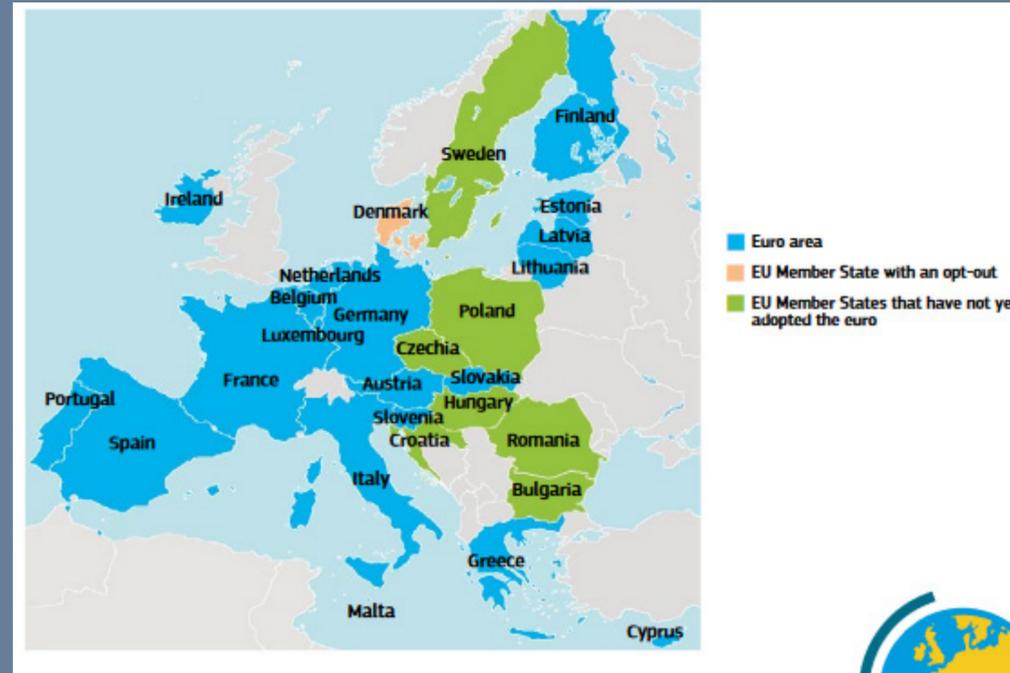
1992 - After the signing of the Treaty of Maastricht, it is decided that Europe will have a single, stable and strong currency for the 20th century.

1999 - The euro is launched for the first time, as a “virtual” currency

2002 - The euro is implemented with about 38 billion coins and 8 billion banknotes starting to circulate. Since then, the enlargement of the euro area has taken place, becoming the second largest economy in the world.

The euro is not only used in geographical Europe, it's also used in the Caribbean, in islands in the Indian and Atlantic Ocean, the north coast of Africa and french Guiana in South America, as well as Andorra, Monaco, San Marino, Kosovo and Montenegro.

The design of all euro banknotes is common to all euro-area Member States. The coins on the other hand, have a general design on one side, and a country-specific design on the other.



EURO MYTHS

1. THE EURO CAUSED INFLATION TO RISE

Having a general currency actually makes life less expensive. As the years have gone by, having a single currency has kept the rise of prices very low in the euro area, which increases the economic competition.

2. THE EURO MEANS AN UNWELCOME LOSS OF NATIONAL SOVEREIGNTY

As we live in a globalised world, the possibility of working together as member states, actually strenghtens national sovereignty. Even if a country pools some of its sovereignty when it adopts the euro, it benefits from the policies and controls of all euro member-area states, and by doing so it can gain influence and power in the globalised economy sphere.

The euro is an attractive currency for other countries, as of 2017, about 20% of the economic worldwide reserves were in euros. The cost of transferring 100 euro has diminished from 24 euros to 2.40 euros since policies were put in place in 2001. Lastly, about 39% of all worldwide financial transactions (not within euro-area) is in euros, 40% of them are in US dollars.

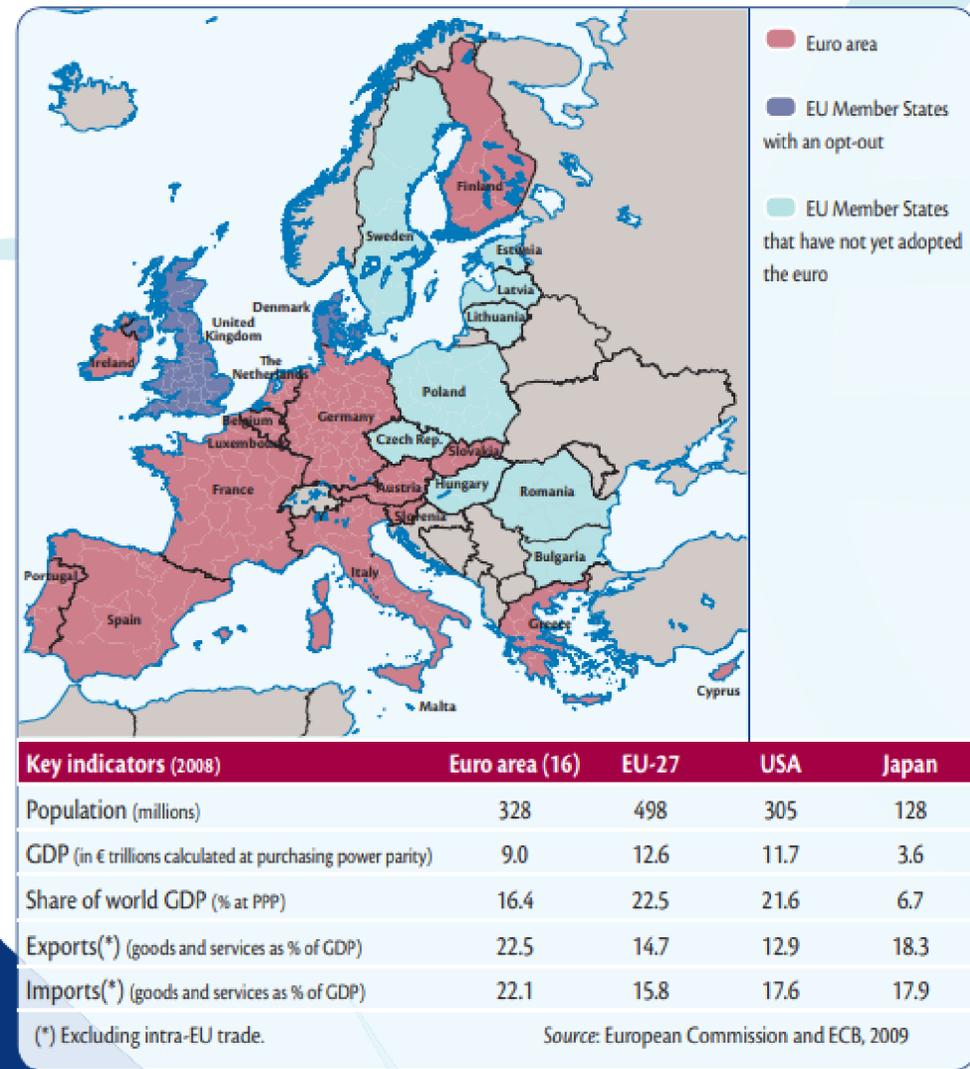
BENEFITS OF THE EURO

The euro has faced some challenges in the most recent years, as the debt crises showed weak spots that needed to be examined, addressed and resolved. While this has been important to reflect on the economic problems of the euro-zone, the benefits the euro brings should not be forgotten, both for its citizens and businesses.

Euro's benefits include:

- A stable currency
- Low inflation and low interest rates
- Price transparency
- Elimination of currency exchange costs
- More integrated financial markets
- Better performing economy
- Sounder public finances
- Stronger voice for the EU in the world's economy
- Greater ease of international trade
- Tangible sign of a European identity
- Cheaper and easier travel

The euro area: facts and figures



FINANCIAL LITERACY

“Financial literacy is an essential educational topic that is missing in most schools and even university systems. The lack of financial education in school years, causes challenges in adulthood. Based on studies by OECD and scholars, there is significant evidence showing that those who have been trained well in understanding how finance works at a young age are more likely to be successful in life. Financial management is primarily the responsibility of the consumer. Many people lack the necessary knowledge, and they have no control over their spending, have no understanding of financial dangers, and are scarcely able to manage the financial repercussions of occurrences like job loss, divorce, illness, or accidents. Coins and notes are being swiftly replaced with all forms of “digital” money, making money more invisible, causing people not being able to visually follow the amount of money that is in their pockets (unless daily logging onto their Digital bank account to be able to follow their expenses). Most European Schools lack the subject of Finance in their curriculum. Thus, it is crucial to help schools adding the topic of finance into their education systems to help consumers to manage their money properly.”

8.1. EUROPEAN VALUES:

KNOWLEDGE TRANSFER AND CULTURAL SHARING

Common values supports the European project, that needs trust, solidarity and active involvement by its citizens. Building blocks of inclusive and cohesive societies link citizens with their institutions. Mobility interactions and cultural exchange grant a better collective future.

8.2. IMMIGRATION IN THE EU

Immigration has been a part of Europe's history for centuries, with people moving from one country to another for a variety of reasons, such as work, study, or seeking refuge from conflict or persecution. However, the scale and patterns of immigration have changed over time, depending on factors such as economic conditions, political stability, and global events.

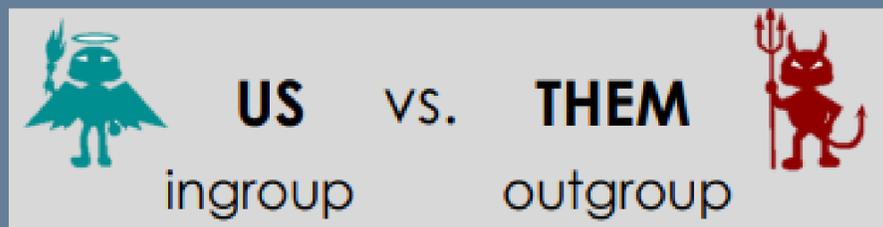
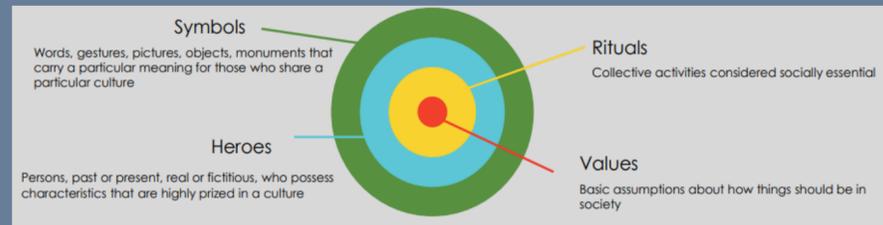


CULTURAL DIVERSITY

Diversity = an instance of being composed of differing elements or qualities. Cultural Diversity is the existence of a variety of cultural groups within a society; recognizing there are many cultures; respecting differences; acknowledging all cultural expressions are valid; valuing what cultures “bring to the table”; empowering diverse groups and celebrating differences.

Cultural values refer to the core principles and ideals upon which an entire community exists and protect and rely upon for existence and harmonious relationship. These are values such as: family (the first agent of socialization); peer groups; school; other activities (sports); media; religion, and more.

Culture is an essential part of the EU’s vision of development cooperation. It contributes to several sustainable development goals, such as: SDG 4 - Quality Education; SDG 8 - Decent Work and Economic Growth and SDG 11 - Sustainable Cities and Communities.



EUROPEAN UNION VALUES

HUMAN DIGNITY: Respected, protected, the real basis of fundamental rights

FREEDOM: private life, freedom of thought, religion, assembly, expression and information

DEMOCRACY: representative democracy, enjoying political rights

EQUALITY: equality between women and men, equal pay for equal work

RULE OF LAW: treaties, voluntariness and democratically agreed by its EU countries

HUMAN RIGHTS: 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 right to get access to justice.

TRANSFER & SHARING

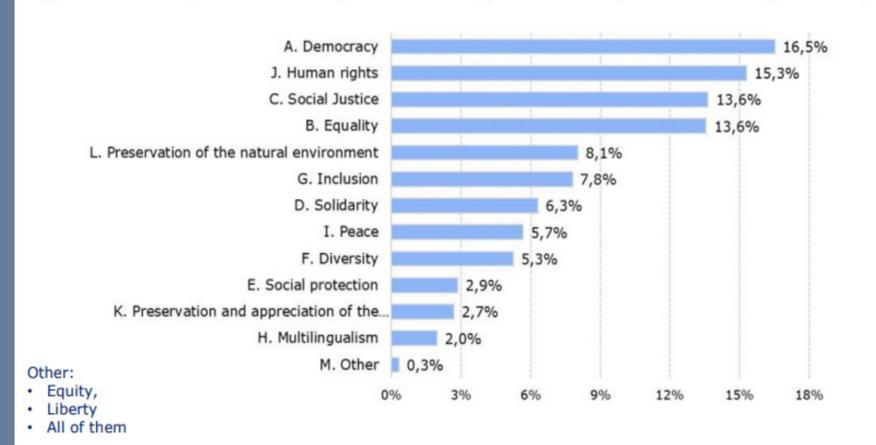
Europe is consolidating itself as a persistent accessory to national identities, as a multiple identification, and there is a greater inclination of younger cohorts to think of themselves as European. The younger the respondents, the greater the support for equality of citizens of different nations.

Cross-border and virtual mobility is a bottom-up worldwide trend that has blossomed nowhere as it has in Europe, and educational mobility matters in terms of Cultural exchange, with student and teacher mobility, networks of scholars and scientists, and the dissemination of publications, sharing and creating a culture of the European University.

However, there are many barriers to mobility, such as professional, familiar, economic, academic and personal reasons. Mobility is also seen more as an opportunity to travel, but it is important to encourage European mobility to raise awareness on inclusion and diversity values; educate students about what is behind inclusion; volunteering experience with minorities, and people with disabilities; propose activities such as sign language or other to increase tolerance and multiculturalism. Virtual mobility is also possible, however face-to-face mobility should be also encouraged, it is necessary to find a healthy balance.

Several benefits associated with new experiences, adaptability or the development of language and social skills are recognized in mobility.

Fig.2 - Most important European values (total of responses=1217, n=412)



IMMIGRATION IN THE EU

Immigration has been a part of Europe’s history for centuries, with people moving from one country to another for a variety of reasons, such as work, study, or seeking refuge from conflict or persecution. However, the scale and patterns of immigration have changed over time, depending on factors such as economic conditions, political stability, and global events. To better distinguish, an immigrant is a person who voluntarily chooses to move to a different country for various reasons, while a refugee is a person who is forced to flee their country due to persecution, war, or violence, and seeks protection in another country.

The post-World War II period witnessed a notable surge in immigration to Europe, with a large number of individuals from erstwhile colonies, predominantly in Africa and the Caribbean, relocating to Europe to secure employment and establish new livelihoods. This epoch of immigration is commonly recognized as the post-war migration period. Additionally, the shortage of labor in sectors like mining, during the 1950s, also led to the promotion of labor migration.

In the 1960s and 1970s, many European countries began to restrict immigration, particularly from non-European countries. This was in response to economic pressures, rising unemployment, and concerns about the social and cultural impact of immigration. However, immigration from within Europe continued, particularly as the European Union was created in 1993, allowing the free movement of people within member states. This opportunity provided numerous Europeans with the liberty

to enjoy “EU internal migration” for any purpose they desired.

In the 21st century, immigration to Europe has become more diverse, with people coming from a wide range of countries, including those outside of Europe. However, the refugee crisis that began in 2015, with large numbers of people fleeing conflict and persecution in countries such as Syria, Iraq and Afghanistan, has brought new challenges to Europe’s immigration policies and practices.

The challenges of providing security and integration possibilities for refugees still continue till this day. Throughout Europe’s history, immigration has been a complex and often contentious issue, with debates and disagreements about the impact of immigration on society and the economy. However, it is clear that immigration has played a significant role in shaping Europe’s history and culture, and it will continue to be an important issue for the continent in the years to come.

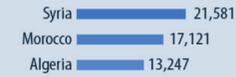


RETURN OF MIGRANTS: FACTS AND FIGURES

ILLEGAL BORDER CROSSING (2020)

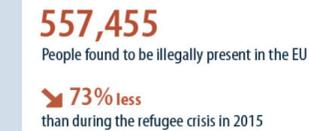


Top three nationalities that crossed the borders illegally

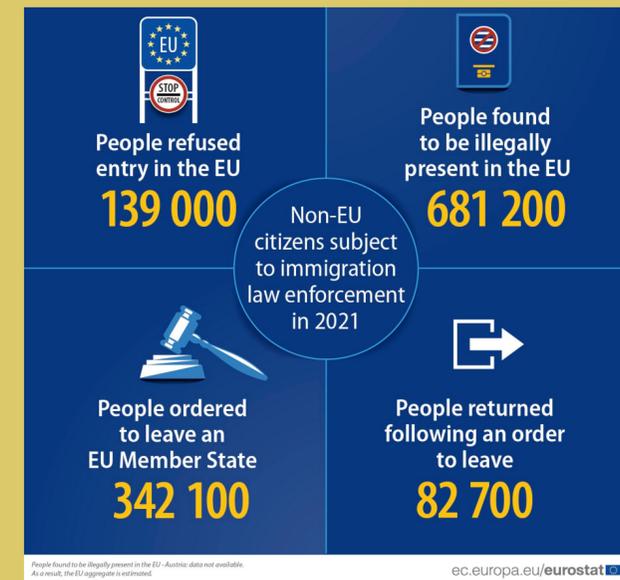


Migratory routes

- 1 Western African
- 2 Western Mediterranean
- 3 Central Mediterranean
- 4 Western Balkan
- 5 Circular route from Albania to Greece
- 6 Eastern Mediterranean
- 7 Eastern Land Borders



Sources: Frontex ("Risk analysis for 2021" report) and Eurostat (Migr_Eipre)



People found to be illegally present in the EU - Asstetic data not available. As a result, the EU aggregate is estimated.

ec.europa.eu/eurostat



9.1. ENVIRONMENT AND SUSTAINABILITY

The concept of “Sustainability” contains seven main aspects or dimensions (Sachs, 2000): Social, Economic al, Ecological, Cultural, Spatial/Territorial, Political and Environmental. Many of the environmental problems we observe are due to individual or collective decisions that ignore the limits of the planet. The problems are compounded by exponential population growth. Sustainable development and to do it correctly is an obligation of each and everyone, and is a global problem.

9.2. THE EUROPEAN SUSTAINABILITY STRATEGY

The first climate conference was held in Stockholm, in 1972, since then, 50 years of environmental policies followed. The EU developed most recently the 2030 Framework for Climate & Energy, for targets to achieve until 2030, and also the Energy Roadmap for 2050, which the main goal is to make Europe the first carbon-neutral continent in the world. In order to achieve this, the economy needs to be changed from a linear to a circular economy, where materials are created, used and recycled, instead of disposed. This will allow to regenerate natural systems, design out waste and pollution and keep products and materials in use. The European Green Deal is a plan in order to lead Europe into near total decarbonisation of the energy systems, and to achieve greater sustainability across all fields.



WHAT IS SUSTAINABILITY?

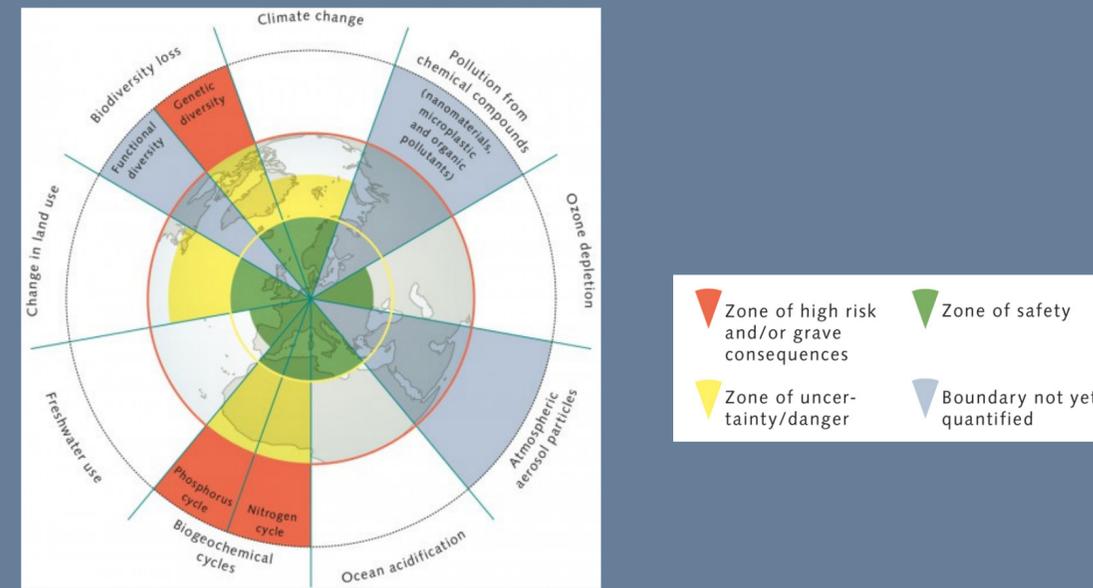
The term “sustainable” comes from latin “sustentare” (sustain; promote, facilitate, support; preserve, care). Sustainability is a characteristic or condition of a process of a system that allows it to remain, at a certain level, for a certain period of time. Sustainability can also be understood as a goal or aspiration for human beings, in their way of interacting with the world. The concept of Sustainability is complex and considers a set of independent variables.

VULNERABILITY OF SOCIETIES

The vulnerability of society has been accentuated by the markedly economic globalisation, which caused an increase in precarious employment, change on traditional patterns of family life, exclusion of those less able to adapt and relative opposition to change. There is a need for a “more humanized globalization” (Stiglitz, 2002). The ecology of human development involves the study of the accommodation between human beings and the immediate environments, and the relationships between them (Bronfenbrenner, 1996).



PLANETARY BOUNDARIES



CHALLENGES

The problems can be different in countries with different levels of development, but the goals are common: poverty and inequality, nutrition and education, human rights, increase in consumption, environmental problems, population growth, change in climate components, ecological footprint, country overshoot days... The Global Development Agenda is now focused on sustainable development.

ENVIRONMENTAL ISSUES

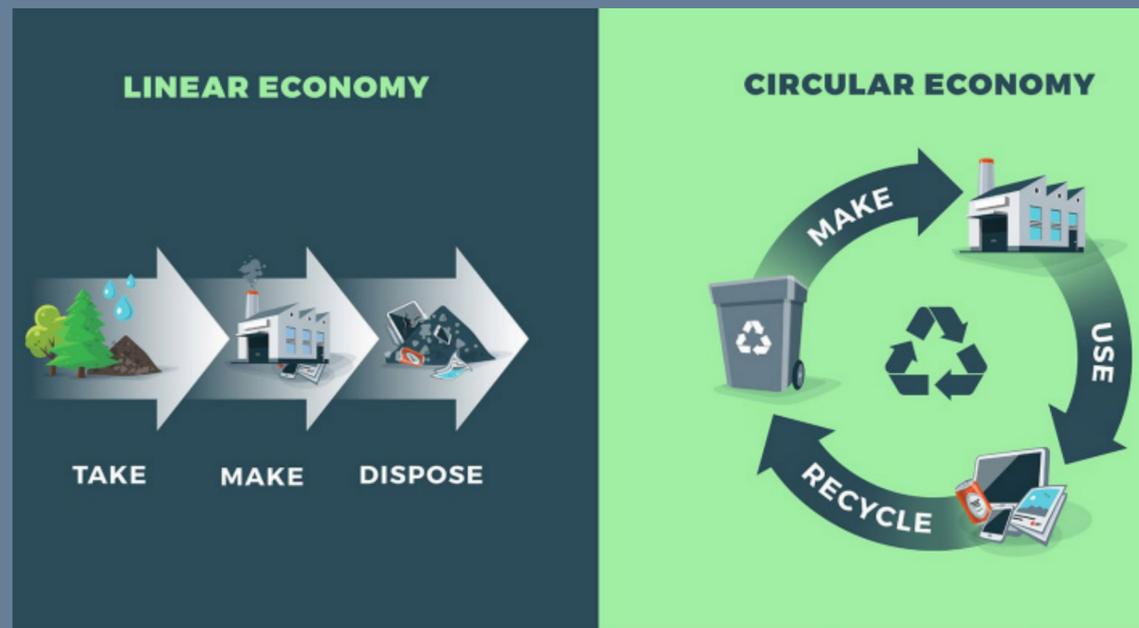
The organization of a social and political conscience began strongly showing in the 60s, and the first United Nations Conference on the Human Environment was held in 1972, in Stockholm, and it's considered the beginning of global environmental policies. The concept of "Sustainable Development" appears for the first time in 1980, and the Treaty of Maastricht made the environment an official EU policy area, in 1993. In 2019, the European Green Deal was created, which helps EU policies on making Europe the first-neutral continent in the world.

SUSTAINABLE DEVELOPMENT GOALS

In 2015 the UN created the 17 SDGs. These are objectives applicable universally to transform the world for the period of 2015-2030. These remain the only integrated framework for economic, social and environmental development, adopted by all UN member states.

CIRCULAR VS LINEAR ECONOMY

In order to achieve the proposed goals in all of the environmental policy, it is necessary to go from a Linear to a Circular Economy. Circular Economy is based on 3 principles: Outdesign waste and pollution, keep materials in use and to regenerate natural systems.



Circular economy has many benefits, such as overall economic growth, through revenues from emerging circular activities, low cost of production; material costs savings; job creation; innovation; higher land productivity; less waste in food value chain, and the return of nutrients to soil (principle of regeneration). The EU has adopted circular economy in the road to a climate neutral economy.

THE 2030/2050 FRAMEWORK

The EU created the 2030 and 2050 energy and climate framework, and the strategy for energy security, which are structured around four sectors: Greenhouse Gas Emissions, Renewable Energy, Energy Efficiency and Interconnection. This is a comprehensive new strategy for a sustainable built environment, based on learnt lessons. This strategy ensures coherence across various policy areas, including climate, energy and resource efficiency, management of construction and demolition waste, accessibility, digitalization, and skills. In 2020 the EU adopted the European Green Deal.

MODEL OF DUBYSOS**LITHUANIAN SCHOOL****INTEGRATED THEMES:**

1. Who am I?
2. Where am I in terms of plane and time?
3. How do we express ourselves?
4. How do we organize our lives?
5. How does the world look?
6. What does our planet look like?

Every school year the themes have got different subtopics, e.g., last year the subtopic of the theme “Who am I?” was “I am a traveller” and the subtopic of the theme “How does our planet look like?” was “Water - for the environment, people and health.” For each integrated theme a special guest, related to the subtopic, is invited, e.g., a traveller, a video blogger, a painter, etc. Every theme is followed-up with an integrated day full of activities and workshops related to the subtopic.

COLLABORATIVE LEARNING

A collaborative learning approach involves pupils in working together in small groups to reach the common goal in the lesson. Main principles of organizing collaborative learning in the lesson:

1. Identification of academic and social goals.
2. Determining the required group size.
3. Dividing students into groups.
4. Classroom arrangement.
5. Preparation of the material.

PERSONAL PROJECTS

The aim of the personal project is to develop the knowledge on the student's personal interests. It helps to reveal the skills developed in the MYP and as well as during the lessons. This project should be based on student's interests or talents resulting in a product or outcome.

GROUP RESEARCH

Group research project is carried out in the primary level classes. Students perform tasks in small groups. The product or outcome is developed in collaboration with peers, but the individual contribution and participation of each student in the process must be obvious. 2 group research projects are carried out throughout the academic year. During the process every student develops the skills of planning, active participation, and self-evaluation.

DEMOCRATIC ASSEMBLIES

Democratic education is based on human rights. The main goal is to help young people to become independent, responsible members of the local as well as worldwide community. Applying the principles of democratic education into the processes at school

is the key to stop problems such as bullying, intolerance, violence. Class teachers conduct the class meetings every week and it is great opportunity for all the students to talk about their feelings and thoughts, to express their concerns. During these meetings students discuss the most important class-related questions, vote if it is necessary. In democratic schools the education of citizenship and human rights are approaches of pedagogical not methodological guidelines. All school community members live and follow the ideas and values of democratic education not only at school but also outside of it. The school meeting is a monthly meeting of the whole school community (students, teachers, administration). Members discuss various issues, vote.

POLICYMAKING IN THE EUROPEAN UNION

The common principles and values that underlie life in the EU are freedom, democracy, equality, and the rule of law, promoting peace and stability.

In order to get these achievements and under the rules of the treaties, the European Commission develops policy proposals for different types of legislation:

1. Directive | A legislative decision made by the European Union that requires Member States to achieve the outcome as outlined in the Directive, but allows some variation in how they implement this.

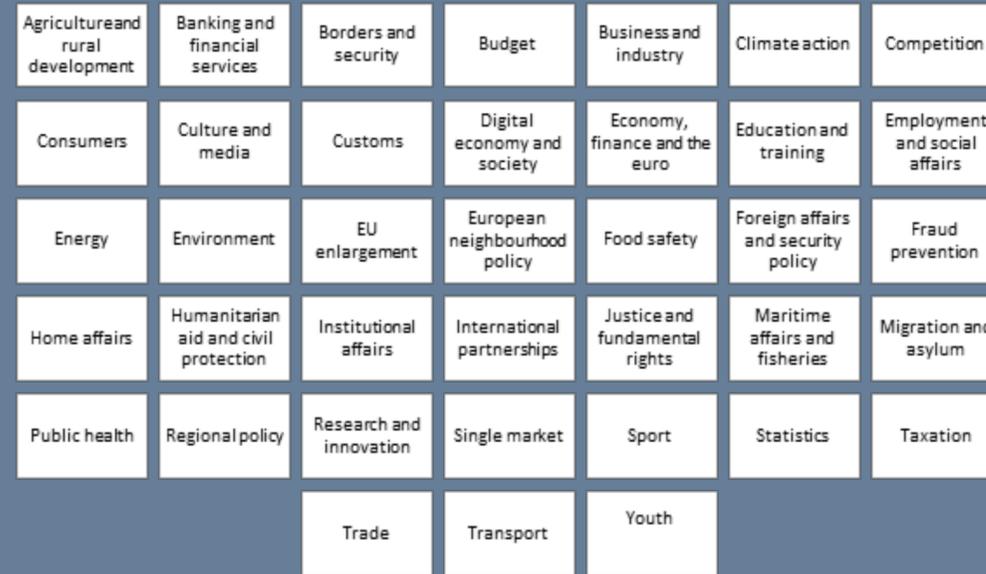
2. Regulation | A legislative decision made by the EU, which must be implemented in the same way by all Member States.

3. Decisions | A legislative decision aimed only at specific organisations and individuals, made clear in the Decision.

4. Recommendation | Non-binding, it allows the EU institutions to express an opinion on a specific issue, and to recommend a way forward.

5. Opinion | A non-binding instrument on a specific issue that can be issued from three of the institutions (Commission, Council and Parliament), or from the (consultative) Committee of the Regions and European Economic and Social Affairs Committee.

In terms of thematic, the EU Member States, at the Council of the European Union work in some policy and initiatives (EU,2022), as shown in the following figures.



Above: European Union work in some policy and initiatives.



Above: Exclusive competence of EU.



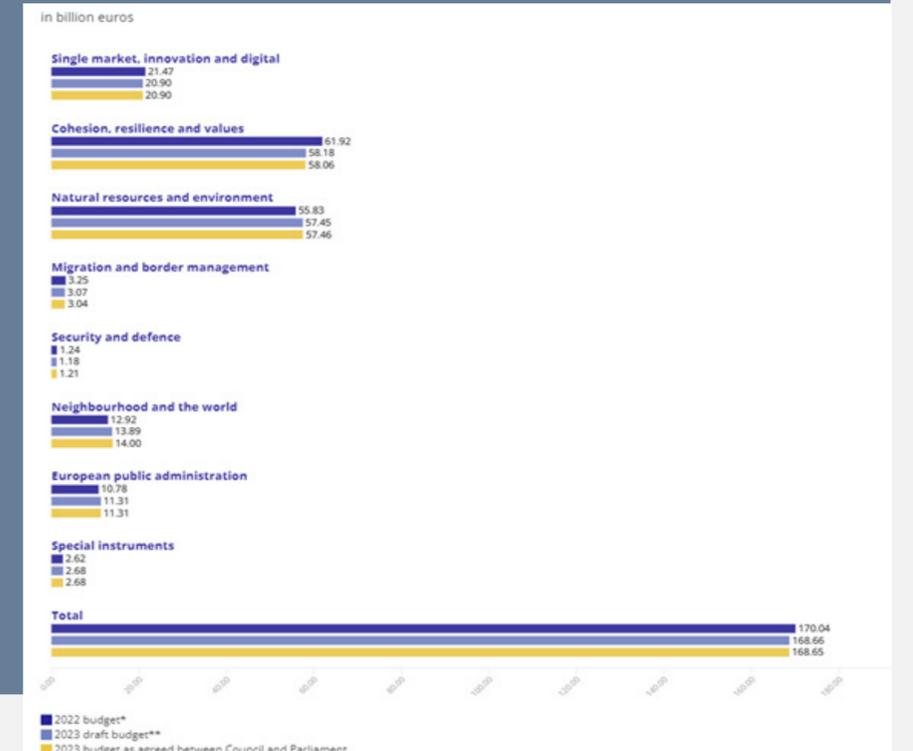
Above: Shared competence between EU and states,



Above: Supporting competence by EU.

2023 EU budget (in € million)		
Headings	Commitments	Payments
1. Single market, innovation and digital	21.548	20.901
2. Cohesion, resilience and values	70.587	58.059
3. Natural resources and environment	57.259	57.456
4. Migration and border management	3.727	3.038
5. Security and defence	2.117	1.208
6. Neighbourhood and the world	17.212	13.995
7. European public administration	11.311	11.311
Special instruments	2.855	2.680
Total	186.617	168.649
Appropriations as % of GNI (gross national income)	1,14%	1,03%

Above & below: Budget of EU Total commitments is set at 186.6 billion. Total payments amount to 168.6 billion (EU, 2023).



PARTNER SCHOOLS



SIAULIAIR R. DUBYSOS AUKSTUPIO SCHOOL

Lithuania



“What you want to bring into life
you must first bring into school”
Wilhelm von Humbolt



Above: Students and activities held by Dubysos school.



LUBELSKA SZKOŁA REALNA

Poland



Above: Lublin Realna School.



ADALYA SCHOOL

Turkey



Above: Adalya Koleji School.

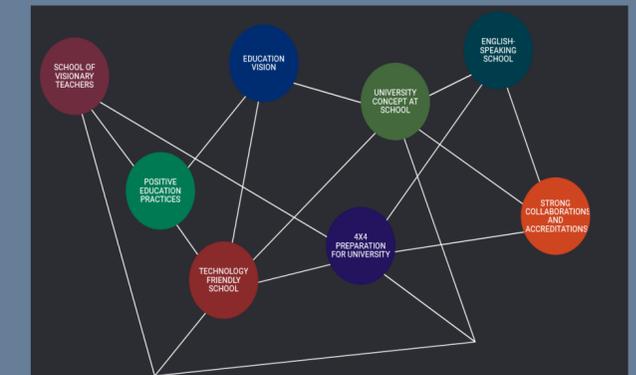


ANTALYA VIZYON COLLEGE

Turkey



Above: Vizyon College School.



Above: Vizyon College School's pedagogical model.

ABOUT THE SCHOOL



“What you want to bring into life
you must first bring into school”

Wilhelm von Humbolt

LOCATION: Siauliai District, Lithuania

FOUNDED: 2020

FOUNDER: It is a public/state school

PROJECT ACTIVITY:

The school was responsible for establishing
European Youth and Culture Club.

MAIN THEME:

Environment

ACTIVITIES:

EU Club on-line meetings (2x per month)

Teachers organized learning activities

Meetings with special guests (1x per month)

Special Campaigns

Events / Excursions / Trips

REASON FOR THE ACTIVITIES:

Students were involved in planning the activities
and their implementation.

NUMBER OF STUDENTS: 31

STUDENT AGE GROUP: 14-17

KEY TOPICS:

Environment + Human Rights + Fake News
+ Cyber Bullying + Bullying + Recycling

ACTIVITY METHODOLOGY:

Discussions, Cooperation and Communication

Group Work and Project Work

RELATIONSHIP WITH THE PROJECT:

All the activities provided the students with
the information about the European Union, to
encourage them to become active citizens of
the EU.

STUDENT FEEDBACK:

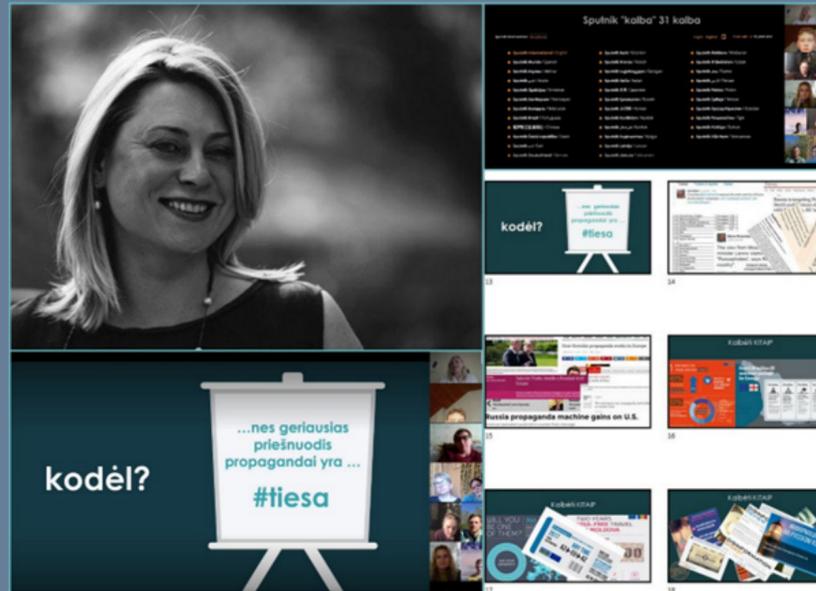
Students actively participated in all the
activities, felt encouraged and motivated,
especially after the meeting with the Polish
students. They feel more confident using the
English language to communicate.

ACTIVITIES

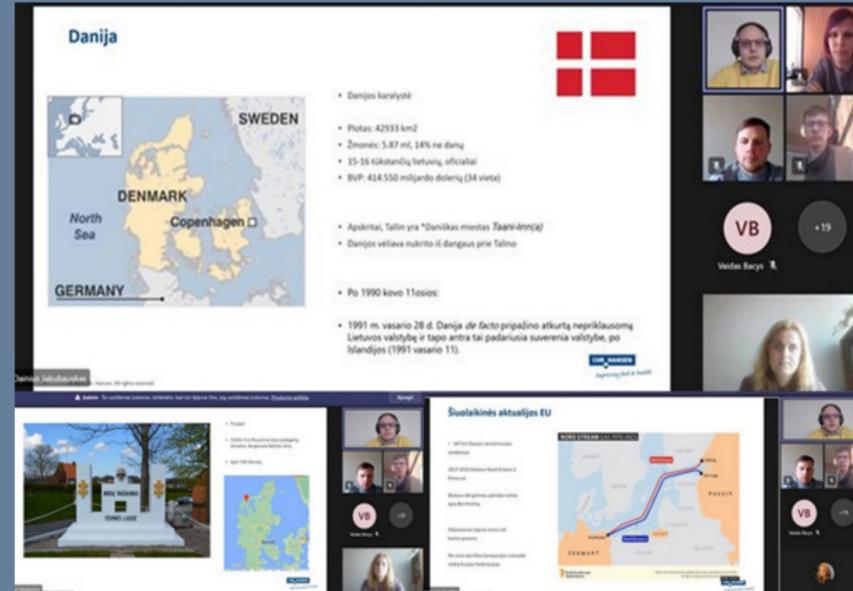


DUBYSOS
AUKŠTUPIO
MOKYKLA

IMPORTANT PERSONALITIES



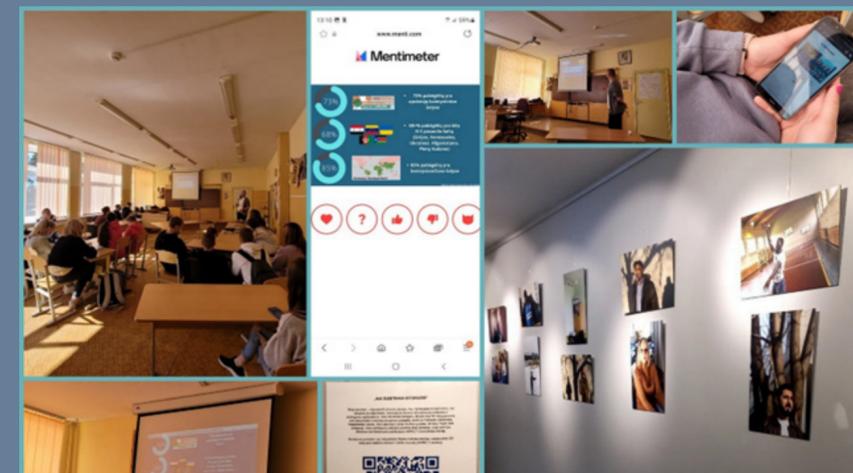
Diplomat and strategic communications expert Viktorija Urbonaviute



Dainius Jakubauskas, PhD in Biochemistry who researches Lithuanian legacy
Rasa Cernakauskienė, advisor of the EU and the Ministry of Environment
Marilė Kosaitė, of the Climate Policy Group of the Ministry of Environment



Political commentator Justina Poskeviciute, an advocate for human rights



Project "When Stories Meet" - Migration processes + Art exhibition



4 Challenges - To promote Sustainability and Responsible Consumption:
1 - Swap or Give away items that are not used anymore but in good condition
2 - Planting colonial oaks around the school
3 - "Step Challenge" - Plant virtual trees using the app "Walk15"
4 - Recycling - The money obtained from taromats was used for a Zero Waste picnic



ABOUT THE SCHOOL



“There is no school without students.”

Agnieszka Kantor-Kolodynska

LOCATION: Lublin, Poland

FOUNDED: 2019

FOUNDER: Group of citizens who wished to shape a modern, youth-friendly school

PROJECT ACTIVITY:

The school was responsible for the Mobile Application & Application of the EU Youth Club in their curriculum

MAIN THEME:

European Union Youth Club

ACTIVITIES:

Various activities related to the EU Youth Club

REASON FOR THE ACTIVITIES:

The school believes in developing and sharing activities with students as these are invaluable experiences for them

NUMBER OF STUDENTS: 90

STUDENT AGE GROUP: 15 -19

KEY TOPICS:

History + Art + Human Rights + Economy + Finance + Geography + Population + Literature + Ecology + Refugees + Democracy + Identity + Agriculture + Youth Future

ACTIVITY METHODOLOGY:

Group work, individual work, workshops, lectures, board games, mind maps, theatre plays and improvisation

RELATIONSHIP WITH THE PROJECT:

Each of the covered topics in the activities are about educating and raising informed european citizens

STUDENT FEEDBACK:

The reactions varied greatly, they showed great curiosity about the issues discussed or even lack of curiosity. The school believes such a diverse attitude is typical of the age group included in the activities

ACTIVITIES



PROJECT MEETING IN LUBLIN



ABOUT THE SCHOOL

“As Vizyon College, our goal is to become the school that changes Turkey’s perception of education in the world...”

Abdulkadir Özbek

LOCATION: Muratpasa, Antalya, Turkey

FOUNDED: 2018

FOUNDER: Ilyas Yilmaz

-

PROJECT ACTIVITY:

The school was responsible for organizing activities about Technology.

MAIN THEME:

Technology

ACTIVITIES:

Discussions and Workshops

REASON FOR THE ACTIVITIES:

To allow the students to plan, create and experiment with a project, and improve it

NUMBER OF STUDENTS: 90 to 100

STUDENT AGE GROUP: 13-17

KEY TOPICS:

The importance of being an EU citizens in terms of education, through the use of technology.

ACTIVITY METHODOLOGY:

The school created Q&A Sessions and students were asked to do brief presentations of the on-going projects.

RELATIONSHIP WITH THE PROJECT:

The main goal was to make the project widely known by the students and their families. The project was disseminated through the workshop.

STUDENT FEEDBACK:

Students were curious about the project, they kept asking questions about it and always tried to contribute to it with their ideas.

ACTIVITIES



Above, center and right: Activities held with students at Vizyon College School.