



PORTFOLIO of the European Citizen
*Handbook for Teachers,
Educators, Parents*

[Http://www.elicitizen.eu](http://www.elicitizen.eu)

Handbook of the Portfolio of the European Citizen

Beside the Portfolio itself, whether in its printed or digital version, ELICIT proposes some accompanying documents:

- The ELICIT Common Reference Framework of Competences <http://www.elicitizen.eu>
- The ELOS Common Framework for Europe Competence <http://www.eloseducation.info>
- This Handbook for Teachers, Educators, Parents
- Resources on <http://www.elicitizen.eu>

This handbook has been devised by a group of European teachers and teacher trainers. It does not cover all the domains of the ELICIT Portfolio and it must be considered as a source of possible examples; by no means as the only model for educational practices. The various resources and tools which are suggested are there also as possible examples: you will find more on the Internet and more particularly on <http://www.elicitizen.eu>

For the sake of coherence, we have used the same headings as in the Portfolio itself and as in the ELICIT Common Reference Framework; we have also noted the ELOS references to show the compatibility between the two approaches.

Do not hesitate to send your remarks to contact@elicitizen.eu

I. Discovering the European educational environment

Knowledge and competences	Eliciting (to support reflexion)	Instructions (to support production)
ELICIT-1 / EIO-1.2 I can identify some of the differences between the subject-matters taught in different E.U. countries.	-I study education systems in language lessons -I share information with E.U. partners as part of a correspondence or twinning project.	-Compare the treatment of a same topic in textbooks of different countries (e.g.: proportions in math, romanticism in literature or Napoleon in history...)
ELICIT-1 / EIO-1.2 I know different study routes in different E.U. countries	-I study education systems in language lessons -I share information with E.U. partners as part of a correspondence or twinning project.	-Imagine and write about the course of studies of a student from another country after collecting information on the Internet or via eTwinning or school correspondence -Compare evaluation systems and marking practices during a school exchange
ELICIT-1 / EIO-1.2 I know the differences of organization and planning of the school-day, -week, -year, between countries	-I draw comparative tables; different groups of students collect information on different countries/regions.	-Set up a correspondence with pupils from different member states and write about each other's daily schedules. -These various topics can be the objects of Comenius or eTwinning projects.
ELICIT-1 / EIO-1.2 I know the E.U. programmes and objectives in the field of Education Training and Employment and I take them into account for my own development and study route.	-I find the documents published in the European Official Journal and by the General Directorate <i>Education & Culture</i> of the European Commission -I understand the objectives of Europe-2020 strategy in the field of education, Training and Employment.	-Subscribe to the Newsletter of the National Agency ERASMUS + -Look for sites of European associations, like AEDE for example. -Show how my study/training choices meet the requirements of a «quality European education» -Show the European added value of my CV during a recruiting interview for a period of internship or a first job.

Resources and tools

Visit the websites of the Ministries of education of various Member States and several other websites showing information and resources; for example:

<http://www.elicitizen.eu> and the websites of the 16 European partners

<http://www.etwinning.net/fr/pub/index.htm>
<http://www.europe-education-formation.fr/>
http://europa.eu/eu-life/education-training/index_fr.htm
<https://ec.europa.eu/eures/home.jsp?lang=fr>

II. Discovering the structures and the European institutions – Elementary

Knowledge and competences	Eliciting (to support reflexion)	Instructions (to support production)
ELICIT-2 / EIO-1.1.1 I have some basic knowledge of the geography in Europe and a general notion of the history of Europe.	-I know the names of the major European countries, the names of their capitals and the general outlines of their history.	-Show Europe and the E.U. on a map of the world -Say how many countries are part of the E.U. -Place 10 E.U. countries on the map. -Match capital cities and countries. -Identify some famous people and say what period they belong to.
ELICIT.4 & 5 / EIO-1.1.2. I can collect and organize general information about Europe and the world.	-I need to know how to collect and process information from various sources.	-Identify various sources of information (embassies, consulates, websites) -Process the information in order to present a summary, an exposé, a poster or a display.
ELICIT-2 / EIO-1.1.3. I am aware of the founding principles of democracy in the E.U. Member States.	-I must be able to show that I know the founding democratic principles of the E.U.	-Identify the principles of democracy: -Representation of the citizens -Participation of the citizens in decision-making. -Role of the national parliaments in the working of the E.U.

Resources and tools

- Maps and planispheres.
- Websites <http://www.axl.cefan.ulaval.ca/europe/Europe-MAP.htm>
- Maps of European countries
<http://www.hist-geo.com/europe/cartes/pays.php>
- European Youth Portal
http://europa.eu/youth/info_on_europe/index_eu_fr.html
- Council of Europe. <http://hub.coe.int/>

- European Court of Human Rights http://www.echr.coe.int/echr/Homepage_EN
<http://www.touteurope.eu/>
http://europa.eu/abc/12lessons/lesson_2/index_en.htm
<http://www.europamorgen.nl/9353000/1/j9vvhjdld5qbiyg/vh8freao54vt>
<http://www.touteurope.eu/fr/organisation/institutions/parlement-europeen-et-deputes/presentation/les-deputes-europeens.html>
<http://www.ac-toulouse.fr/web/ia-gers/7736-2-enseigner-a-l-ecole-maternelle.php#2.3>

III. Communicating effectively and coping with everyday life in Europe – Level 1

Knowledge and competences	Eliciting (to support reflexion)	Instructions (to support production)
<p>ELICIT-2 / EIO-3.1.1</p> <p>I know places or representations of our common heritage (European or global) in my country and in my friends' country.</p> <p>http://europa.eu/index_fr.htm http://www.visite-monuments.com/ http://www.topquizz.fr/quizz/Monuments-Europeens-1125</p>	<p>-I can identify some cultural elements from other countries.</p>	<p>-Name some European countries, their capital city, their national anthem.</p> <p>-Match famous monuments and the places where they belong.</p>
<p>ELICIT-5 / EIO-3.1.2</p> <p>I can use an email to introduce myself, my hobbies and ask for similar details from friends in different countries.</p> <p>I can use a computer and the internet to participate in chats, forums and research projects with friends from other European countries, or in the wide world.</p>	<p>I can:</p> <ul style="list-style-type: none"> -use the internet to collect information, to find documents, to present a task; -use the internet to communicate; -reflect on and be critical of collected data and its treatment. 	<p>-Start an electronic correspondence with friends from other European countries.</p>
<p>ELICIT-3 / EIO- 3.1.3 et 3.2.3</p> <p>I show interest and respect for other people in Europe and in the world. I am aware of the fact that people's attitudes and behaviour may be founded on different sets of values. I can take part in a conversation; I can listen to the others; I can speak up to express my ideas and to justify my point-of-view.</p> <p>http://fr.uefa.com/ http://www.automobile-club.org/ http://europa.eu/index_fr.htm</p>	<p>I can:</p> <ul style="list-style-type: none"> -recognize the symbols of the European Union -respect the others and especially enforce the principles of equality between boys and girls; -I am aware of the dignity of the human being and acts accordingly; -I respect the rules of collective life, for example in sport. -I understand the notions of rights and duties and he observes them in everyday life. 	<p>-Name the football teams of other European countries (or any other sport...)</p> <p>-Write rules for an imaginary debate on a subject of your choice.</p>

Knowledge and competences	Eliciting (to support reflexion)	Instructions (to support production)
ELICIT-4 / EIO- 3.2.1 I can find information about consumers 'rights and compare prices and practices with friends from other countries.	-I can identify some cultural elements from different countries. -I can read and use maps, diagrams, graphs, chronologies, etc. in different languages.	-Compare data from different countries and write about the differences that you have noticed.

IV. Communicating effectively and coping with everyday life in Europe – Level 2

Knowledge and competences	Eliciting (to support reflexion)	Instructions (to support production)
<p>ELICIT-3 / EI0-2.3.1</p> <p>I know the basic rules of communication within a family or in a friendly circle in another country and I can act accordingly.</p>	<p>-I must know how to be polite; I must know about festive occasions, superstitions and the social codes of everyday life in another European country.</p>	<p>-Build the calendar of festive days of a particular country, making apparent the differences with your own country; give details about the customs which surprise you most and try to find their origin. (for example throwing porcelain out of the window in Italy for the New Year)</p>
<p>ELICIT-3 / EI0-2.3.2</p> <p>I can express my own opinions, my needs and my feelings and speak about them in a reasonable manner, using a common communication language with friends from another country.</p>	<p>-I need to master the vocabulary for appreciative judgment, for feelings and emotions, for the expression of my everyday needs (about 15 verbs, nouns, adjectives for each category).</p> <p>-I must know how to use logical connectors in another European language.</p>	<p>-Select a topic about European matters to write a text which you could deliver on the radio, for example. It is about expressing and developing your point-of-view, using appropriate examples and building up your arguments logically to finally conclude by saying what should be done to solve the issue.</p>
<p>ELICIT- 3 / EI0-2.3.3</p> <p>I can explain how stereotypes and discrimination operate, in a multicultural environment.</p>	<p>-I know five discriminatory stereotypes and I can explain their origin and how they operate in a multicultural environment.</p>	<p>-In your vicinity, look for people you know who are of various origins. Say which; start a discussion with these people about the origin of the discrimination they feel and try to explain how some stereotypes appeared. (recorded conversation; skype; emails; etc.)</p>

Knowledge and competences	Eliciting (to support reflexion)	Instructions (to support production)
<p>ELICIT-3 / EIO-2.4.1</p> <p>I am aware of the rules and responsibilities of students in the context of European or international exchanges with partner schools/organizations; and also in the local community.</p>	<p>-I show that I know the codes of good behaviour when visiting partner schools/organizations.</p> <p>-I show that I honour the partnership when I receive a correspondent or when I implement the partnership by taking part in joint projects.</p>	<p>-Contribute to the writing of a Charter for active and respectful students visiting a partner school/organization.</p> <p>-In the Rules of hospitality of your establishment, insist on the specific attentions required when receiving your partners.</p> <p>-Finally, explain how you have contributed to maintain the partnership by participating in specific actions.</p>
<p>ELICIT-3 / EIO-2.4.2</p> <p>I can use various styles of communication in a common language depending on a variety of interactional situations.</p>	<p>-I must make a list of different interactional situations (telephone, email, letter, blog, etc.) which have enabled me communicate in a common language and I must show evidence of it.</p>	<p>-Explain why you have had to get in touch with various people and organizations to obtain or to give required information.</p> <p>-Bring evidence with recorded conversations, screen-captures or scans, and mention the contact details of your correspondents.</p>
<p>ELICIT-3 / EIO-2.4.3</p> <p>I can adapt to different ways of communicating during a period abroad without losing my identity.</p>	<p>-I show that I have discovered other ways of communicating during a period abroad: rules of a local sport; shopping styles; social gestures and attitudes specific of a region or of a generation; humour and puns which vary from one place to another...</p>	<p>-Video-tape a short sequence showing what you have discovered, which you comment as voice-over. Or write a page about the country's specific sense of humour, which you will illustrate with a couple of puns or funny stories.</p>

Resources and tools

Festive calendar of a few European countries

Europe in everyday life

Superstitions in Europe

Some rules of good manners in some European countries

Medias, stereotypes and discriminations

Rules of hospitality

http://ec.europa.eu/youth/index_en.htm

http://www.cristeel.asso.fr/sommaire.php?dep=projets_jeunes&rub=2

Catalogue of traditional European games

V. Communicating effectively and coping with everyday life in Europe – Level 3

Knowledge and competences	Eliciting (to support reflexion)	Instructions (to support production)
ELICIT-5 & 6 / EIO-2.5.1 I understand the institutions in the town or in the region of our partner schools/organizations and I know where to find information about life and employment in the community.	-I identify the various institutions in the town or in the region of our partner schools/organizations. -I know how to get information about living and working in the community.	-Place the institutions on a map and rate them in order of importance -Collect various job offers and get in touch for further information -List the various organizations likely to provide advice or support for your project.
ELICIT-3 / EIO-2.5.2 I can identify and interpret the explicit and implicit values in my and other people's communication in a common language.	In a common language other than my mother tongue: -I can elicit my meaning by developing my point-of-view very clearly. -I can also make my point understood without saying it in so many words.	-Recount a conversation in which you made yourself understood without being explicit about it. -Make a list of implicit expressions which you have heard and elicit their hidden meaning.
ELICIT-4 & 7 / EIO-2.5.3 I am confident about my ability to communicate in another common language, even though I make mistakes, and I always try to improve.	-I show that I am not afraid of facing different situations in a foreign language (asking for information, looking for a job, replying to an ad, participating in social and sports groups...) -I can assess my progress in the foreign language over a year.	-List the most complex situations in which you somehow managed to make yourself understood. -Mention your most recent discoveries about the workings of a foreign language and about its mastery. -Collect the structures and the vocabulary that you are particularly proud of mastering.

Knowledge and competences	Eliciting (to support reflexion)	Instructions (to support production)
<p>ELICIT-4 & 5 / EIO-2.6.1</p> <p>I know how to access international information about living, studying, working, in another country.</p>	<p>-I show that I know the codes of good behaviour when visiting partner schools/organizations.</p> <p>-I show that I honour the partnership when I receive a correspondent or when I implement the partnership by taking part in joint projects.</p>	<p>-Contribute to the writing of a Charter for active and respectful students visiting a partner school/organization.</p> <p>-In the Rules of hospitality of your establishment, insist on the specific attentions required when receiving your partners.</p> <p>-Finally, explain how you have contributed to maintain the partnership by participating in specific actions.</p>
<p>ELICIT-3 & 7 / EIO-2.6.2</p> <p>I can debate on controversial international issues with people from various horizons, in a common language, while acknowledging differences in norms and values.</p>	<p>-I must make a list of different interactional situations (telephone, email, letter, blog, etc.) which have enabled me communicate in a common language and I must show evidence of it.</p>	<p>-Explain why you have had to get in touch with various people and organizations to obtain or to give required information.</p> <p>-Bring evidence with recorded conversations, screen-captures or scans, and mention the contact details of your correspondents.</p>
<p>ELICIT-4 & 7 / EIO-2.6.3</p> <p>I am motivated and prepared to take initiatives with a view to engaging in a future course of study or employment in a European or international context.</p>	<p>-I show that I have discovered other ways of communicating during a period abroad: rules of a local sport; shopping styles; social gestures and attitudes specific of a region or of a generation; humour and puns which vary from one place to another...</p>	<p>-Video-tape a short sequence showing what you have discovered, which you comment as voice-over. Or write a page about the country's specific sense of humour, which you will illustrate with a couple of puns or funny stories.</p>

Resources and tools

<https://ec.europa.eu/eures/home.jsp?lang=fr>

Rules of hospitality

http://ec.europa.eu/youth/index_en.htm

http://www.cristeel.asso.fr/sommaire.php?dep=projets_jeunes&rub=2

Catalogue of traditional European games

<http://www.freelang.com/expressions/>

Geography of Humour

http://www.cafe-geo.net/article.php3?id_article=1570

VI. Working and learning in an informal environment related to employment and demonstrating entrepreneurial competences in a European or international context

Knowledge and competences	Eliciting (to support reflexion)	Instructions (to support production)
ELICIT-4 / EIO-4.1.1 et 4.2.1 I am fully aware of the fact that I also learn outside school. I can connect what I learn in formal and informal environments.	-I identify situations outside school when I have learnt something; I can say what I have learnt and connect it to elements of my school syllabus.	-Watch foreign programmes on TV and make note of the most interesting ones. -Use the Internet to collect useful information and mark the addresses of the most reliable websites. -Take part in European or international projects in my district or region.
ELICIT-4 & 5 / EIO-4.2.2. I can cooperate with peers in European or international projects in various contexts.	-I know about the various educational, vocational and professional European programmes and I can identify the respective competences which they develop.	-Describe a European project in which you took part and show what benefit it has brought you and what you have contributed to its implementation.
ELICIT-4 / EIO-4.3.3 I can recognize opportunities for innovation and creativity. I am eager to get some work experience in Europe.	-I think about future employment. -I know what type of secondary education I need to qualify for future employment.	-European Voluntary Service (EVS) -International choices in higher education. -International choices for future employment.
ELICIT-4 / EIO-4 I can initiate a European project in my school or in my district.	-I can bring together a few friends around a shared idea to implement and I can contribute to its realization.	-Find the programme which will enable the realization of the project and identify the partners. -Participate in the writing of the work plan and in the monitoring of its realization. -Identify your newly acquired competences and mention them at a recruiting interview for a job or for an internship.

Resources and tools

Nat.Geogr. Channel, Discovery Channel, Google, wikipedia, etc., etc.
Colloquiums, forums, conferences, international research

Professional experience abroad

www.citotoets.nl

http://europe.eu/youth/working/traineeships/index_eu_nl/html

European Voluntary Service (EVS)

www.etwinning.net

Eumind, Values, Go Green, Regions, Comenius, Leonardo, etc.

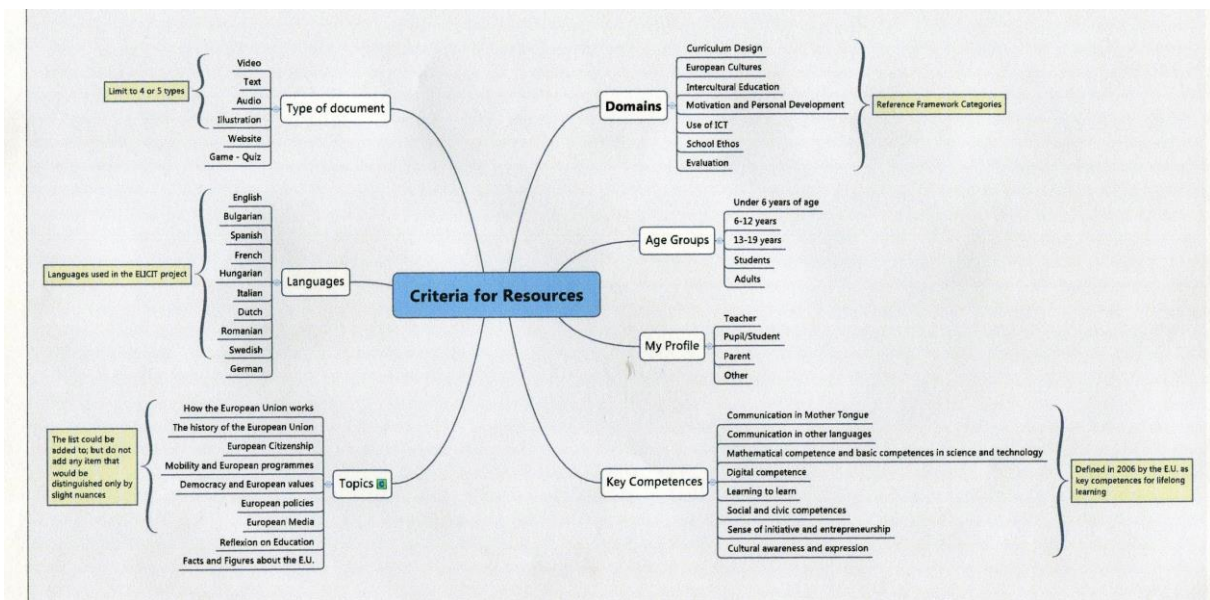
Town twinnings ; Europe for Citizens

European Youth Parliament; European Spring ; European Language Day

Local associations and twinning committees

National European Agencies; European and international services in the community (city or region)

Search the ELICIT website: <http://www.elicitizen.eu> :





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