



PORTFOLIO

of the European Citizen

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

The Portfolio of the European Citizen

What is a portfolio?

A portfolio is a personal document; it belongs to you, only. It consists of three files of a different nature:

- Your passport/biography, with your personal details
- A personal logbook/diary in which you will write about your experience as a European Citizen and about your learning achievements (self-evaluation tool)
- A file to collect and show examples and evidence of what you have done (texts, videos, YouTube, etc.)

There is also a grid on which you can show your levels of achievement in each domain; this grid can be validated by one of your teachers or educators.

The portfolio can be used as a hard copy, downloaded and printed out from <http://www.elicitizen.eu> or it can be used in its electronic format once you have saved it on your own hard disk. You could also entrust it to your personal space on your school's website or on a dedicated space on <http://www.elicitizen.eu>.

What can it be used for?

The portfolio will enable you to

- Show what you know about European matters and what competences you have developed
- Understand what more you need to learn to undertake a study period or an internship in another E.U. country, for example
- Take stock of your achievements and define objectives for future development
- Develop your awareness of your status as a European Citizen
- Show your level of attainment in European matters during a recruitment interview for a job or a vocational internship

What are the accompanying documents?

- ELICIT reference Framework of competences
- ELOS common framework for Europe competence
- Handbook for Teachers, educators, Parents
- Resources at your disposal on the website <http://www.elicitizen.eu>

EU citizenship

- http://ec.europa.eu/justice/citizen/index_en.htm
- Any person who holds the nationality of an EU country is automatically also an EU citizen. EU citizenship is additional to and does not replace national citizenship. It is for each EU country to lay down the conditions for the acquisition and loss of nationality of that country.
- Citizenship of the Union is conferred directly on every EU citizen by the [Treaty on the Functioning of the EU](#)

Map of the European Union - <http://ec.europa.eu/avservices/photo/>

The European Union



I. My passport as a “European Citizen”

My name is:

I was born:

I have lived in various places:

Now, I live at:

Since the Maastricht Treaty (1992), all the citizens of a Member State of the European Union (E.U.) are European Citizens.

As I am a citizen of, I am also a European Citizen.

This portfolio will show how I have become aware of this status and what I do to integrate and develop my awareness of belonging to the European community.

Here is a photo (or a drawing) to show who I am

Date



II. My personal European diary

II.1- My life at school and at work

Give dates and durations. Describe your impressions (satisfaction, pleasure, boredom, etc.) and what you think you have learnt.

The various schools I have attended, in my own country or elsewhere:

The vocational institutes or universities I went to, here or elsewhere:

The places where I did a Summer job:

My professional internships or periods of employment:

II.2- My social and cultural life

My hobbies and leisure activities:

My favourite sports:

My passions:

My heroes:

The places I went to on holiday:

Times and places where I met people from other countries; my impressions:

Any other remarks:

II.3- My linguistic experience and my communication skills

Language(s) spoken at home:

Languages heard (frequently or occasionally) in the street, in public transport, in the school yard:

Songs, poems, rhymes, films, that I have read, seen or learnt in other languages:

Books that I have read in other languages:

The languages which I have learnt at school:

The languages which I have learnt in other situations (twinning committee; evening classes; etc.):

I am not shy when it comes to using another language (writing or speaking) and I can give a few examples:

I use the *European Portfolio for Language Learning* and I know which level I have reached in which language(s):

II.4- My discoveries of other European countries

What countries? When? On what occasions?

My impressions:

What I have learnt:

What I would have needed to know before going:

What advice I would give to my friends who are about to go:

My projects:

II.5- My knowledge about Europe and the European Union (European literacy)

Geography:

History:

Religions:

Myths, tales and legends:

European institutions:

The arts and cultural currents:

Famous Europeans:

Important European monuments:

Important facts in the development of science and technology:

Major projects and achievements in the field of economics and the environment:

European media:

European Youth Programmes

II.6- My initiatives to live as a European and to share this view with my family and friends

Are there European activities in my school? What are they? Do I participate?

Do we talk about the E.U. in my family?

Do we “talk European” in my town?

What happens in my environment before European elections?

Where do I find information about the E.U.? With whom do I talk about it?

Where and how do I try to get information about the place and role of the E.U. in the world?

Is there a European dimension in my hobbies (sports and cultural activities)?

How do I notice the existence of the E.U. in shops?

Any other situation where Europe is apparent:

III. List of documents shown as evidence in my European file:

IV. Evaluation Grids

The grids are based on the 7 domains identified in the ELICIT Reference Framework; they describe objectives for personal lifelong development, in terms of knowledge, competences and attitudes. Every person can fill in the boxes according to his/her own evolution.

1. Curriculum/Study programmes

To develop one's awareness of the tension between national and European perspectives on subject-matter knowledge.

To understand the European environment in which one's own educational system and study programmes are situated.

To be aware of the E.U.'s objectives in terms of education, training and employment.

2. European Literacy

To acquire basic knowledge about the E.U.

To become acquainted with elements of culture and history of the Member States of the E.U.

To be able to communicate in various European languages.

To understand the place and role of the E.U. in the world.

3. Intercultural Competences

To understand and develop attitudes of mutual respect.

To show curiosity and interest for cultural differences and to be able to make decisions in a collaborative and intercultural manner.

To develop adaptability and flexibility. To be able to adapt to diversity.

4. Motivation, personal development and entrepreneurship

To enjoy learning in multiple situations, whether formal or informal.

To take initiatives and measured risks; to assume responsibilities as European citizen.

To take part in trans-European exchanges [virtual or in situ], either in the school, in the family, with a club or at work.

5. Use of ICT

To be aware of the opportunities and of the hazards of the web; to behave by the rules of Internet ethos.

To be able to use online tools; to create one's own ELICIT Portfolio online; to participate in collaborative distance learning platforms and forums about European matters.

6. European/International policy of the establishment

To discover the European/International policy of the school/company.

To be informed about the European education and training programmes.

To participate in European projects and to be able to work in a European learning environment.

To share the experience of European citizenship with others.

7. Evaluation

To be informed about European instruments of evaluation and validation of experience.

To use this portfolio as a tool for self-evaluation.

To show self-confidence and the wish to keep on learning and to develop the awareness of being a European, at school and elsewhere.

IV.1- Curriculum/Study Programmes

Knowledge and competences	Elementary - A	Elementary - Independent B1	Independent B2	Advanced C
Knowledge of European objectives in terms of Education and lifelong learning				
Knowledge of other European educational systems				
Comparison of methods of marking and assessment				
Comparison of study courses, degrees and diplomas				
Knowledge of the place of European higher education on the international scale				
Comparison of taught subject-matters and knowledge areas				
Comparison of school rhythms (over a year, a week, a day)				
Comparison of students' timetables				
National / European perspectives on subject-matter knowledge				
Any other remark...				

IV.2- European Literacy

Areas of knowledge and skills	Elementary - A	Elementary - Independent B1	Independent B2	Advanced C
Recipes and special dishes from other countries				
Songs, rhymes, poems in other languages				
European tales, legends and myths				
Main religions				
Philosophies and major ideologies				
Languages in the E.U.				
Values and the Charter of fundamental Rights				
The Arts: painting, sculpture, architecture, music, dance, literature, the cinema				
Sciences, technology and the major industrial projects				
The history of Europe and the construction of the E.U.				
The European institutions				
The European Union in the world				
Any other topic				

IV.3- Intercultural Competences

Competences and attitudes	Elementary - A	Elementary - Independent B1	Independent B2	Advanced C
Communicating in other European languages				
Coming to terms with the fear of the unknown				
Communicating with new acquaintances				
Being curious about differences				
Listening to other people in conversation				
Respecting other people's right to speak				
Interacting				
Knowing the difference between "respect" and "tolerance"				
Accepting unconventional behaviour				
Enforcing the values of the Charter of Fundamental Rights				
Speaking up to promote the Charter of Fundamental Rights				
Engaging in actions to protect the Fundamental Rights				
Any other action...				

IV.4- Motivation, personal development and entrepreneurial spirit

Competences and attitudes	Elementary - A	Elementary - Independent B1	Independent B2	Advanced C
Being curious about new learning opportunities				
Learning how to collect information in the media				
Learning how to process the information				
Being able to check the sources of a piece of information				
Being curious about training courses available in the E.U.				
Being curious about the various lifelong learning programmes for education and training in the E.U.				
Not being afraid to ask for advice and support				
Becoming familiar with self-evaluation practices				
Coming to terms with the fear of going away, of trying new environments				
Discovering the living and working conditions in other E.U. countries				
Being able to calculate and measure risks and to try new initiatives				
Promoting actively social harmonization in the E.U.				
Any other action...				

IV.5- Use of ICT

Competences and attitudes	Elementary - A	Elementary - Independent B1	Independent B2	Advanced C
Keeping up a regular exchange of emails with European friends				
Participating in social networks in a sensible and responsible manner				
Being aware of the difference between the private zone and the public domain and acting accordingly				
Participating in a workgroup on a collaborative platform				
Participating in a European or international network on the Internet				
Being aware of the ethical rules of the Internet and enforcing them				
Being informed of the hazards and dangers of some websites				
Being able to build and maintain my own page/blog				
Knowing and using the websites of the European institutions				
Knowing and using the websites of European programmes of education, training and employment				
Being able to carry out online evaluations				
Being able to create my European portfolio online				
Being able to create my European C.V. online				
Any other action...				

IV.6- European/International policy of the establishment

Knowledge and competences	Elementary - A	Elementary - Independent B1	Independent B2	Advanced C
Reading the policy statement of the establishment				
Identifying elements of European and international activities (clubs, journals, posters, section in the library, etc.) in the school or place of work				
Checking coherence or differences between policy statement and actions				
Conveying information to friends and colleagues about European and international matters				
Initiating new European and/or international actions				
Knowing who to get in touch with (in my town or my region) when in need of advice or help with a European/international project				
Taking part in European or international projects				
Becoming a member of a European or international association or movement				
Any other action ...				

IV.7- Évaluation

Competences and attitudes	Elementary - A	Elementary - Independent B1	Independent B2	Advanced C
Enjoying discovering new areas of learning				
Being able to assess new learning achievements and progress				
Being able to build upon acquired competences and to develop self-confidence				
Being able to assess what remains to be done				
Being able to set measured, custom-tailored, attainable objectives				
Being acquainted with, and making use of, European instruments of self-evaluation				
Using this Portfolio to validate my levels of attainments				
Other actions...				



This portfolio of the European Citizen has been completed by:

And validated by:

Date:

Signature:

Stamp:



European literacy is the sum total of operational knowledge about Europe, past and present: it is a complex fabric of interwoven philosophies, histories, cultures, myths and legends, religions, languages, geography, economy, geopolitics.

It is the kaleidoscope of multiple perspectives on our shared history.

It is our common past and the future that we must build together.



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