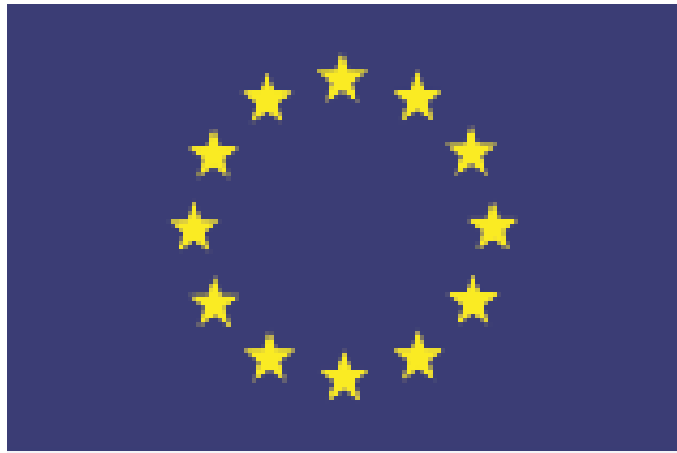


# ELICIT-510624-LLP-1-2010-1- FR-COMENIUS-CMP



Education and Culture DG

## Lifelong Learning Programme

# ELICIT – 3 Objectives

1. To define a Reference Framework of Competences necessary to be able to teach European Literacy and to develop European Citizenship Education
2. To produce a data base of available resources to meet objective 1
3. To elaborate a Portfolio of the European Citizen

# Why this project?

- Participation in European elections
- Lack of information about Europe in the media
- Current European crisis
- Education (and teacher education) is the necessary condition of democracy
- Continuation of previous engagement in another European project, ISTEPEC

# ELICIT - Consortium

## 16 Partners from 8 Member States

- Belgium: FEsEC
- Bulgaria: BG-AEDE
- France: UNILIM-IUFM, UBO-IUFM\*, Collège Marguerite Duras, AEDE-FR, MEP
- Hungary: TEE (AEDE-HU), KEFO\*
- Romania: AEDER, ISJ-Botosani
- Spain: UCO, University of Cordoba\*
- Sweden: Stockholm University\*
- The Netherlands: AEDE-NL, Udens College
- Europe: AEDE-INT

# ELICIT - Work Plan

- The project started on 1 October 2010; it will be running for 3 years, until 30 September 2013
- It includes management, implementation, evaluation, publication and dissemination
- The partners work on a collaborative platform on <http://www.aede-france.org>
- 6 meetings had been planned in the original application
- An ELICIT-ELOS Bordeaux meeting was added in November 2011

## What have we achieved so far?

- Progress Report validated in July 2012
- A first version of the Reference Framework in 9 languages
- The collection of resources has started in each of the 8 countries
- We are currently working on
  - Portfolio of the European Citizen
  - Common European Mention for Teachers
  - Info Pack and <http://www.elicitizen.eu>
  - Dissemination strategy and Quality Plan

# Reference Framework

7 areas (or domains) of competences

1. Curriculum Design
2. European Literacy
3. Intercultural Education
4. Students' Personal Development
5. Use of ICT
6. School Ethos
7. Evaluation

# 1. Curriculum Design

- To identify different European viewpoints on curriculum topics
- To recognise the European/International dimension within the National curriculum
- To promote the introduction of the European/International dimension in subject-matter knowledge
- To promote the introduction of 'European studies' in National curriculum



## 2. European Literacy

- To raise and sustain students' motivation, curiosity and interest in European topics and issues (including languages)
- To raise their awareness of their civic duties as European citizens
- To help students with accessing and processing information about European matters
- To inspire students' collaboration on national, European and International levels
- To encourage students' mobility within the E.U. and abroad

# 2. European Literacy

- To foster students' knowledge of European
  - Values and principles of democracy
  - Myths, legends, religions
  - Arts
  - History
  - Geography
  - E.U. structure and institutions (political, judiciary, social, economic, financial, cultural)
  - E.U. policies and programmes
  - Languages
  - Economics
  - Science and Technology
  - Etc.

# 3. Intercultural Education

- To initiate reflexion about the concept of 'interculturality'
- To demonstrate intercultural competence in everyday teaching in the context of multicultural classes
- To raise students' awareness of the need for intercultural attitudes within a multicultural Europe and to develop their intercultural competence

## 4. Students' Personal development

- To set the scenes for Life Long Learning, and take advantage of European opportunities
- To emphasize the students' self-reflexion and to develop their self-confidence and self-esteem regarding their perception of themselves as European citizens
- To inform the students about study periods, job opportunities, etc. in other E.U. countries

# 5. Use of ICT

- To find and process information relevant to their teaching of European matters
- To establish interactive, communicative learning situations with European partners
- To constitute and participate in European Educational Networks
- To raise students' awareness of the ethics of the Internet and social networks as implemented by the E.U.

# 6. School Ethos

- To refer to the values of the *Charter of Fundamental Rights of the European Union*
- To identify (if necessary, introduce) the European dimension in the school's Mission Statement -which should integrate the European values (Charter) and promote European projects
- To participate, initiate and/or manage a European project
- To manage a European School Network

# 7. Evaluation

- To assess the students' level of mastery of European Literacy at the beginning, during and at the end of the specific learning episode
- To get acquainted with the European tools for evaluation, such as CFEC, CEFR, EuroPass, ECVET, ECTS, etc.
- To use them for evaluation and certification
- To encourage students to use them for self-evaluation
- To take into account European and International evaluation processes, such as PISA

# Portfolio of the European Citizen

- The ELICIT portfolio is viewed as a complement to the ELOS portfolio
- Encompasses all areas of E.U. citizenship
  - Autonomous and critical thinking; reflexion and judgement
  - Intercultural understanding and social skills
  - Deliberation, negociation and debating in other European languages
  - Engagement in action and initiative



# Components of E.U. Citizenship literacy

- Values (Dignity, Freedoms, Equality, Solidarity, Citizens' rights, Justice)
- Knowledge
- Curiosity
- Mobility
- Engagement and Personal experience
- Detachment and reflexion

# Common European Mention for Teachers

- Universities of
  - Cordoba
  - Kecskemet
  - Stockholm
  - Bretagne Occidentale

# It's all yours now...



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