



142137-LLP-2008-IT-GRUNDTVIG-GMP

LANCES

LEARNING IN ACTION FOR A NEW CITIZENSHIP EDUCATION SYSTEM

PROJECT HANDBOOK

“TRAINING PATHS FOR ACTIVE CITIZENSHIP”





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This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use, which may be made of the information contained therein.





LANCES HANDBOOK

‘TRAINING PATHS FOR ACTIVE CITIZENSHIP’



LANCES partners during the kick-off meeting in Rome (nov. 2008)¹

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1. INTRODUCTION

The project “*LANCES – Learning in Action for a New Citizenship Education System*”

There is an important drive for adult education following the message of the *European Year of Citizenship through Education 2005*² and the European Year of Intercultural Dialogue³ in 2008 ‘to learn to experience democracy’ and popularizing and putting into practice the education for democratic citizenship policies and programmes.

The project ‘*LANCES - Learning in Action for a New Citizenship Education System*’, aims to reinforce the awareness of beneficiaries on the strategic role of *Lifelong Learning* as an important tool to enhance *participation* and full engagement of people in the community life, as a fundamental right to *active citizenship*, in order to improve quality and quantity of *Lifelong Learning* supply through the development and testing of new methodologies, learning and teaching tools based on participatory approaches, involving the main stakeholders, and, among them, the adult learners directly involved since the phase of needs analyses. Particularly, drawing upon the *Scenario Workshop* participatory methodology⁴ (transferred to the partnership by the Austrian partner FBI Centre during the first project year) the project aims at developing a pedagogical concept and contextualized methodology in order to enable citizens to better exercise their role in *participation* processes in the partners training organisations.

In this perspective, the project aims to implement education opportunities to increase the *active participation* – both in terms of quantity and quality – of citizens of all ages and from all socio-cultural backgrounds in local *governance* practices and processes through the direct involvement of local public and private actors operating in this sector. In fact, among the educational system the proposal aims to strengthen the role of these institutions in sustaining the empowerment of local communities. The citizens involved could experience engagement in the community life by *participation* in local initiatives, public seminars and workshops organized by the project partners; they took part in the training modules testing and they could share with all other stakeholders the evaluation on their *participation* in the project and on the necessary changes to be introduced to play a more active role.

Partnership

The project was coordinated by UPTER - Università Popolare di Roma Italy) in partnership with Speha Fresia (Italy), FBI Centre (Austria), DVV International (Bulgaria), AESD (Romania) and Sozial Label (Germany).

² 2005 – The European Year of Citizenship through Education was launched on the 13th and 14th December 2004 in Sofia, Bulgaria. The “Year” marks the culmination of eight years’ work by the Council of Europe to define concepts, policies and strategies for applying good practices in the area of education for democratic citizenship (EDC). The “Year”, organised on a decentralized basis, was represented by a series of activities and events in various European countries. It offered thus opportunities for exchanges of innovative practices among professionals, as well as opportunities to raise public awareness of democratic citizenship issues. Ref. www.coe.int/edc

³ The year 2008 was designated “European Year of Intercultural Dialogue” (EYID) by the European Parliament and the Member States of the European Union. It aimed to draw the attention of people in Europe to the importance of dialogue within diversity and between diverse cultures. Ref. www.interculturaldialogue.eu

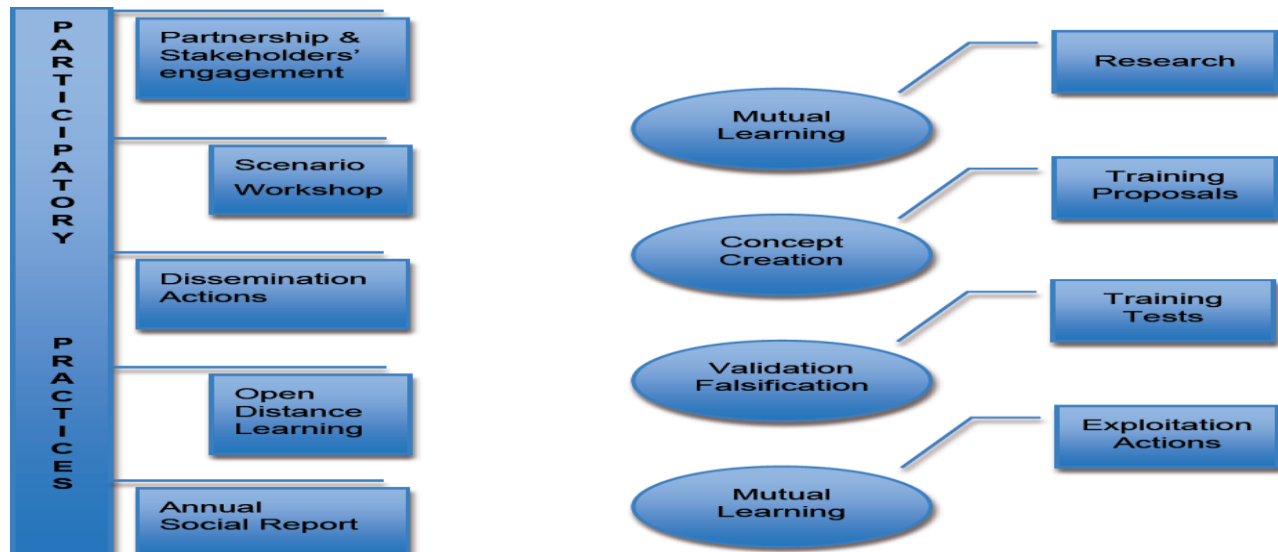
⁴ The *Scenario Workshop* is an adaptation of made by the Austrian project partner FBI Centre of the ‘European Awareness *Scenario Workshop*’ (EASW), a participatory methodology recognized from the European Commission. ‘Toolkit *Scenario Workshop*’ by Andrea Gnaiger & Gabriela Schroffenegger (FBI Centre), Innsbruck, December 2003

Project outputs and activities

1. A project national and transnational dissemination plan with five stakeholders’ maps (Italy, Bulgaria, Germany, Austria, Romania), in order to involve actively the key actors in the research and training activities from the beginning of the project.
2. A questionnaire for the direct identification of the educational needs of citizens, groups of citizens, interested actors at local level.
3. **Two Research Reports**, “1st Field Research Report ” and “2nd Best Training practices” on participation and educational best practices in this field.
4. The project website www.lances.eu.com.
5. Four local workshops on the European participatory methodology of the *Scenario Workshop* tested in Berlin, Rome, Sofia e Bucharest and involving totally 90 people, together with the comparative analysis of the respective local results, with the scientific support of FBI Centre (Austria).
6. An ODL learning platform www.lances.it as common working environment and to continuously involve actively learners, teachers and project stakeholders on Lances training topics and documentation.
7. Four project public meetings realised in Sofia, Calarasi (Romania), Rome for the active involvement of the project stakeholders.
8. A Quality Plan implemented through a Social Responsibility including the publication of two Annual Social Reports.
9. Experimentation of training paths for *active citizenship* in Bulgaria (DVV), Italy (Upter) and Germany (Sozial Label).
10. A training handbook with didactic and methodological tools addressed to learners and to the educational staff (teachers, trainers, facilitators, and operators of the local integrated systems).

Project design⁵

Lances project design is based on participatory practices in all working phases including always the involvement of beneficiaries during the whole project life.



⁵ ‘LANCES Project Social Responsibility Report: First Year - October 2008 – September 2009’ (Speha Fresia)
 Grundtvig Multilateral Project ‘LANCES’ 142137-LLP-2008-IT-GRUNDTVIG-GMP

LANCES Partnership

Active in the field of Adult Education since 1987, **Upter** is a true People’s University on an European model representing a national centre of research-experimentation for educational activities. Particularly sensitive to *active citizenship* issues, it has carried out several activities dealing with civic *participation* in collaboration with public and private bodies. 2004: it hosted the Seminar for Democratic Citizenship in the framework of the Socrates Programme (Projects Grundtvig 1-2) *Lifelong learning for a Democratic Citizenship to practice personal development, autonomy, responsibility and solidarity*. 2005: it won in Oslo the Grundtvig European Award *Active citizenship for a Democratic Society* with the Grundtvig Partnership project “*Telling Europe*”. 2006: it was selected as one of the 100 best Italian organizations in the ‘Excellence’ Report released by Eurispes for the quality of its educational and cultural activities. In 2007 it hosted the training seminar on the new LLP Programme organized with the LLP Italian National Agency.



Speha Fresia, a non-profit cooperative, has its own structure of 7 full-time professionals/partners who possess their own specific professional competences which are mix together to carry out innovative projects requiring highly interdisciplinary knowledge and approaches. It has been operating since 1983 in the areas of Labour Policies, Local Development and Research. Since 1986 it has been developing several actions aiming to social and labour market insertion of disadvantaged groups, working in partnership with public and private bodies. Since 2003 it is conformed to the quality management systems standard UNI EN ISO 9001:2000, as regards: guidance counselling, services for local development, design of systemic measures in support of disadvantaged groups, social research, continuous vocational training and *Lifelong Learning*. The organisation is adopting participatory methodologies also in the current experiences in X Municipality of Rome to design the Social Zone Plan, as well in project practices at transnational level



FBI-Centre is a non-university based Science Shop and an independent research institute accessible to NGOs, grass route groups, citizen groups for knowledge transfer since 1991. *FBI Centre* started as a "classical" Science Shop, with a focus on the mediation task between civil society and university. Due to changes over time (reduced financial resources for the mediation task; shift from knowledge transfer) and changed needs of the clients the concept had been adapted. Now *FBI Centre* focuses on conducting own research projects, generated from requests received from citizen groups or generated within *FBI* team. The main objective of *FBI Centre* is to bridge the gap between science and the civil society by making advanced knowledge accessible, understandable and applicable for a broad public, focusing especially on gender issues and marginalized social groups. *FBI centre* works especially with qualitative research methods, and disseminates results in seminars, workshops and publications.



Sozial Label is a non-profit German association aiming at offering administrative and financial support of social projects. Beyond that the project management in the sense of the organizational planning and execution of projects belongs also to the performance of Sozial.Label., it offers a broadly varied assistance services that includes, beside the finance assistance, also a concept assistance, a project development and project management and administrative assistance. Sozial.Label is part of the network of social NGO's in Berlin co-operating very closely with each other. The staff is experienced in the planning and execution of social projects on European level. On the occasion of new projects the association guarantees the ability to establish new project groups in order to ensure the technical and organizational support, as well as the adherence to the contracts.



AESD is an educational centre whose main activities are the implementation of formal and informal *Lifelong Learning* courses and the creation of organized system of *lifelong* consulting, information and training. The main goal is to promote the *Lifelong Learning* in society in order to facilitate the development of an *active citizenship*, social cohesion and employment. Among the main activities, AESD is engaged in analysing local needs and in creating a network of local centres of distance learning easily accessible for disadvantaged zones. The association, complementary to the educational network, tries to make *Lifelong Learning* more flexible. One of the goals of the association is to give marginalized adults (unemployed, ethnic groups) access to the *lifelong* education and to current job experience in order to obtain (fixed) long-term employment. Calarasi County is one of the most undeveloped regions of Romania, whose biggest social problem is the growing unemployment and economy stagnation.



DVV International, Sofia.: active since 2000 in the field of adult education and vocational training. DVV International's mission is to develop local sustainable adult education structures, increase general and vocational adult educational provision (CV development and training of trainers), implement European computer literacy standards (Xpert ECP), personal and business skills (Xpert PBS), economic and entrepreneurial competences (EBC*L), promote the integration of socially disadvantaged groups, *active citizenship* learning and national Lifelong Learning. DVV is the main promoter of the Lifelong Learning Bulgarian Days: a national discussion forum of co-operation and networking among civil society organizations, educational, business sector and public authorities. Experts from DVV are involved as consultants in national working groups for elaboration of the VET Strategy for Adults, the Adult Education Strategy in the framework of the university education and the midterm Lifelong Learning of Bulgaria 2007-2013.

1.1. The project handbook “*Training Paths for Active citizenship*”: objectives and the notion of training path

This handbook was meant and developed by the partnership with the **aim** to present and to offer a series of useful **methodological guidelines and case studies**, which, addressed to all project target groups (teachers, trainers, facilitators, mediators, learners, institutional and private key actors), derived either from the results of the project research activities (analysis of training needs, collection of best participatory practices), or/and particularly from the training experimentation realised by the Italian, German and Bulgarian partners during the second project phase.

Particularly, the handbook contains the description of the testing phase and activities (designed on the basis of the results of the project research activities illustrated in the project “Research Report on *Participation*”), the environmental setting and social conditions, the learners and the trainers engaged, typologies of expectations expressed and generated during the training, common quantitative and qualitative indicators to benchmark the three local contexts about customers' satisfaction, partnership engagement in participatory occasions in local communities.

1.2. The concept of *participation*⁶



Participation as a social term includes different means for the public to directly participate in political, economic, management or other social decisions. Ideally, each actor would have a say in decisions directly proportional to the degree that particular decision affects him or her. *Participation* means that citizens take an active part in decision-making and authorisation processes. The „intensity“ of *participation* can vary greatly but, in any case, it means more than only voting for a political representative to be elected into parliament. Often, the term is used solely in reference to decisions in local politics and planning processes, but it is surely relevant in several other areas where different kinds of *participation* may be manifested.

There are various forms in which *participation* is practised or would be desirable.

The first level of ***participation in a democratic society*** is the election of institutional citizen representatives. All citizens practise this form of *participation* as electors of the parliament.

A second level is the *participation* in political life by working for a political party or labour union, which many people do, is it as full members of the respective organisation or simply as sympathizers.

Beyond that, there is a third level, made up by all other forms of citizen *participation* which citizens may exercise in various roles. This means, more precisely, all forms of *participation* in the management of public/collective services. Here two further forms can be distinguished:

a. *participation* in the management of the public/collective services which represent all those contexts where citizens can participate in the definition of the quality of the services themselves (public services, child care facilities, schools – and interested associations – environmental associations).

b. *participation* in the democratic management of society (neighbourhood activities, citizens' groups) with a particular focus on immigrants and young associations as well as on gender issues.

In all these contexts, citizens can be involved in participatory processes in their roles as parents, residents of their districts, migrants, young people, students etc. On this third level, the area of *participation* overlaps with the area of social integration. *Participation* of this third kind can be distinguished into two forms: a long-term, institutionalised process as opposed to purpose-based and temporary *participation*.

Examples of areas with ***institutionalised participation*** are:

- church communities
- schools
- child care facilities
- immigrants
- youth
- senior citizens
- businesses
- organisations active in the realm of civil society, such as Greenpeace or ATTAC
- environmental associations (e.g. in Germany: BUND, NABU; in Italy: Italia Nostra and Legambiente)
- special interest group for social matters (e.g. in Germany: Arbeiterwohlfahrt, DPWV, in Italy: ARCI, UNIEDA, AUSER)
- political organisations (e.g. in Germany: Exit and in Germany and Italy Amnesty International)

⁶ LANCES Research Report on Participation 1-2 (2009)

Purpose-based, temporary participation can mainly be found in the following areas:

- city planning, neighbourhood management
- citizens' groups
- (petitions for) reference
- voluntary organisation of public utilities (etc.)

Apart from the various forms of *participation* in society as a whole, **internal participation** is a part of the lives of all persons who are members of a group in which decisions are taken and there is a separation of roles between the management and the other group members. This concerns all kinds of groups: citizens' organisations, social businesses, political parties, profit-oriented businesses, classes (school), sports and social clubs etc.

1.3. Projects target groups

- Citizens, citizens' associations, formal informal groups, local committees;
- Teachers, trainers, pedagogical staff of private and public centres of adult education, mediators, facilitators;
- Public interested authorities and key actors, third sector organisations, private enterprises.
- Public authorities educators, social workers;
- Administrators, politicians;
- Profit enterprises;
- Stakeholders like: municipalities, regions, provinces; *lifelong learning* centres, popular universities, citizens' neighbourhood centres; third sector organisations.

In the context of *active participation* every of these target groups has a more or less institutionalized top-down and bottom-up discussion and communication processes. The main aim of LANCES has been to reach these processes with educational opportunities.

2. COMPARATIVE ANALYSIS

COMPARATIVE ANALYSIS OF TRAINING PATHS

2.1 Brief presentation

The project “*Learning in Action for a New Citizenship Education System*” focuses on the identification and experimentation of training paths of *active citizenship* and *participation* according to the project aims in Rome by UPTER, in Berlin by Sozial Label and in Sofia by DVV International.

The main objective of this comparative analysis is to identify the common and specific aspects of the designed training modules/paths as concrete working examples of training for *active citizenship* and to highlight approaches of contextualizing of the concept of *active citizenship* training and education. An important objective is to situate clearly the project outcomes within the common framework that has been developed and implemented under the project of how training and *participation* are to be linked. The comparative analysis has the aim to demonstrate how the project training activities have been enriched and implemented drawing upon various participatory modalities and in particular the *Scenario Workshop*. One of the specific aims of the project is the transfer and use of the *Scenario Workshop* method with local audiences and the creation of specific participatory models in each partner country, bringing together different local interested groups with reference to community relevant decision-making processes.

2.2. General objectives of the training modules

The general objective of elaborating training modules is to develop educational opportunities, which can sustain and facilitate the *participation* of increasingly sections of citizens in local *governance*, as well as the creation of local networks of administrative institutions, education and training systems, third sectors organisations, which can ensure the development and consolidation of the tested training activities.

2.3. Specific objectives of the training modules

In order to achieve these general educational aims, the following envisaged specific objectives have been pursued:

- Identification of the barriers which hinder citizens’ *participation* in local governance or which cause the exclusion of socially disadvantaged groups.
- Identification of educational paths able to respond to the new skills needs in the various phases of *participation*, starting from the experiences already tested in Europe.
- Experimentation and validation of educational models/paths.
- Use of the *Scenario Workshop* participatory method primarily to introduce it into a local audience and additionally to obtain specific participatory contributions in each partner country, from different local interested groups with reference to the training design on citizenship education.

2.4. Learning objectives and outcomes

The training activities emphasize individual experience and the search for practices designed to promote the development of communities committed to genuine relationships. It concerns the individual and her/his relations with others, the construction of personal and collective identities, the conditions of living together.

The design of the training modules sought a set of practices and activities developed as a bottom up approach with the objectives to help pupils, parents, young people, migrants and adults participate actively and responsibly in the decision-making processes in their communities. *Participation* is the key to the promotion and strengthening of a democratic culture based on awareness and commitment to shared fundamental values.

Thus, the learning outcomes can be summarized as follows:

- Empowering of individual representatives of the target groups. The design of the training modules was driven mainly by the expected learning outcomes, i.e. with the achievements of the learner rather than the intentions of the teacher or the structure of the learning process. In this respect, the training modules were to reflect;
- the broad conceptual knowledge and adaptive skills of the target groups;
- reflect knowledge, skills or attitudes essential for citizens *participation*;
- focus on practical results of the learning experiences;
- reflect the desired end of the learning experience, not the means or the process.

Therefore, the expected learning outcomes are to represent the *minimum* performances that must be achieved to successfully complete the training module/path. For the partnership, the main question to be answered was "*Why should a learner or representative of our target groups take this course anyway?*"

Typology of Learning Methods and Tools (per each training module)

Where	Learning methods	Learning tools	Learning approach
Bulgaria - DVV	Interactive methods (scenario workshop, moderation) plus group work	Moderator and workshop's materials/tools, multimedia, interactive ODL tools	Learners-oriented Individual-centred oriented Reflection-oriented Task-oriented Role-playing
Germany-Sozial Label	Interactive methods, group work, learn-to learn, simulations, self-help, learners' co-determination of the topics and methods of the lessons	Didactic paper material/tools, multimedia, interactive ODL tools	Learners-oriented Individual-centred oriented Reflection-oriented Task-oriented Role-playing
Italy - Upter	Interactive, participatory methods: readings, circle discussions, role playing, walks, statues brainstorming/problem solving, exchange of experiences, encounters with experts in the classroom, external visits, plus group work	Didactic paper and electronic material/tools, multimedia, interactive ODL tools	Learners-oriented Individual-centred oriented Reflection-oriented Task-oriented Role-playing

2.5 Partner countries’ examples

■ Training objectives and activities carried out in Italy by Upter

The training path aims to reinforce the civic knowledge and competences of about 50 citizens, allowing them to play an active role within participative and democratic processes in their own local communities on the basis of the main national and European guidelines in this sector and in strict synergy with the representatives of the local authorities and civil society organizations.

■ Specific target groups and objectives of the trainings in Germany by Sozial Label

- **Mothers** with a background of immigration, without school education, with little linguistic knowledge are supposed to receive knowledge about the school system they will be enabled to help out their children better with school.
- **Trainees** under 25 years old should be prepared to actively participate and be part of the democratic process.
- **Adults** without enough reading and writing knowledge in the mother tongue should be enabled to politically participate.

■ The focus of the training activities carried out in Bulgaria

- The training focus is on the methodological aspect, the target groups have to get experience in applying the method in different settings with students and local municipalities.
- The *Scenario Workshop* is promoted as a method to engage people to participate answering the question: *what is important to you if you want to represent a group?*
- Training course on *participation* practices and methods. The main focus of the course is the *Scenario Workshop* as a good practice in reinforcing citizens’ *participation*. It can be described as a guided process of “*learning by doing*”. The tutor’s role is to present the method and then guide the participants into mastering the methodology using a variety of topics of interest for the participants involved. The course is planned following a pattern of training the trainers by multiplying the participants and trainees at each level.

2.6 Background for training modules development and learning objectives

Three sets of training modules/paths have been developed under the project. They aim at reinforcing civic knowledge and competences of about 50 citizens in every country – Italy, Bulgaria, Germany, allowing them to play an active role within *participative and democratic processes* in their own local communities. They draw upon the main European guidelines in this sector, according to which, the citizen – in synergy with the representatives of the local authorities and civil society organisations – needs to be suitably prepared in order to be able to act as a local actor in the development of a new concept of *citizenship*. The training path allowed the knowledge in the field of *active citizenship* and *participation* to be transformed in competences and practices for shaping the common reality.

The training modules/path draws upon the incorporation of the concept of *active citizenship* and *participation* into training activities for empowering individual citizens. The concept of a training path adopted by the LANCES project partners is not a training course in the “classic” sense of the word, but rather a **training/action pathway**, which at the same time is a “process” of *participation* and an “**exercise**” in **active citizenship**. This training/action path combines different teaching modalities including classroom, distance teaching and other activities. Alongside “traditional” classroom lessons there are also exercises, discussions of case studies and testimony, actions permitting further analysis and experimentation within the local

community. *Teaching/Learning* is not conceived by the piloting partners in its traditional meaning as based on classroom activities. For some of the partners, the learning setting excluded classical classroom environment and focused entirely on engaging trainees into actions and processes of real *participation*. The training modules include active and cooperative learning methods to stimulate a democratic, interactive, critical, cooperative, participative and transversal attitude. An important aspect is also the opportunity for engaging the participants in reflection on their and other people's knowledge, skills and *participation* practices. This "exercise" in *active citizenship* foresees shared exchange activities among the participants based on theory, case studies and real hypotheses in order to identify answers, solutions and innovative practices, for the purpose of promoting citizen *participation* and involving them in decision-making processes (thus transforming the exercise into shared and consolidated practice).

2.7 Competences to be reinforced and enhanced

The *training/action path* aims to offer participants the opportunity to develop knowledge, skills and competences. The three pilots of training in the three partner countries all include the following general learning objectives:



- ***To develop knowledge of***
 - issues relating to *participation* within the national and European contexts;
 - the rights and duties of a citizen and how to exercise them;
 - methods of *participation*;
 - current events and the main socio-political issues in *active citizenship* and democratic *participation* at local, national and transnational levels with particular context related emphasis;
 - the "Europe for Citizens" programme.

- ***To develop skills and competences such as***
 - civic competences for the practice of *active citizenship*, with particular reference to intercultural skills;
 - skills for gathering, selecting and sharing information relevant to their immediate environment;
 - ability to express personal opinions and to present specific information and ideas;
 - capacity for discovering, analyzing and responding adequately to *citizenship* needs;
 - how to participate, how to train for *participation*.

- ***To develop attitudes that facilitate and encourage participation such as***
 - level of trust as a factor for variations in *participation* and in particular trust in other people;
 - capacity of 'hearing the other side' and capacity of facilitation of conversation in various social contexts;
 - self-confidence in deliberation and expression of individual and group opinions;
 - ability to interact directly and participate in actions implemented at grassroots level.

2.8. Topics of training modules (Upter, Sozial Label, DVV)

The topics of the main courses and learning activities were identified on the basis of reflection on the main obstacles of *active citizens’ participation*. The barriers which hinder citizens’ *participation* in local *governance* or which cause the exclusion of socially disadvantaged groups were related to the specific target groups of the three partners and the learning environment in which it was to be carried out.

In the process of designing and planning the training programme questions such as ‘*are some topics more suitable than others? And should we concentrate only on topics dealing with participation?*’ were discussed at project meetings, ideas were exchanged and ideas about the potential for higher impact were shared. The background against these questions were discussed and it has been the concrete training context of the partner organisations and the potential for better exploitation of the designed training modules/path within and beyond the project duration.

Thus, the variety of topics reflects the difference of the training contexts and the training and learning objectives within the partner organisations and a particular concrete vision of the learning outcomes and sustainability of the designed learning content.

▪ Upter

Training Modules/Topics (available in electronic format through the learning platform www.LANCES.it)

The didactic scheme has been intended and articulated on very flexible modules, so that it can be adapted and varied according to different typology of users, on the basis of their interests, motivations, level of competence in *participation* issues and experiences, by focusing on particular participatory needs, themes and methodologies of interest.

1. *Active citizenship*
2. *Participation*
3. Inter-culture
4. Common Goods
5. Conflict Management
6. Life Stories
7. Alternative Economies

▪ Sozial Label

Topics:

1. Learning to participate in school life
2. Federal election for the Lower House of the German Parliament (*‘Being spoiled by choice’*)

▪ DVV

Main focus on the topic of *participation* at European level and the conditions for active involvement based on the understanding of Europe of its citizens and belonging/European identity.

Three topics:

1. *Civil Participation* and methods
2. Moderation and the role of moderators
3. *Scenario Workshop*

2.9. Contextualization of training modules and activities

2.9.1. Learning environments

The identification of the best condition that can help learners take control of and manage their own learning was a main theme of discussion in the partnership. This includes providing support for learners to...

- set their own learning goals;
- manage their learning;
- managing both content and process;
- communicate with others in the process of learning;

...and thereby achieve learning goals. The comparative analysis identifies the variety of approaches to creating an appropriate learning environment as main aspects of the partnership collaboration.

▪ **Non formal learning environment with focus on active citizens’ participation (Upter)**

The courses were conducted within the peculiar learning environment of the Università Popolare di Roma, which, based on the model of the European popular universities, aims to create a new learning experience within a non-formal and informal context for adults of all socio-cultural backgrounds, at very affordable prices. Upter is an experimental *lifelong learning* centre open to everyone, as well as a point of reference and consultation for other popular universities and associations at local, national and European levels.

The promotion of *active citizenship* is one of the main pillars on which Upter bases its educational and social activities, as indicated in the following mission statement:

Courses and topics embedded in **Upter’s** training programme.

They explicitly address the topic of *active citizenship* and are designed to contribute and offer explicit training on:

Socialization: socialisation and personal growth. Social Inclusion. Educational activities for immigrants.

Culture: the Right to Culture, facilitate access to and *participation* in cultural events. Cultural development through reading, writing, book promotion, research and study, cultural and scientific debate.

Education: spreading the culture of *lifelong learning*. Expansion of non-formal and informal education.

Learning – Training: learning without economic speculation, learning for all, to the exclusion of none. The University’s accreditations ensure the usefulness of the certificates for employment purposes.

Participation and Active citizenship: create, support and develop civil society and third sector networks in Italy and in Europe through the promotion of *participation*, volunteer work and social commitment of citizens and organisations of the civil society.

Sport, exercise and quality of life: spread the culture of sport and well-being, active *participation* in the relationship of one’s body, the environment and society.

Experimentation and Scientific knowledge: encourage study and research. Promote a scientific culture and knowledge of the new technologies.

European Dimension: open the doors to the cultures of other peoples and promote integration and European co-operation.

Subsidiarity: in a principle of subsidiary promote the development of services for everyone and especially for the categories define as weak. Offer incentives to increase the role of non-profit organisations.

Partnership: establish a co-operative network with labour unions, associations, non-profit bodies and institutional partners.

Technological Innovation: access to the new technologies for all decrease in access costs and educational opportunities on the net at no cost.

Relations with Public Institutions: Upter pursues full recognition of its social aims through, laws, codes and regulations in order to place Upter within the framework of the public associations.

Peace and Inter-culture: promote peace through socio-cultural integration between peoples, dialogue and co-operation for the development of the world’s South.

The learning environment at Upter is, thus, not the typical school environment, but essentially one where there is the opportunity to encounter and exchange knowledge and experiences aimed at initiating a process of individual and social empowerment in terms of improving the quality of one’s personal, professional and cultural life.

- **Non-formal Learning environment (Sozial Label)**

There is a strong emphasis on non-formal learning in the choice of institutions for piloting and experimenting by Sozial Label. For this project the German partners have chosen the following groups from the following institutions: An adult education centre, a provider offering further education, a ‘sheltered workshop’⁷ for disabled people (. Non-formal learning may occur alongside other activities, which may or may not have other learning objectives. In this case, non-formal learning is incidental to other activities, which do have an educational objective. While *participation* in the primary activity is intentional, the non-formal learning that stems from it may not be. At any rate, it may not be perceived directly, which is what often makes recognition formalities very difficult for those who are unaware of this non-formal learning by-product or of the related potential outcomes. A further example is provided by Germany where all adult learning is viewed as non-formal.

- **Informal learning environment (DVV-Bulgaria)**

The main assumption to draw upon in the design of the training activities has been that people learn constantly, everywhere and all the time. It appears generally understood that individuals are capable of accumulating knowledge, skills and competences throughout their lifetime, well beyond their organised learning in formal settings, such as school, university or structured vocational training. The real issues are the value to be attached to outcomes resulting from learning that is termed “non-formal” and “informal” because it occurs outside a formal context, and the recognition that they legitimately deserve both in society and economic life. This emphasis was chosen because the target groups are mostly students and their regular and routine activities are related to formal learning environment. It was argued that for the purpose of the project other informal learning environments would be of better and more productive potential.

The design of the training modules also has drawn upon the well acknowledged fact that many institutions of higher learning around the world play a key role in developing the capacity of institutions and individuals to understand and behave in ways that contribute to wider social change, through processes that may be social, cultural, economic and political. The aim of the training activities is also related to the exploration of the roles and relationships of higher education institutions and their partners and collaborators as they support and enhance learning that contributes to processes and outcomes of personal and social change and transformation.

2.9.2. Target groups addressed in the trainings

The choice of the target groups also clearly reflects the various contexts in which effective training for *active citizenship* is to be conducted. It represents the differences in the social situation of the partner countries and the current main issues related to democratic processes and civil society *participation* and role.

- **Sozial Label’s (Germany)** main area of intervention is *participation in the democratic management* of society (neighbourhood activities, citizens' groups) with a particular focus on immigrants and young associations as well as on gender issues.

Social Label has chosen the following institutions as premises of *LANCES* training paths:

- An adult education center.
- A provider offering further education.
- A ‘sheltered’ workshop for disabled people.

⁷ A sheltered workshop is an organisation that provides employment opportunities for people with disabilities and/or those from disadvantaged backgrounds, such as ethnic minority groups, the long-term unemployed, and those returning to the workforce after a period of rehabilitation. The word 'sheltered' refers to a protective environment where disadvantaged people can undertake paid meaningful employment in a supportive environment. Ref. http://en.wikipedia.org/wiki/Sheltered_workshop

The basic assumption is that training for qualification is of fundamental importance, but it is only useful if provided in accordance with the particular target group’s needs and requirements. In social work (for example in the areas of youth, senior citizens and immigrants) and educational science, training of this kind plays a critical role. It aims at enabling *active participation* of the attendees, who are encouraged to bring their character and experience into the training so that the goal, content and method of the latter one can be determined according to the individual needs of the participants. With such methodology, the participants themselves are put into a leading or teaching position, so that the roles of the learners or rather the addressees of social work and the social workers may be reversed (as in peer-to-peer education, learning through research, neighbourhood mediators) or the borders between teachers and learners become indistinct (the teacher becomes a tutor, the knowledge is brought in by the addressees, the study group becomes a self-help group (support group)).

Thus more concretely their target groups are:

1. Mothers with a background of immigration, without school education, with little linguistic knowledge.
2. Trainees for office communication under 25 years, with social educative support and special instruction.
3. Adults, working people, but not enough reading and writing knowledge in the mother tongue.

▪ **Upter**

Upter has targeted its training for active *participation* to:

- Italian and foreign residents in the city of Rome with good knowledge of spoken and written Italian.
- Italian and foreign students in Upter courses.

The participants, consisting mainly of women, ranged from 25 to 65 years of age.

▪ **DVV** envisages as beneficiaries of the training activities the following groups:

- Young people aged between 20-25 including students of European Studies (both BA and MA students), former students in the beginning of their work career, Doctorate students in the area of Political Studies and European Studies. These are identified as direct beneficiaries of the training activities, since they are involved throughout the duration of the training and take active part in all stages of the training activities.
- Representatives of the target groups participating in the practical moderated sessions can be included in the group of beneficiaries, since they acquire experience and observe an activity that can be multiplied according to other topical issues and be applied as a method for fostering civil *participation* at local, national and European level.

2.9.3. Description of the training modules and experimentation process.

Case studies from the partner organisations (Sozial Label, Upter, DVV)

▪ Sozial Label/Germany

Premises:

- Rooms of an adult education centre.
- Rooms of a "provider of further education, particularly the room called "Learning Isle" used by the association for remedial teaching.
- Classroom of a 'sheltered workshop' for disabled people.

Size of the target groups and gender:

- 22 women with immigrant background. Teaching Unit: 'Learning to participate in school life'.
- 10 Trainees. Teaching Unit: "Being spoilt for choice". First group (4 women / 6 men).
- 10 adults. Teaching Unit: "Being spoilt for choice". Second group (4 women / 6 men).

Articulation:

3 classes for each target group consisting of 10 teaching days for respectively 20 teaching units/hours (totally 60 teaching units/hours of training).

The classes take place once a week and contain 2 teaching units.

Methodological approach:

The participants are the centre of attention and can contribute with their own interests to common learning process of the class, so that the lessons need to have a flexible structure and the participants need to feel confident during class.

The acquired knowledge is transferred to every-day life and by using examples, so that their newly acquired knowledge should be consolidated.

- Reading texts in groups to withdraw and interpret information.
- Group discussions to form and to express an opinion.
- Short presentations (statements) for the transfer of information.
- Planning activities, organizing and preparing guidelines for interviews, telephone calls and mailing lists.
- *Role playing* – experiencing themselves either in the role or actually performing this role and simulation of every-day, concrete activities.

▪ Upter/Italy

Premises:

- Upter's Palace Englefield, Upter's seat of Barberini Square and itinerant lessons by the Town of Alternative Economy of Rome and the Roma Camp Metropoliz of Rome.

Beneficiaries:

- Italian and foreign residents in the city of Rome with good knowledge of spoken and written Italian, Italian and foreign students in Upter courses, all motivated to exercise their role as *active citizens* within their own local communities, municipalities, region and province.

Gender and age:

- 48 participants (39 women and 9 men), ranged from 25 to 65 years of age.

Articulation:

- Three cycles of 20 teaching hours each realised three times in the February-June 2010 period for a total of 60 hours of training involving 48 students. Four-hour meetings held on five Saturdays morning (9.30-13.30) per each cycle for a total of 20 hours involving about 15-20 participants.

Methodological approach:

As a "**process of participation**, the methodology is based on active and cooperative learning methods to stimulate a democratic, interactive, critical, cooperative, participative and transversal attitude and also a virtual platform for self-learning. At the end of the training path, there was a follow-up phase aiming to actively involve the learners in the final activities of the European project through the consultation of training documentation in the virtual platform, as well as through the *participation* in the LANCES Facebook Group forum and in the final project transnational meeting (Rome in September 2010).

- The **DVV training course** is divided into three main parts:

Premises:

- DVV Office
- Sofia University, Department of European Studies.

Beneficiaries:

80 persons totally

Direct Beneficiaries

- 6 among young students (aged between 20 and 25) of European Studies, 23 former students at the beginning of their work career, Doctorate students in the area of Political Studies and European Studies (training the core group of participants (10-15) on the method with practical model scenarios. University students in their last years of studies (5); young people who have graduated from university and have began their professional career (5); postgraduate students developing thesis on topics related to European integration, European governance and *participation* (2) and volunteers from stakeholders’ organizations (3-5).

Indirect beneficiaries

- 50 representatives of the target groups participating in the practical moderated sessions who could acquire experience and observe an activity that can be multiplied according to other topical issues and be applied as a method for fostering civil *participation* at local, national and European level.

Articulation:

3 units for totally 60 teaching hours as follows:

1) 20 teaching hours – training the core group of participants (10-15) on the method with practical model scenarios. Participants: University students in their last years of studies (5); young people who have graduated from university and have began their professional career (5); postgraduate students developing thesis on topics related to European integration, European *governance* and *participation* (2) and volunteers from stakeholders’ organizations (3-5).

2) 16 hours *Scenario Workshop* practice with selected and prepared groups identified by the core participants (from the same organizations, institutions, the same social status, etc.) Objective: building capacity in established and informal teams in order to provide for support among them and for the opportunity of implementation the activity in their professional or educational context.

3) 24 hours of conducting *Scenario Workshops* including :

- 4 hours of surveying and identification of the topics and the plan of the activity
- 16 hours of *Scenario Workshop* activity (2 SW sessions) on identified topic of interest connected with European governance and *participation*
- 4 hours debriefing based on observation and feedback from the activity. Discussion on the applicability of the method and further opportunities for application in real life situations.

Methodology

Participatory methodology of the *Scenario Workshop* as a good practice in reinforcing citizens’ *participation*.

2.10. Specific methodological approaches of the learning activities carried out

The training/action paths combine different teaching modalities including classroom and distance teaching, but alongside “traditional” classroom lessons there are also exercises, discussions of case studies and testimony along with actions permitting further analysis and experimentation within the local community. Following approaches have been followed.

- **Individual centred approach**

What occurs in the learning and training sessions was not only be geared to students' needs and interests in general, but also engaging, interactive, culturally appropriate and empowering. In this respect it can be concluded that a culturally sensitive learner-centred approach was adopted which means that each training institution partner designed appropriate pedagogy and course methodology rather than a methodology imported from other learning contexts. The curriculum is a collaborative effort between teachers and learners, since learners are closely involved in the decision-making process regarding the content of the curriculum and how it is taught. Learning is tailored to the needs and interests of course participants. The methodology chosen allows students to actively participate in discovery learning processes from an autonomous viewpoint. The approach adopted in the design of all training modules is learner-centred and it places the efforts of the learner to understand things at the centre of the learning process. The individual thus becomes the primary focus. The starting point for learning is learner's own experience.

- **Task-oriented approach**

The training incorporates tasks as features of everyday life in the personal, public, educational or occupational domains. The assumption has been that task accomplishment by the individual involves the strategic activation of specific competences in order to carry out a set of purposeful actions in a particular domain with a clearly identified goal and a specific outcome. Tasks can be quite simple or extremely complex and the training contexts in the partner institutions incorporated varieties of tasks - from looking for information, taking part in discussion, planning a course of action - to moderation of focus groups or planning together a common initiative and action of *active citizenship*). The main objective is the creation of an environment where participants constantly are engaged in interaction.

Tasks constitute the central units in the designed syllabuses and the core of the adopted approach. They are elaborated either as a main component of the classroom or training activities (where training is envisaged) or are practical, authentic tasks whose performance is considered as *learning by doing*. These ‘real-life’ and ‘target’ tasks are chosen on the basis of learners’ needs outside the classroom, whether in the personal and public domains, or related to more specific occupational or educational needs.

1. Example – UPTER - Module ‘Inter-culture’

During the training path, in relation to the training module ‘Inter-culture’, the teacher proposed to visit a Roma camp, Metropoliz, an abandoned industrial area, which, occupied in 2009 by the metropolitan groups, offered accommodation to around 80 immigrants among Rumanian Roma and other disadvantaged ethnic groups in an interesting perspective of self-recovery of the ex-factory. Following this visit, participants got either individually and commonly more responsible and aware of the problems of Roma people, so that they decided to plan together, as project follow up activity, a concrete initiative of awareness raising and fund raising campaign to create a micro-credit in favour of the Roma inhabitants of Metropoliz centre.

- **Role playing – experiencing themselves either in the role or actually performing this role**

Role-playing refers to training role where persons rehearse situations in preparation for a future performance and to improve their abilities within a role.

Partners in the framework of project LANCES actively used this interactive method.

2. Example – Sozial Label – Unit ‘*Learning to participate in school life*’

Worksheet 6		
Role play: to perform and to simulate an everyday Teacher-Parent conversation in class		
<ul style="list-style-type: none"> ▪ To understand: <i>I understand that. / This may be the case. / This is possible.</i> ▪ To agree with so/sth: <i>Yes, I think so, too. / I agree with you. / We can do it that way.</i> ▪ To inquire: <i>I do not understand that. / Could you please explain that again? / If I understood that correctly, you...</i> ▪ To decline: <i>No, that is not possible. / My child would never do that! / I do not believe that.</i> 		
<table border="1" style="width: 80%; margin: auto; border-collapse: collapse;"> <tr> <td style="padding: 5px;"> <p><u>Problem:</u> Peter often disturbs class, is aggressive and quarrels with teachers and other students</p> <p><u>Possible Reasons:</u> He does not have friends, has problems with the language, gets bad grades</p> <p><u>Suggestions:</u> Private lessons, sports club</p> </td> </tr> </table>		<p><u>Problem:</u> Peter often disturbs class, is aggressive and quarrels with teachers and other students</p> <p><u>Possible Reasons:</u> He does not have friends, has problems with the language, gets bad grades</p> <p><u>Suggestions:</u> Private lessons, sports club</p>
<p><u>Problem:</u> Peter often disturbs class, is aggressive and quarrels with teachers and other students</p> <p><u>Possible Reasons:</u> He does not have friends, has problems with the language, gets bad grades</p> <p><u>Suggestions:</u> Private lessons, sports club</p>		

- **Reflection**

The training activities include processes through which an individual or group actively considers what has occurred. There are tools that encourage reflective learning. The assumption is that without the inclusion of reflective activities the learner can lose a genuine opportunity to develop their own understanding. Reflective activities can include the use of diaries, journals, logs, sharing in small groups, questionnaires with reflective open questions about what has happened or what has been learned.

1. Example – UPTER - Module ‘*Active citizenship*’

<p>During the lesson on the module ‘<i>Active citizenship</i>’ each participant receives by the teacher three post-it papers, on which he/she are asked to write three different definitions/concepts related to <i>active citizenship</i>. Then, all post-it papers, hung on a big poster, are collected according to the thematic groups of reference on the basis of the topics indicated.</p> <p>For instance: <i>active citizenship</i> is....knowledge and competence, commitment, solidarity, future planning, sharing, ect.</p> <p>Once clarified the sphere of meanings connected with <i>active citizenship</i>, the teacher gives the following definition: <i>Active citizenship is to pay attention to what is around us and to feel directly involved to to improve the surrounding world.</i></p> <p>Consequently, to be an active citizen, it is necessary:</p> <ol style="list-style-type: none"> 1) TO KNOW → information → observation 2) TO REFLECT → critical knowledge and analysis → emotions 3) TO ACT → individually → choices of lifestyles, of consumer, awareness raising of other people through examples, practices, solidarity... → together, commonly → joining existing or new groups.
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- **Autobiographical approach**

Example – UPTER - Module ‘Life Stories in ‘Active Citizenship’

What relation between active citizenship and narrative approach?

Searching: the group is divided into pairs who discuss together on a series of questions; then, pairs are invited to write on a sheet what emerged from the discussion. Finally, all answers are read in plenary.

Hereby the questions:

- *Is it a new or a known concept?*
- *Do I know experiences in this specific field?*
- *Do I have specific questions to this regard?*
- Eventual other questions to be defined...

Facilitated autobiographical writing: “Within the world”.

Each participant writes on a sheet his/her memories on experiences related to the category “*Within the world*”:

This kind of methodology is based on a ‘list’: participants are asked to remember as many as possible events, describing them only in few significant lines. Thus, they are invited to write emotionally, remembering the most relevant events and then they will be asked to read and to comment only some preferred aspects of experiences. Finally, each participant reads ONLY what he/she likes to share with other participants. This activity is finalised to remember and to share events dealing with other people, thus making a concrete experience of narrative methodology.

2.10.1. Further methodological-participatory approaches – Examples from the partner countries

Upter – Active participatory methodology

The course is based on **active and participatory learning methods** according to the practices of the *Scenario Workshop*, of the study circles and the Citizen’s University, as identified in “LANCES Research Report 1st - 2nd “. Since the field is vast, the course aims to provide the learner with research and exchange skills – tools to be used after the course ends as well.

In this perspective, different techniques for facilitating interaction and exchange among the learners (visioning, brainstorming, active listening, and theatre of the oppressed...) were also used, along with more traditional methods such as classroom teaching and discussions. The course availed itself of the methodological support of the **virtual learning platform** <http://www.lances.it>; the Italian section of the platform includes the didactic programme, the modules delivered in the classroom, additional supplementary modules on topics dealt and not dealt within the classroom, as well as the evaluation questionnaires. The students were also involved in active *participation* in the **LANCES project discussion group created on Facebook**, with the aim of activating a forum for exchanges of experiences, good practices and knowledge on the project specific themes: <http://www.facebook.com/home.php?#!/group.php?gid=317631729585>. During the project lifecycle many news, articles, information dealing with the project topics were posted by the group members (project staff, students, learners, key actors, ect.). For instance, the group followed constantly the participatory budget’s meeting and results carried out in some municipal districts of Rome (VII and X municipal districts), as well as some specific sustainable campaigns, as the campaign for the petition against the proposal of privatization of the public water by the Italian Government.

Of particular interest was the opportunity to receive **experts on specific thematic areas** (autobiographical methodologies and life-stories, campaign for the reform of the world bank, initiatives for the rights of nomads), as well as to visit urban realities representing initiatives and actions of *active citizenship* and *participation* in progress or already concluded: Theatre Forum performances, Lazio Region conference on “Responsible Administration – Economic and Financial planning 11/2/2010; initiatives within the sphere of the participatory budgets in the 3rd Municipal District; visit to the ENEA centre (Italian National Agency for New Technologies, Energy and Sustainable Economic Development); visit to the occupied intercultural centre and nomad camp Metropoliz; visit to the Town of Alternative Economy of Rome.

In conclusion, all these methodologies contributed to fostering *active participation* and exchanges on the part of the learners, most of whom at the end of the course expressed a desire to continue to keep in touch in order create concrete *active citizenship* initiatives and actions under the coordination of the teacher.

Moreover, the following methods and tools were used during the lessons:

Readings - Circle Discussions - Role playing - Simulations - Walks - Statues - Brainstorming/problem solving - Exchange of experiences - Encounters with experts in the classroom - Visits to participative realities and initiatives

Sozial Label - methodical procedure within Teaching Unit: "Being spoiled for choice" - Federal Elections 2009

Methodological approach:

Pedagogical working with the above mentioned target groups can only be successful, if the participants are the centre of attention and contribute their own interests to class. Therefore, the lessons need to have a flexible structure and the participants need to feel confident during class. The acquired knowledge should be also transferred to every-day life through the use of concrete examples in order to consolidate learners' newly acquired knowledge.

Tools:

- Role-playing and simulation of real actions and situation for a better accessibility and understanding of real every-day life.
- Reading texts in groups for a shared understanding of information
- Discussions, conversation, asking questions, forming and expressing opinions
- Short presentation (statement) for the transfer of information
- planning activities, organizing and preparing guidelines for interviews, telephone calls and addresses, ect.

DVV – Scenario Workshop and Moderation

The Training in DVV focused on didactical and methodological materials in two areas:

Scenario Workshop

More and more, the principle to take the participants seriously and not to restrict them by any defaults, but to give them well-structured scope for a creative development, has gained ground in the management theories. The techniques of a future workshop to make the knowledge and experiences of the participants productive are in greater demand than ever before. The *Scenario Workshop* helps to develop and generate utopian ideas or ideas about the future. It allows identifying and discussing the differences and similarities of problems and solutions as perceived by different groups of participants.

Moderation

The moderator is highly responsible for the success of finding a solution. The assignment of the moderation of a *Scenario Workshop* to a person is not only a question of the assumed professionalism of the moderator but also a question of confidence between the group and the moderator. In the ideal case, there should be an intensive preparatory talk with most of the potential participants and after that the group can decide if they are willing to venture a future workshop with this moderator. Also in advance, the aims of the moderation should be determined and as well which conclusions should be drawn after the moderation. The preparatory workshops with students drew upon these principles and led the trainee moderators onto the practice of moderating a workshop with diverse target groups.

2.11 Other Issues

2.11.1. Innovative and qualifying elements

The training/action course on *active citizenship* qualifies as a pilot programme thanks to the inclusion of a number of elements which ensure added value to the training proposal itself.

The main elements of innovation and quality included in the proposal are related to the following aspects:

- The role of the learners is an active one, they are not led, but instead are the protagonists of their learning experience, both in terms of study and opportunities to share acquired skills. They can be both teachers and learners, in a mutual exchange of knowledge and ideas for the cooperative building of shared knowledge.
- The learners' active role can also be stimulated with the selection and realization of a final action, which can put theory to the test in an exercise of conception, co-planning and awareness-raising on shared themes.

- The training path is a “methodological exercise”: the training/action pilot proposal is not a “classic” training course, but rather an exercise in citizenship – that is, a path in which the learners can experiment with actual participative practices through simulations of case studies.
- Follow-up: the training path devoted particular attention to follow-up activities for the learners involved in the project and to this end was supplemented with active use of a **virtual platform** on the part of the learners, who were able to consult the additional documentation on the platform, as well as participate actively in the **LANCES project discussion group on Facebook**, aimed at stimulating exchange of experiences, good practices and knowledge on the project themes of *participation* and *active citizenship*:
<http://www.facebook.com/home.php#!/group.php?gid=317631729585>.
 In addition, other concrete follow-up activities following the course were planned through *participation* in local *active citizenship* initiatives under the guidance of the teacher.
- Direct involvement of learners in the wider activities of the European LANCES project through the access to the virtual platform, their *participation* in the final meeting of the project (which is to take place in Rome in September 2010) and their *participation* in LANCES Group Forum in Facebook.
- The course is also characterized by a global approach to *active citizenship*, questions to the participants are included about their roles and responsibilities in society.
- The e-learning platform www.lances.it, based on Moodle (a free learning management system) enables all participants to create a flexible, and engaging learning experience. This tool is particularly consistent with our overall methodology choices (open source and knowledge sharing).
- Focus on active forms of *learning by doing*.
- Process of practical organization of a modified version of the *Scenario Workshop* method in relation to concrete topical themes and supplementing other forms of public consultations, opinion polls, involvement in decision making process.
- Extension of the method to a specific aspect of focus group survey to assess the preparedness of the identified target groups for *participation*.
- Research elements into a number of *participation* methods to assess their appropriateness and suitability for the concrete context and the need of a wider *participation* of the target groups.
-

2.11.2. Evaluation

The process of monitoring and evaluating the training activities was carried out in two different phases:

1. Interim monitoring: during the lessons the teachers dedicated the last half hour of each meeting to an immediate evaluation, asking the students to write their personal opinions on a sheet of paper, in order to take into account their comments and suggestions to improve interaction among the students and between the students and teacher, as well as to respond more effectively to the specific needs expressed by the students.
2. Ex post evaluation at the end of the course, either students and learners filled an evaluation questionnaire, giving their useful feedback on the entire *learning/teaching* process.

3. CASE STUDIES

3.1. UPTER

TRAINING PATHS AND MODULES FOR ACTIVE CITIZENSHIP



(Modules available in electronic format through the learning platform www.lances.it)



Teacher: Chiara Belingardi

Beneficiaries

Italian and foreign residents in the city of Rome with good knowledge of spoken and written Italian, Italian and foreign students in Upter courses.

The 48 participants, consisting mainly of women (39 women and 9 men), ranged from 25 to 65 years of age.

Articulation

The programme consists of three cycles of 20 teaching hours each realised three times in the February-June 2010 period for a total of 60 hours of training involving 48 students. Each four-hour meeting was held on five Saturdays morning (9.30-13.30) per cycle for a total of 20 hours involving each one about 15-20 participants

Specific objectives

The pilot training course was aimed at empowering to *active citizenship* and participatory practices around 50 residents of Rome who are interested and motivated to exercise their role as *active citizens* within their own local communities, municipalities, region and province.

In fact, the training programme was conceived to reinforce the civic knowledge and competences of learners allowing them to play an active role within participative and democratic processes in their own local communities on the basis of the main national and European guidelines in this sector and in strict synergy with experts and with the participatory processes carried out by the local authorities, by the civil society organizations.

Competences

The training/action path aims to offer participants the opportunity to develop the following knowledge and competences:

- knowledge and application of non-formal and informal learning methods and processes in the field of *active citizenship*.
- knowledge of issues relating to *participation* within the national and European contexts.
- knowledge of the "Europe for Citizens" programme.
- knowledge of shared and participated planning methods.
- knowledge of the rights and duties of a citizen and how to exercise them.
- deeper knowledge of current events and the main socio-political issues in *active citizenship* and democratic *participation* at local, national and transnational levels.
- acquisition of civic competences for the practice of *active citizenship*, with particular reference to intercultural skills.
- development of skills in gathering, selecting and sharing information.
- development of critical and analytical thinking (ability to analyse and select information).
- development of expressive skills (ability to express personal opinions and to present specific information and ideas).
- development of negotiation skills (techniques of non-violent communication and conflict resolution).
- capacity for discovering, analysing and responding adequately to citizenship needs.
- ability in motivating others.
- capacity to plan, manage and assess a “multiplier” project.

Methodologies

*See section 2.9.3. ‘Description of the training modules and experimentation process. Case studies from the partner countries’ and section 2.10. ‘Specific methodological approaches of the learning activities carried out’.

External visits

During the course, the teacher organised with the participants some external visits to urban contexts representing initiatives and actions of *active citizenship* and *participation* in progress or already concluded: Theatre Forum performances, Lazio Region conference on “Responsible Administration – Economic and Financial planning 11/2/2010; initiatives within the sphere of the participatory budgets in the 3rd Municipal District; visit to the ENEA centre (Italian National Agency for New Technologies, Energy and Sustainable Economic Development); visit to the occupied intercultural centre Metropoliz; visit to a nomad camp; visit to the Town of Alternative Economy of Rome.

Premise on the specific topics/thematic modules

With regard to the topics, every effort was made to ensure a perspective of continuity with the results of the specific topics which emerged during the *Scenario Workshop* held in Rome in June 2009 within the LANCES project. In effect, particular focus was foreseen on the following topics: *participation*, knowledge and information, inter-culture.



Emerging topics during the *Scenario Workshop* held in Rome by Upter in June 2009

Training thematic modules (available in electronic format through the learning platform www.lances.it)

1. Active *citizenship* (units: "power", "information and communication")
2. Participation
3. Inter-culture
4. Common Goods
5. Conflict Management
6. Life Stories
7. Alternative Economies

ACTIVE CITIZENSHIP

1. Definition: two techniques were used in order to find a common definition of *active citizenship*: public definition in circle and definition written on post-it papers.

2. Elements: each participant had three post-it papers, on which he/she are asked to write three different definitions/concepts related to *active citizenship*. Then, all post-it papers, hung on a big poster, are collected according to the thematic groups of reference on the basis of the topics indicated.

For instance: *active citizenship* is...

- a) Knowledge and competence...(various definitions...)
- b) commitment
- c) solidarity
- d) future planning
- e) sharing and collaboration

Once clarified the sphere of meanings connected with *active citizenship*, the teacher gives the following definition:

Active citizenship is to pay attention to what is around us and to feel directly involved to to improve the surrounding world.

Consequently, to be an active citizen, it is necessary:

- 4) TO KNOW → information → observation
- 5) TO REFLECT → critical knowledge and analysis → emotions
- 6) TO ACT → individually → choices of lifestyles, of consumer, awareness raising of other people through examples, practices, solidarity...
→ together, commonly → joining existing or new groups

When people come to act socially, they often enter into relation with institutions and power, which can:

- listen, making us feel protagonists, satisfied citizens...
- not listen, in a more or less frustrating way; anyway, it is necessary to find new strategies to have influence on the surrounding world (thus analyzing the reasons of the institutional indifference, involving more citizens, broadening the discussion and avoiding the obstacles, finding a dialogue with other institutions...)

3. Obstacles: it is important to understand which are the main obstacles to the exercise of *active citizenship*. In this case it is useful to use the *brainstorming* technique: each participant can express a series of concepts related with *active citizenship* and, starting from this discussion, the group is invited to think about the obstacles and barriers which can be overcome and on the ones which can't be overcome. Hereby, we present a list of answers dealing with the possibility to interact or not with the public administration.

Example of *Brainstorming*: *which are the main barriers to the practice of active citizenship?*

(the obstacles which can be removed are underlined)

- mistrust
- devolving power and responsibility
- corruption and bad faith
- funds
- lack of information
- individualism and lack of civic mind
- lack of time
- lack of quality standards
- lack of reflections on actions

- lack of transparency
- difficulty to have a contact with the main stakeholders
- indifference
- strict distinction and overlap of competences
- lack of responsibility
- lack of common meeting places
- nepotism
- unused existing meeting places
- ... it is not my responsibility and task
- bureaucracy
- lack of internal and external controls
- difficulty to find elements
- lack of information on the way to carry out project

4. Examples: each participant tells a personal practice of *active citizenship* and all case studies are discussed and analysed together in terms of strategies, methods...

▪ **Focus on information & knowledge – Unit “how to get informed”**

With regard to knowledge and information.....some practical examples from mass media....

How can I get information in order to become an active citizen?

- *Newspapers:* Internazionale, Limes, Carta, Micromega, Altraeconomia, Valori, Le Monde Diplomatique
- Examples of local radios dealing with *active citizenship* topics - *Radio:* -Radio3: Prima pagina : - Radio Mondo
- Radio2: Caterpillar -Radio popolare -Radio radicale.
- Examples of national, local *tv programs:* Report, Storie (Rai 3: Presadiretta).
- Websites, social forums: see list of websites at section 4.3 ‘Sitography’.

External visits

During the course, learners, guided by the teacher, visited an initiative of the participatory budgets in the 3rd Municipal District.

PARTICIPATION

1. Definition: the teacher invites students to find a common definition of *participation* through the *brainstorming* and/or the post-it technique.

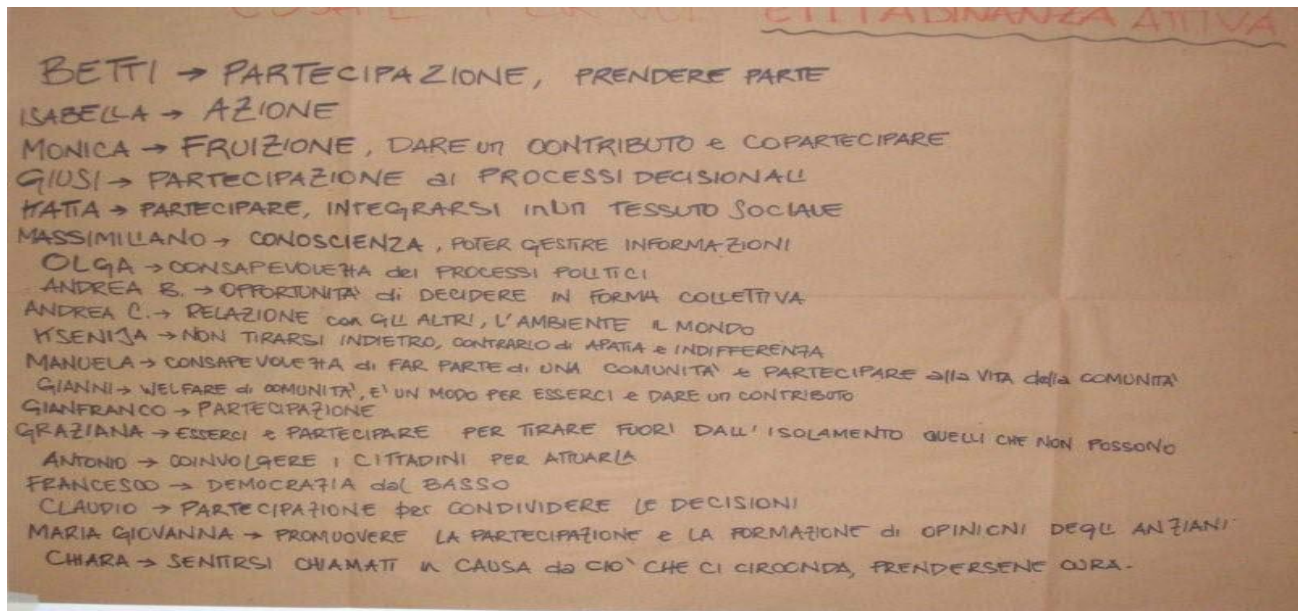
The *participatory planning* “*aims to involve all directly interested actors in the definition of a specific project*”; therefore, it is possible to identify different actors for different kind of projects.

The *participatory democracy* is a constant process of consultation among citizens carried out by institutions in order to find a common, shared decision.

Therefore, there are different possible projects of participatory planning and democracy, which can involve different groups of people in different phases. Consequently, hereby the following questions: *who has to be involved? At what stage of the process? And especially, when is it possible to speak of concrete participation?*

2. The participation ladder: it is impossible to activate a process of real participatory planning whenever users are involved in planning activities; it may sometime happen that politician and institutional actors use *participation* only in view of the voting campaign, or simply when the relevant decision-making process has already been concluded, so that citizens can only share decisions and/or approve an already defined project.

For this reason, some authors elaborated a ‘*ladder*’, which, starting from the first level of apparent *participation*, arrives to real *participation* and self-management or co-management of the public ‘*Thing*’.



Learners definition of *participation*

Among the different ladders, we hereby propose the following one:

Real Participation	To capacitate	To put into practice the ‘bottom up’ choices, to decide together what is important to realise and how to plan it in the long term
	To cooperate	To build together a project
Apparent participation	To involve	To collect opinions, comments and information only on insubstantial aspect of the project
	To consult	To collect opinions, comments and information, deciding what is important to realise with or without a final result and decision
	To inform	To explain what it’s happening, to inform on projects...



The *participation ladder* answers to two of the above-indicated questions: *it is possible to speak of real participation when it is possible to realise projects together involving citizens on substantial projects*. To this purpose, it is necessary to activate a participatory process as soon as possible, in order to discuss and realise concretely a common project. This approach makes it possible to realise a project really respondent to the citizens’ needs, creating in all participants a strong feeling of identification with their own local contest and consequently a special commitment in the project.

3. The phases of a process: participatory processes can be divided into different phases with different aims and tools:

- Information and awareness raising: to inform on the launch of the process as many as possible people, to present the choices to be made...
- Involvement: to look for key actors and to identify the so-called invisible and weak actors, who otherwise wouldn’t autonomously participate in the process...
- Consultation: to collect project ideas and proposal, to modify the project, to find an agreement on the main aspects through exchange of ideas and experiences...
- Evaluation and choice of the proposals: shared evaluation of the choices for the realisation of a project, decisions among different options, final co-decision.
- Implementation and realisation: it is very important to realise the project in the short term by activating operational processes, monitoring them from the social point of view and using concretely forms of self-creation/realisation.
- Verification: it is necessary to share the process either in the verification or in the realization phase, taking into account the different opinions in planning a new participatory path.

To this purpose, it is very important to ensure a continuity to the participatory processes, in order to make people faithful of these processes and to empower them to share a to realize more and more complex choices and decisions.

4. Examples: upon consideration of the different and many kind of participatory processes, each learner can freely share his/her personal experiences with other participants, in order to collocate them in the *Participation Ladder* and to analyse the common aspects which belong to a level rather than to another.

External visits: participation in the conference on “Responsible Administration – Economic and Financial planning 11/2/2010 of the Lazio Region (February 2010); visit to a local initiative of the participatory budget carried out in the 3rd Municipal District (March 2010).

PARTICIPATION MAP OF THE LAZIO REGION 2009

MAPPA della partecipazione

PROVINCIA DI FROSINONE

- | | |
|---------------|---------------------------------|
| 1 Acuto | 11 Pico |
| 2 Alito | 12 Piglio |
| 3 Ceprano | 13 Poli |
| 4 Cervaro | 14 Sant'Ambrogio sul Garigliano |
| 5 Fiuggi | 15 Sant'Andrea sul Garigliano |
| 6 Fontechiari | 16 Serrone |
| 7 Frosinone | 17 Sora |
| 8 Isola Liri | 18 Supino |
| 9 Marone | 19 Vicoli |
| 10 Patrica | 20 Vico nel Lazio |

PROVINCIA DI LATINA

- | | |
|------------|-----------------|
| 1 Bassiano | 4 Priverno |
| 2 Cori | 5 Rocca Massima |
| 3 Fondi | 6 Sonnino |

PROVINCIA DI RIETI

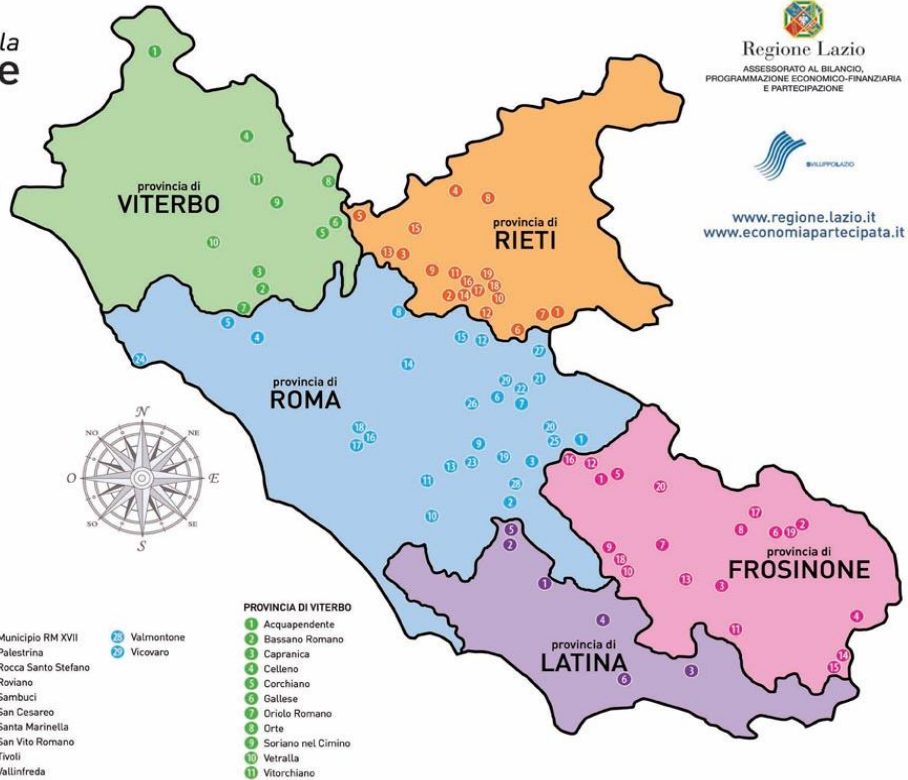
- | | | |
|-------------------|---|--|
| 1 Collegiove | 12 Scandriglia | |
| 2 Fara in Sabina | 13 Stimigliano | |
| 3 Forano | 14 Toffia | |
| 4 Greccio | 15 Torri in Sabina | |
| 5 Magliano Sabina | UNIONE VALLE DELL'OLIO
costituita dai Comuni di: | |
| 6 Orvieto | 16 Castelnuovo di Farfa | |
| 7 Paganico Sabino | 17 Frasso Sabino | |
| 8 Poggio Bustone | 18 Monteleone Sabino | |
| 9 Poggio Mirteto | 19 Poggio San Lorenzo | |
| 10 Poggio Molino | 20 Toffia | |
| 11 Salisano | | |

PROVINCIA DI ROMA

- | | | | |
|--------------------------------|------------------------|------------------------|---------------|
| 1 Arcinazzo | 4 Fiano Romano | 10 Municipio RM XVII | 20 Valmontone |
| CONSORZIO I CASTELLI DEL LAZIO | | | |
| 2 Ardea | 5 Galliciano nel Lazio | 11 Palestrina | 21 Vicovaro |
| 3 Genzano | 6 Genzano | 12 Rocca Santo Stefano | |
| | 7 Artena | 13 Grottaferrata | |
| | 8 Bracciano | 14 Monteflavio | |
| | 9 Canale Monterano | 15 Monte Porzio Catone | |
| | 10 Castel Madama | 16 Monterotondo | |
| | 11 Ciciliano | 17 Moricone | |
| | | 18 Municipio RM XI | |
| | | 19 San Vito Romano | |
| | | 22 Tivoli | |
| | | 23 Vallinfreda | |

PROVINCIA DI VITERBO

- | |
|----------------------|
| 1 Acquafredda |
| 2 Bassano Romano |
| 3 Capranica |
| 4 Celleno |
| 5 Corchiano |
| 6 Gallese |
| 7 Oriolo Romano |
| 8 Orte |
| 9 Soriano nel Cimino |
| 10 Vetralla |
| 11 Vitorchiano |




Regione Lazio
 ASSESSORATO AL BILANCIO,
 PROGRAMMAZIONE ECONOMICO-FINANZIARIA
 E PARTECIPAZIONE

www.regione.lazio.it
www.economiapartecipata.it

Atlas of Participation of the Lazio Region: www.economiapartecipata.it

INTER-CULTURE

1. Migrations: it is very important to present the migratory phenomenon, informing on its statistical data and causes. To this end, a very useful tool is the World Map of Arno Peters⁸, which visualises poverty also in geographical terms, main reason of the migratory flows. It is also necessary to give some information on the world economy, on the economical conditions of north and south, on the concept of development...



World map of Arno Peters

2. Culture and cultural frameworks: in order to discuss on inter-culture, it is necessary to define clearly the concept of culture. According to the definition of the "Universal Declaration of Unesco on Cultural Diversity"⁹ culture is a "series of specific characteristics of a society or of a social group in spiritual, material, intellectual or emotional terms". Starting from the assumption that each social group is characterized by a specific culture, within the society each person belongs to different cultural groups which correspond respectively to different cultural frameworks and influence our worldview. Therefore, cultural frameworks let people find specific meanings and influence the way they react towards the complex reality through interior representations. Also within restricted groups there are people who have similar or different cultural frameworks, which don't only derive from the fact of belonging to a specific ethnic group. During the lesson, learners are invited to list their cultural frameworks. Even if learners are asked to identify as many as possible cultural frameworks, the strict time available doesn't often let complete the list of frameworks.

Examples of cultural frameworks: (family education, school education, gender, profession, age, social-cultural background, ect.) Apart from the fact that these cultural frameworks may be more or less respondent, it was possible to identify some elements which mainly influence cultural frameworks, as follows: gender, age (meant as historical period), social condition, family-school-social-religious education...

⁸ Arno Peters (May 22, 1916 – December 2, 2002) developed the Peters world map, based on the Gall–Peters projection. In this map, by using his "new" projection, poorer and less powerful nations could be restored to their rightful proportions.

⁹ "Universal Declaration of UNESCO on Cultural Diversity", adopted in Paris during the 31st Edition of the General Conference of UNESCO, Paris, November 2001- <http://unesdoc.unesco.org/images/0012/001271/127160m.pdf> - http://portal.unesco.org/en/ev.phpURL_ID=13179&URL_DO=DO_TOPIC&URL_SECTION=201.html

3. Approaches: different behaviours can be adopted towards the cultural differences, according to the following approximate scheme:

ETHNOCENTRISM: others are judged on the basis of our own system of internal rules	NEGATION	There aren't concrete differences, but eventually only abstract ones.
	DEFENCE	As the difference is meant as a negative behaviour, in this case people are used to denigrate others and/or to show the superiority of their culture and/or to denigrate their own culture (but only to defend themselves).
	MINIMIZING	There are only very small differences, as in this case the physical/transcendent universalism is taken into account. All aspects of cultural diversity are considered folkloristic.
ETHNO-RELATIVISM Our own culture related to the other cultural contexts. Use of new categories.	ACCEPTANCE	Our own culture is on the same level of the other ones. Curiosity.
	ADAPTATION	To be able to relate properly in relation to the context.
	INTEGRATION	To re-create a new identity through a new composition of the elements of the kaleidoscope representing the experience. To choose a behavior among a series of complex, appropriate and valid behaviors.

Ultimately, intercultural attitude means to be aware of the existence of the many possible worldviews, so that, far from accepting all cultural behaviors, this attitude helps people define other behaviours as acceptable/unacceptable rather than as right/wrong.

4. Visits. It is very important to be able to meet and to relate with people belonging to different ethnic cultures. During the training path the teacher proposed to visit a Roma camp, Metropoliz, an abandoned industrial area, which, occupied in 2009 by the metropolitan groups, offered accommodation to around 80 immigrants among Rumanian Roma and other disadvantaged ethnic groups in an interesting perspective of self-recovery of the ex-factory.

COMMON GOODS

Definition: common goods are out of the market politics as they represent an important aspect of the fundamental human rights. Being part of their respective reference communities, common goods can belong to a specific group of people, or to the whole human beings.

List of common goods:

1. water
2. air
3. space
4. climate
5. biodiversity
6. territory
7. ocean/sea
8. peace
9. knowledge
10. health
11. civic uses

The management of common goods: in the Sixties Garrett Hardin wrote an article¹⁰ in favor of the private management of common goods through the example of the privatization of the Scottish pastures, as only the private owner is directly interested in maintaining and taking care of the good. Anyway, this vision isn't in accordance with the principle of concretization of the fundamental rights, because it isn't possible that these rights are managed only on the basis of an economic exchange between a private owner and the community.

The management of common goods and the global common goods

Many of these common goods are offered as services and, in this historical contests, different economic powers claim for the privatization of these common/services goods (the guidelines of the European Union and of the WTO). A group of member states is currently working to find the best way to preserve, manage and take care of common goods, particularly the so called "global common goods" (air, climate, ocean, big forests) and it is studying how to finance this preservation through the establishment of Global Taxes (on the market of currency, on the inter-continental flights...).

"I sign for public water!"



11

Concrete initiatives

Guided by the teacher, a group of learners followed the campaign for the petition against the proposal of privatization of the public water by the Italian Government.

¹⁰ 1968. "The Tragedy of the Commons". Science 162.

¹¹ Translation of the spot: "I sign for public water!"

NON-VIOLENT CONFLICT MANAGEMENT

1. Conflicts: through the *brainstorming* technique participants are invited to find a common definition of conflict and to analyse all its meanings. The emerging concept is that a has both positive and negative aspects, as it also contributes in some way to the personal development and to the improvement of some critical situations, as well as to the mutual understanding.

Of course it is very difficult to experience a conflict; therefore, the first step is to accept our own disease without avoiding it. When we are able to accept our unpleasant psychological condition, we immediately feel more relaxed and, far from considering only the unpleasant feelings, we learn to manage conflicts in a creative and non violent way by discovering a hidden dimension of personal development within the crisis. This constructive attitude doesn't mean that one has to accept others' will, but that it is necessary to understand each other without neither forgetting oneself nor destroying others in order to change our perspective from '*me against you*' to '*me and you against the conflict*'¹².

2. Seven basic principles for the non-violent approach and the conflict resolution:

- Conflict can be source either of violence or of development.
- Conflict is an interactive mutual process of behaviours and reactions..
- The responsibility of the conflicts' results depends on the choices made by the single actors; each one has to affirm his/her own power and responsibility on the development of the conflict.
- Each one can make mistakes, only violence is an irreversible process.
- Looking for common objectives, the cooperative attitude of working together facilitates the mutual understanding and the conflict resolution.
- Nobody is owner of absolute truth, which has to be found in the dialogue.
- The end is in the mean: it isn't possible to use violence to solve a conflict in a non-violent and peaceful way.

3. Anger: among the feelings caused by a conflict, perhaps anger is the most common one. It is a warning hindering us from satisfying our needs. In order to face a conflict in a non-violent way it is, therefore, necessary to identify the unsatisfied needs and to be in strict connection either with ourselves (our needs) or with others (their needs): to be understood, first of all we have to understand others in a relaxed atmosphere.

4. The Seven rules of the art of listening¹³: *active listening* represents the best way of listening in order to understand really what others say in a contest of mutual empathy. According to Marinella Sclavi, active listening can be achieved with the following seven rules:

1. Never be in a hurry to reach conclusions. Conclusions are the most ephemeral part of your research.
2. What you are seeing depends on your point of view. In order to see your point of view, you have to change it.
3. In order to understand what another person is saying, you must assume that he/she is right and ask him/her to help you to understand how come so it is.
4. The emotions are basic tools of knowledge if you understand that they speak a language of analogies and relationships. They don't tell you what you are looking at, but how you are looking at it.
5. A good listener is an explorer of possible worlds. The signals, which he or she finds most important, are the ones that seem both negligible and annoying, both marginal and irritating, since they refuse to mesh with previous convictions and certainties.
6. A good listener is happy to accept the self-contradictions that come to the fore in personal thoughts and interpersonal communications. Misunderstandings are accepted as occasions for entering the most exciting field of all: the creative management of conflicts.
7. To become an expert in listening you must follow a humorous methodology. However, once you have learnt how to listen, humour will automatically follow you.

¹² "Active listening", as I define and teach it, involves a shift away from the "correct-mistaken", "I'm right, you're wrong", "friend-foe" attitude to a frame of mind in which you assume the other person is intelligent. ("Arte di Ascoltare e mondi possibili"- Marinella Sclavi, 2003)

¹³ "Seven rules of the art of listening" ("Arte di Ascoltare e mondi Possibili"- Marinella Sclavi, 2003)

LIFE STORIES AND AUTOBIOGRAPHICAL METHODOLOGIES FOR ACTIVE CITIZENSHIP

This lesson was held by Andrea Ciantar, expert of autobiographical methodologies inside Upter.

1. Education: the autobiographical methodology is an approach used in informal and non formal education. In fact, education can be divided into three main categories:

- formal: structured educational paths with formal certification;
- non formal: structured educational paths without formal certification;
- informal: non structured educational paths; informal, unconscious opportunities of learning in everyday life.

2. What relation between *active citizenship* and narrative approach?

Searching: the group is divided into pairs who discuss together on a series of questions; then, pairs are invited to write on a sheet what emerged from the discussion. Finally, all answers are read in plenary (writing and reading without commenting will help to synthesize as much as possible the work).

Hereby the questions:

- *Is it a new or a known concept?*
- *Do I know experiences in this specific field?*
- *Do I have specific questions to this regard?*
- Eventual other questions to be defined...

3. Facilitated autobiographical writing: "Within the world".

Each participant writes on a sheet his/her memories on experiences related to the category "Within the world":

1. Conscience of the world (the first time we became aware of an external reality...);
2. Encounter with the 'other' (other gender, other person, culture/sub-culture...);
3. Encounter with love/pain;
4. Experiences of *active citizenship* (experienced in first person or directly known);
5. Experiences of himself/herself in the world;
6. My personal imprinting in the surrounding world;
7. My values and ideals to be preserved in the world;
8. To become conscious of the world, never be deaf.

Finally, each participant reads ONLY what he/she likes to share with other participants. This activity is finalised to remember and to share events with other people, thus making a concrete experience of narrative methodology. Another objective is to let emerge the patrimony of individual and social stories and utopias.

The kind of methodology used is based on a 'list': participants are asked to remember as many as possible events, describing them only in few significant lines. Participants are invited to write emotionally, remembering the most relevant events, considering that later they will be asked to read and to comment only some preferred aspects of experiences.

Emerging aspects:

- There is a very strong emotional involvement;
- Participants become aware of their attitude to observe the world from inside, of their egocentric nature and focus on themselves;
- There is a lot to discover by listening others;
- Feelings of enrichment;
- Surprise to realise that some participants succeeded in expressing easily and directly their personal feelings.

4. Use: upon consideration that we are all sources of stories and memories, it is necessary to valorize them to develop our creativity. Generally, the importance of life stories is underestimated, but they are really one of the best tools to tell direct emotions, feelings and experiences: the ‘*Diary of Anna Frank*’ is a good example, as it succeeded in moving the conscience of thousands of people on the tragic events of deportation. Also the ‘*Confessions of an Economic Hitman*¹⁴’ is a shocking autobiographical memoir on an experience dealing with advocating for the rights of oppressed people. At the end, the expert presents the different international projects dealing with the collection of life stories in relation to *active citizenship* issues, as “*Stories of possible world*”, “*Stories of possible Europe*” e “*European Memories*” (Upter).

ALTERNATIVE ECONOMY

The lesson was coordinated by Andrea Banares, an expert of alternative economy, who uses a direct approach based mainly on dialogue, so that the topics are illustrated to be as much as possible accessible to participants.

1. Ethical banking and ethical finance: the Ethical Bank was founded some years ago by a series of associations and NGOs with the aim to combine economic topics with ethical principles. Therefore, the Bank provided to use some tools and operational modalities in order to put into practice these principles, especially the *Transparency* principle, so that on the website (www.bancaetica.com) it is possible to find all financing and loans paid by the bank to organizations and juridical persons on the basis of their scopes and of two kind of inquests: a bank inquest and a social-environmental one (made by the Bank’s members). Other actions foresee the application of the same rates in all national territories.

Therefore, the ethical finance is possible if it is based on an encounter between bodies asking for (also small) capitals and those ones who have available funds. The ‘*Manifest of the Ethical Finance*¹⁵’ declares that an ethical oriented finance:

- Considers the credit, in all its forms, a human rights.
- Considers efficiency a fundamental aspect of the ethical responsibility.
- Doesn’t legitimize the enrichment based only on the ownership and Exchange of money.
- Is transparent.
- Foresees the *participation* in the decision-making process of all members and money savers.
- Uses the social and environmental responsibility as reference criteria for employment.
- Requires a global and coherent adhesion by the part of the manager who is in charge to coordinate all activities.

2. What pressures can be done? In the last years different campaigns have been carried out in order to influence the banks’ and finance’s behaviors, as, for instance, the *Campaign Armed Banks*, an initiative of some missionary magazines, which, after having published the list of the banks which financed the commerce of arms and defense systems (public list on the basis of the law 185/90), asked to their readers to send to their respective banks a letter requesting to conclude those financing, otherwise they would have closed their accounts. This campaign was very successful, as many banks changed their financing policy.

Therefore, due to the strong concurrence among the local banks, it is possible to use this method based on the risk to lose customers to make banks change their behaviors, whereas this system can’t be applied to other financial bodies which aren’t in strict contact with common money savers.

¹⁴ John Perkins ‘Confessions of an Economic Hitman’ (2004)

¹⁵ <http://www.fianza-etica.it>

3. Campaigns of pressure: other two pressure’s campaigns are presented dealing with finance:

- The campaign *Zerozerocinque*¹⁶, for a tax of 0,05% on the financial transactions, finalised to make the market of actions more. Therefore, with the proceeds derived from this small taxation it could be possible to pay the damages of the current financial crisis, thus making the direct responsible pay the crisis instead of the victims of it (as currently happens).
- The ‘critical shareholding’, consisting in purchasing shares of enterprises accused of having violated some particular human, social and environmental rights in order to put this violations to the attention of the Assembly of the shareholders and of the board direction of the enterprise itself. Particularly, the purchase of shares implies rights and duties. The first right/duty is the *participation* in the enterprise’s activities. Then, critical shareholding is a tool finalised to achieve more economic democracy by inviting other shareholders to participate more in the activities of the enterprises where they have invested, starting from the pension fund and the socially responsible funds.
- The *participation* in the assembly often represents for the shareholders the only possibility to address directly to the Board Direction of an enterprise – a possibility which, for instance, isn’t available to the weaker southern populations, which are often negatively involved in projects of transnational northern enterprises, without having the concrete possibility to assert themselves.

External visits

During the course learners, guided by the teacher, visited to the Town of Alternative Economy of Rome (June 2010).

¹⁶ www.zerozerocinque.it

3.2. SOZIAL LABEL

1. UNIT

LEARNING TO PARTICIPATE IN SCHOOL LIFE



(Course available in electronic format through the learning platform www.lances.it)



Teacher: Eika Spiess

Learning environment

The teaching units were accomplished in loose association with courses for migrants. The courses were either free of charge for welfare recipients of the Federal Office for Migration and Refugees or were offered by "Volkshochschulen" (Adult Education Centres) for app. 0.50 € per teaching session.

These Adult Education Centres are going to offer in Berlin a Parent-Curriculum to parents with immigrant background (as the trained target groups). The German classes should, apart from the acquisition of language, focus on school in general and the everyday life at school. The Berlin Senate offers German language classes for Parents/Mothers with immigrant background in Elementary Schools and Kitas since 1999.

Premises¹⁷

- Rooms of an Adult Education Centre.

Specific objective

The target group of mothers with foreign background participating in LANCES training experimentation have been living in Berlin for a long time, as they came to Germany in order to work here when they were younger. For this reason, they did not have time to visit a language class or other institutional offers of education. Therefore, they should be supported in a way that enables them to gain a better capacity to act and communicate in the German-speaking environment

In this perspective, the specific aim of LANCES training experimentation is to support migrants who did not learn language in an institutional setting, in order to enable and to empower them participate in the German-speaking environment of the school of their children.

In fact, the peculiar focus of these classes is on the question "*What can parents do to support their children's success at school?*". To this purpose, parents need a parental competence. This includes the language ability, as well as intercultural and strategic competences. In order to achieve these competences, apart from specific cultural studies and institutional knowledge, they also need to talk about the varying moral concepts of schools and

¹⁷ The names of the training premises have been left anonymous according to the participants' requests
Grundtvig Multilateral Project 'LANCES' 142137-LLP-2008-IT-GRUNDTVIG-GMP

education. The women need these competences in order to make their positions and the interests of their children clear and to achieve corporate decisions.

Target group

The participants in the course are 22 female migrants who have been living in Berlin for a long time, who came to Germany in order to work here when they were younger and didn't have time to visit a language class or other institutional offers of education.

Some of them already visited a school for 3 or 5 years in their home countries where learning was connected with fear (punishment for not knowing something). There are women that are mother and grandmother at the same time. This means that some of their children already have graduated from elementary school and now their grandchildren attend elementary school. The children of the younger women are now attending elementary school together with the grand children of the older women. All women are interested in better understanding the schools' procedures and events. On one hand, this means that they need to have certain knowledge of the German language and, on the other hand, that they need high self-esteem. Most times their husbands attend parents' evenings because it is or was custom in the home countries of the women. During day, however, it is they, who have contact with teachers and answer the telephone calls from school. The schools focus of interest concerns the mothers because they want to involve them more in the every-day life at schools. Moreover, many women are single mothers.

The younger women (between the ages of 30 and 50), who receive social welfare have to sign a contract of integration which says that they must visit a German language class. The goal is that they, after some time, start working and by doing that are able to pay for their living on their own (mostly as custodians).

The older women (50 years and older) also need to visit German language classes. They have raised many children, only lived among their families and never spoke or learned the language of their new home country. They often have bodily ailments so that they will not be able to work in the future.

One participant of 48 years is an early pensioner and visits the class out of interest. One participant uses the time of unemployment to improve her language skills. Two participants have been brought to Germany by their here living children as grandparents. Two participants- by now single mothers- have separated from their partners-, and now need to finance by themselves.

Size of the target groups and gender

- 22 women with immigrant background (Teaching Unit: Learning to participate in school life)

Teachers' methodological approach

The teachers of these integration courses need to be well prepared and able to deploy a “*participatory*” didactics, where lessons needs to be very flexible, in order to consider and to respond to the occurring participants' needs and to elaborate them immediately. In this kind of approach, participants are also invited to co-determinate the topics and methods of the lessons.

Didactic articulation

3 classes for each target group consisting of 10 teaching days for respectively 20 teaching units/hours (totally 60 teaching units/hours of training).

The classes take place once a week and contain 2 teaching units.

Planning and Progression of Lessons_(detailed description of the whole programme and worksheets available in electronic format through the learning platform www.lances.it).

1. School day: Learning Experiences

Some women already visited a school for 3 or 5 years. Learning was connected with fear (Punishment for not knowing something).

Exchange: Some women are grandmothers. This means that 5 of their children already graduated at school and now their youngest children are going to start the elementary school simultaneously with the grandchildren. Compared to the past, the women nowadays have better language ability and are more interested in getting to know more about the German school system.

[Worksheet 1](#): tour of the school, contact person in school

During the second lesson: visiting elementary school, which is located next door. Guided tour of the school, getting to know the different offices (secretary, headmaster), maintenance supervisor, canteen.

Take along a registration form from secretary

2. School day: Registration Form and contract of school

The vocabulary is difficult, many new words. General discussions about upbringing and education arise. [Worksheet 2](#)

The corresponding contract of school (discussion about the responsibility of parents)

[Worksheet 3](#)

3. School day: Parent-teacher conference and letters for parents [Worksheet 4](#)

Vocabulary training, working on worksheet, practicing and performing a role play.

4. School day: Invitation to a parent-teacher dialogue [Worksheet 5](#)

Discussion: Problems of children at school (Achievements, bullying).

Role play for two (Parent-teacher dialogue) [Worksheet 6](#)

5. School day: Vocabulary training concerning the verbal evaluation of teachers (first steps)

6. School day: Letter of the parents association [Worksheet 7](#)

Discussion: What did you participate on up until now? School festivities? School enrolment? What do I want for my child in school? Where can I help? Where can I actively participate?

7. School day: How do I act as a mother concerning school?

Written excuse for school when children are ill, call school in case of illness, do not let a child stay away from school unexcused [Worksheet 8](#)

8. School day: Contact to school (Leave of Absence)

Parents are obliged to follow school regulations by school contract (School contract)

Apply for leave of absence in time. [Worksheet 9](#)

Vocabulary concerning school (Assessment) [Worksheet 10](#)

9. School day: Qualification for success in school/Planning of Free-time activities

During earlier discussion, mothers explained that two daughters are overweight and therefore are bullied. [Worksheet 11](#)

Discussion about nutrition and possible free-time activities (sports club, meeting point for students, girl group).

10. School day: Organization of free-time activities and interests of young mothers.

Some women suffer from headaches and muscle tenseness. Where are sports clubs located? Where can women meet for a walk? Eventually take a swimming class? Children’s health and good mood depends on the mothers’ well-being.

2. UNIT

"BEING SPOILT FOR CHOICE"

(FEDERAL ELECTIONS FOR THE LOWER HOUSE OF GERMAN PARLIAMENT)



(Course available in electronic format through the learning platform www.lances.it)



Teacher: Helga Rübsamen

Background

Basis of the existing teaching unit is the election year 2009. Berlin's citizens then needed to vote on the referendum "Pro Reli" (pro religion) in May 2009. "... Moreover, they needed to elect the European Parliament and in September 2009 the "Deutsche Bundestag (German Lower House)." This meant that every citizen of a minimum of 18 years that was entitled to vote received three official letters, the so called polling cards.

These letters caused a discussion about the civil right to vote. In order to raise political awareness and an interest in elections in general, a group of apprentices under the ages of 25 and employees with writing and reading disabilities were involved in this discussion.

Premises¹⁸

- Rooms of a provider of further education, particularly the room called "Learning Isle" used by the association for remedial teaching.
- classroom of a "sheltered" workshop for disabled people.

Size of the target groups and gender

- 10 Trainees. Teaching Unit: "Being spoilt for choice". First group (4 women/6 men)
- 10 adults. Teaching Unit: "Being spoilt for choice". Second group (4 women/6 men)

¹⁸ The names of the training premises have been left anonymous according to the participants' requests
Grundtvig Multilateral Project 'LANCES' 142137-LLP-2008-IT-GRUNDTVIG-GMP

Target Groups, their background and learning environment

A) 10 trainee management assistants for office communication - between the ages 19 and 24 - in their second year of training that have not yet found their role as first-time voters yet (4 women, 6 men).

The juveniles undertake a training in the dual system (= working in the company and at vocational school). The job centre finances additional inter-corporate apprenticeships for some professions because of a lack of apprenticeships. The Institution of Further Education cares for the in-job training, organizes internships and offers special socio-pedagogical assistance and remedial education. Like all other apprentices, these apprentices graduate by taking the final exams at the Chamber of Industry and Commerce.

The deprived juveniles under the age of 25 often start their training with a negative feeling towards school. They mostly have completed secondary modern school or have a secondary school certificate but only graduated with bad grades and a lot of authorized absence.

Based on this knowledge remedial school is very important. These lessons take place once a week in order to review subject matters of vocational school and to build up missing basics in mathematics, German and liberal education.

Classes take place in room "Learning-isle", which the institution uses for remedial teaching. The room provides a long table with ten seats and a round table for small group work. The rest of the room's equipment is made out of 4 PC working stations and one flip-chart.

B) 10 employees in "sheltered" workshop between the ages of 23 and 48 that are not able to read and write sufficiently in their mother tongue (4 women, 6 men).

The "sheltered" workshops for disabled people in Berlin are organizations that offer sheltered workstations for people that are mentally, physically or psychically disabled. All of the organizations offer workstations in different professional areas, for example garden-and landscaping, domestic economy, laundry, metalworking, painting, office/administration or art. Among these disabled people that work in many different of the above mentioned areas, there are many grown-ups who, in spite of the compulsory education, never sufficiently learned how to read and write. Although they are socially and educationally deprived they are trained well and work in many different of the already above mentioned areas.

Because of that, the workshops decided to introduce internal reading- and writing classes so that the employees are able to upgrade their qualifications. The offer is voluntary and takes place during the working time. The courses are so well accepted that the workshops needed to establish waiting lists.

It isn't obvious that adults confess not to be able to read or write sufficiently. Moreover, their skills are developed at different levels. Some adults are not able to use writing in every-day life and are only able to scrawl and make a lot of mistakes. Others know the letters but can not write and some understand easy texts but have huge problems with writing.

Concerning their writing abilities, they all have in common that they are dependent on a reference person (Parent, partner or caretaker) and they all have a negative self-perception when it comes to learning.

Due to the received polling cards and the inability of people to handle these notifications, a new interest arose among participants. People became more interested in receiving information about politicians, the federal elections and the political parties.

The teaching unit additionally took place in association with the reading-writing class, which is on Fridays from 8.30 a.m. to 10.30 in the great hall of the workshop.

Aims of the teaching unit

Apprentices and disabled people should:

- Realize that a democratic state depends on the involvement of its citizens
- Be able to evaluate the rights and duties/obligations of an eligible voter
- Participate in the federal elections 2009
- Acquire a good knowledge about the political system of the German Federal Republic
- Cherish that being entitled to vote means exerting influence
- Realize that democratic elections follow certain policies
- Acquire a terminology/vocabulary concerning politics

Methodological Procedure

Pedagogical working with the above mentioned target groups can only be successful, if participants are the centre of attention and contribute their own interests to class. Therefore, the lessons need to have a flexible structure, so that participants need to feel confident in class.

The acquired knowledge should be transferred to every-day life using concrete examples in order to consolidate the newly acquired knowledge

Methodological approaches

- Reading texts in groups to withdraw and interpret information.
- Group discussions to form and to express an opinion.
- Short presentations (statements) for the transfer of information.
- Planning activities, organizing and preparing guidelines for interviews, telephone calls and mailing lists.
- *Role playing* – experiencing themselves either in the role or actually performing this role and simulation of every-day, concrete activities.

Planning and Progression of Lessons (detailed description of the whole teaching units available in electronic format through the learning platform www.lances.it).

Lessons and units

1. Teaching day: Introduction and Overview - Federal Elections 2009
2. Teaching day: Where are elections everywhere?
3. Teaching Day: Who votes? - Who is elected?
4. Teaching Day: What shall I vote?
5. Teaching day: Who shall I vote?
6. Teaching day: How do we vote?
7. Teaching day: Why should I vote?
8. Teaching day: Planning of a discussion with a politician: Invitation or Visit?
9. Teaching day: Quiz questions as a method of controlling the educational objective
10. Teaching day: Evaluation of the teaching unit

3.3. DVV

PARTICIPATION AT EUROPEAN LEVEL

Conditions for active involvement based on the understanding of Europe and European identity



(Course available in electronic format through the learning platform www.lances.it)



Teacher/senior trainer: Maria Stoicheva

General objective

- To foster civic *participation* through providing training and experience in application of suitable methods.
- To support and facilitate active *participation* of people across society and different interest groups.

Specific Objectives

- Exchange of experiences and information.
- To enable citizens to take an active part in *participation* processes and identify the necessary prerequisites and conditions.
- To study the *Scenario Workshop* method and gain practical mastery of its application.

Direct beneficiaries

Participants – 80 persons totally involved as follows:

- 6 among young students (aged between 20 and 25) of European Studies, 23 former students at the beginning of their work career, Doctorate students in the area of Political Studies and European Studies (training the core group of participants (10-15) on the method with practical model scenarios. University students in their last years of studies (5); young people who have graduated from university and have begun their professional career (5); postgraduate students developing thesis on topics related to European integration, European governance and *participation* (2) and volunteers from stakeholders' organizations (3-5).

Indirect beneficiaries

- 50 representatives of the target groups participating in the practical moderated sessions who could acquire experience and observe an activity that can be multiplied according to other topical issues and be applied as a method for fostering civil *participation* at local, national and European level.

Premises

- DVV Office
- Sofia University, Department of European Studies

Methodological focus

The training focus is on the methodological aspect, as the target groups have to get experience in applying the method in different settings with students and local municipalities.

Particularly, the *Scenario Workshop* is promoted as a method to engage people to participate answering the question: *what is important to you if you want to represent a group?*

Methodology

The main focus of the course is the *Scenario Workshop* as a good practice in reinforcing citizens’ *participation*. It can be described as a guided process of “*learning by doing*”. The tutor’s role is to present the method and then guide the participants into mastering the methodology using a variety of topics of interest for the participants involved. The course is planned following a pattern of training the trainers by multiplying the participants and trainees at each level.

Methodological approaches

Scenario Workshop

The techniques of a future workshop to make the knowledge and experiences of the participants productive are in greater demand than ever before. The *Scenario Workshop* helps to develop and generate utopian ideas or ideas about the future. It allows identifying and discussing the differences and similarities of problems and solutions as perceived by different groups of participants.

Moderation

The moderator is highly responsible for the success of finding a solution. The assignment of the moderation of a *Scenario Workshop* to a person is not only a question of the assumed professionalism of the moderator but also a question of confidence between the group and the moderator. In the ideal case, there should be an intensive preparatory talk with most of the potential participants and, after that, the group can decide if they are willing to venture a future workshop with this moderator. In addition, the aims of the moderation should be determined in advance and as well which conclusions should be drawn after the moderation. The preparatory workshops with students drew upon these principles and led the trainee moderators onto the practice of moderating a workshop with diverse target groups.

Articulation

The course is divided into three main parts, 3 units for totally 60 teaching hours as follows:

1) 20 teaching hours – training the core group of participants (10-15) on the method with practical model scenarios. Participants: University students in their last years of studies (5); young people who have graduated from university and have began their professional career (5); postgraduate students developing thesis on topics related to European integration, European governance and *participation* (2) and volunteers from stakeholders’ organizations (3-5).

Three sessions:

October – cascade training of 4 core moderators for the following training and learning sessions as part of the first part of the training activities

Main Trainer: Maria Stoicheva

Three topics:

- 1) Civil *Participation* and methods
- 2) Moderation and the role of moderators
- 3) *Scenario Workshop*

2) 16 hours *Scenario Workshop* practice with selected and prepared groups identified by the core participants (from the same organizations, institutions, the same social status, etc.) Objective: building capacity in established and informal teams in order to provide for support among them and for the opportunity of implementation the activity in their professional or educational context.

11th November 2009 (23 former students graduated in the past two years)

3rd December 2009 (students in their last years of studies – 6)

3rd December 2009 (students developing theses or preparing for exams in European studies – including foreign students from Macedonia, Turkey, USA, etc.)

The topics of all preparatory training workshops were on the topic of *participation* in European political process, sense of belonging to Europe, behavioural patterns (if any) of active *participation* in political processes on European level, the role of awareness and knowledge of European procedures, institutions that can enhance participatory practices in these political processes and in decision-making on European level.

3) 24 hours of conducting *Scenario Workshops* including

- 4 hours of surveying and identification of the topics and the plan of the activity

Identified topics:

- *young political leaders and participation practices*
- *old age pensioners and participation practices*
- *people in active working age (including people from the following professions – lawyers, journalists, experts, culture) and participation practices*
- *minorities and participation practices*
- *students and participation practices*

- 16 hours of *Scenario Workshop* activity (2 SW sessions) on identified topic of interest connected with European governance and *participation*

- *young political leaders and participation practices – 24.02.2010*
- *old age pensioners and participation practices – 10.02.2010*
- *people in active working age (including people from the following professions – lawyers, journalists, experts, culture) and participation practices – 12.02.2010*
- *minorities and participation practices – 13.02.2010 and 15.02.2010*
- *students and participation practices – 10.02.2010; 15.02.2010 and 24.02.2010*

Participants : total 80 people

4 main trained moderators of the groups

- 4 hours debriefing based on observation and feedback from the activity. Discussion on the applicability of the method and further opportunities for application in real life situations.

Didactical materials

See Annex 1 (Methodological learning materials - <http://www.smile.dvv-international.org/>)

4. APPENDIX

4.1 SAMPLES OF EVALUATION QUESTIONNAIRES

LEARNERS' EVALUATION FORM - SOZIAL LABEL



1. How do you evaluate the timetable and duration of the lessons?
Too long appropriate too short
2. How do you evaluate the group?
good enough good not good/inappropriate
3. Did the teacher give exhaustive explanations during the lessons?
Yes enough not enough
4. Did you learn something new?
Yes enough not enough
5. Would you like to get more informed in the course's topics?
Yes enough not enough
6. Do I now understand more from the media the mass media news?
Yes enough not enough
7. Do you need to know more the specific political terms?
8. Yes enough not enough
9. Do I now get informed regularly and gather material?
Yes enough not enough
10. Did I visit an event about our lessons?
Yes No
11. Did you vote for the Federal elections for the Lower House of German Parliament?
Yes No

LEARNERS' EVALUATION FORM OF UPTER TRAINING PATH



The complete version of the questionnaire is available on the project learning ODL platform www.lances.it

TITLE OF THE COURSE: "TRAINING PATH OF ACTIVE CITIZENSHIP"

Statistic information:

GENDER F M

AGE

- 18-24
- 25-34
- 35-44
- 45-54
- 55-64
- + 65

STATUS (more options are possible)

- employed
- non employed
- unemployed
- student
- housewife
- retired

Other (specify): _____

With reference to the following areas of content and competence, please indicate your evaluation on the level of learning achieved:

SUBJECT	SELF-EVALUATION OF THE TRAINING PATH					Very good	
	Very low	1	2	3	4		5
Knowledge and use of the processes and methods of non formal and informal learning in the field of <i>active citizenship</i>	Very low	1	2	3	4	5	Very good
Knowledge of the topics related to <i>participation</i> at national and European level	Very low	1	2	3	4	5	Very good
Knowledge of the programme 'Europe for Citizens'	Very low	1	2	3	4	5	Very good
Knowledge of the methods of common and participated planning	Very low	1	2	3	4	5	Very good
Knowledge of the rights and duties as citizens and of the ways to use them	Very low	1	2	3	4	5	Very good
Analysis of the current topics and of the main social-political issues dealing with <i>active citizenship</i> at local, national and European level	Very low	1	2	3	4	5	Very good

Acquisition of civic competences finalised to the practice of democratic citizenship, particularly to the intercultural ones	Very low							Very good
Development of skills for the collection, selection and sharing of information	Very low							Very good
Development of a critical and analytical mind (ability to analyse and select information)	Very low							Very good
Development of expressive skills (ability to express personal opinions and to present specific information and ideas)	Very low							Very good
Development of negotiation abilities (techniques of non violent communication and conflict resolution)	Very low							Very good
Skills to identify, analyse and answer properly to the needs of citizenship	Very low							Very good
Ability to motivate other people	Very low							Very good
Ability to plan, manage and evaluate a 'multiplying' project	Very low							Very good

With reference to the experience with the teacher, the group of learners and the logistic-organisational aspects, please indicate you level of satisfaction:

EXPERIENCE	SELF-EVALUATION 1 = VERY LOW, 2 = LOW, 3 = SUFFICIENT, 4 = GOOD, 5 = VERY GOOD/VERY MUCH						
Did the teacher reach the objectives of the training programme?	Very low	1	2	3	4	5	Very much
How was your interaction with the teacher?	Very low	1	2	3	4	5	Very good
How was your interaction with other participants?	Very low	1	2	3	4	5	Very good
I materiali didattici sono stati:	Very low	1	2	3	4	5	Very good
How were the location and the didactic tools?	Very low	1	2	3	4	5	Very good

Either in the self-evaluation of your learning process, or in the general experience had with other participants, in case of answers with low values (1 and 2), please specify the difficulties incurred:

Suggestions to improve the training path:

LEARNERS' EVALUATION FORM - DVV-INTERNATIONAL



1. How do you evaluate the timetable and duration of the training?
Too long appropriate too short
2. How do you evaluate the size and composition of group?
Appropriate not good/inappropriate
3. Did the teacher/trainer give exhaustive explanations during the training?
Yes enough not enough
4. How do you evaluate the training approach, methodology and interaction?
Appropriate good enough not good/appropriate
5. Did the teacher/trainer reach the objectives of the training programme?
Yes good enough not enough
6. Did you learn something new?
Yes enough not enough
7. Would you like to get more informed in the course's topics?
Yes enough not enough
8. Do you need to know more the specific/specialized terms?
Yes enough not enough
9. Do you now get informed regularly and gather material?
Yes enough not enough

TRAINERS' EVALUATION FORM OF UPTER TRAINING PATH



The complete version of the questionnaire is available on the project learning ODL platform www.lances.it

1. Learners' approach assessment

ITEMS/SCORES	1	2	3	4	5
Collaborative mindsets					
Motivation level					
Competitive approach					
Partecipation level					
Autonomy in the learning process					
Interest on the subjects					
Interaction among learners					
Interaction with the trainer					
Activation in the real life					

(1 = very low; 2 = insufficient; 3 = sufficient; 4 = good; 5 = very good)

Personal remarks:

2. Can you transfer *LANCES* experience in your daily training activities?

YES

NO

If Yes, **HOW?**

If No, **WHY?**

3. Do you have any suggestions to improve *Active citizenship* Education for adult?

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http://www.ecocentrico.it	http://www.retelliput.org
http://partecipazione.formez.it/	http://www.perunmondigiore.net
http://www.labsus.org	http://www.urp.it
http://www.magellanopa.it	http://www.politeia.net
http://www.ecocentrico.it/	http://www.amministrazioneincammino.luiss.it/site/it-IT
http://recs.it	www.nuovomunicipio.org
http://www.groupwyse.com/	www.economiapartecipata.it
www.interculturaldialogue.eu	www.coe.int/edc
http://books.google.it/books?id=C1eQjZmGSIC&pg=PA9&dq=Arte+di+ascoltare+e+mondi+possibili.&ei=LGsSvypKYqsywTNI6G6BQ#v=onepage&q&f=false	

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5. CONCLUSIONS

As indicated in the project title „*Learning in Action for a New Citizenship Education System*“, the main aim of the project research and learning activities carried out by the transnational partnership was to test shared innovative paths and practices of *active citizenship* and *participation* mainly based on participatory guided approaches based on the reference European guidelines, as well as on the didactic principle of “*learning by doing*”, in order to facilitate and to empower the civic *participation* of increasingly sections of citizens in local *governance* processes europewide.

The present training handbook “*Training Paths for Active Citizenship*”, which represents the final project output, contains the main results of our testing experiences and it was meant as a useful set of methodological guidelines for all our project target groups (teachers, trainers, facilitators, mediators, learners and all interested actors).

In this perspective, we hope that this handbook can contribute to solicit the specific ‘learning’ and ‘teaching’ motivations of all its potential users, as well as activate further networking processes among the project stakeholders for a fruitful mutual exchange of innovative practices also beyond the project life-cycle for the benefit of our local communities.

Finally, we will be very much pleased to receive any feedback and to find new opportunities of collaboration in this field!

The project partner

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