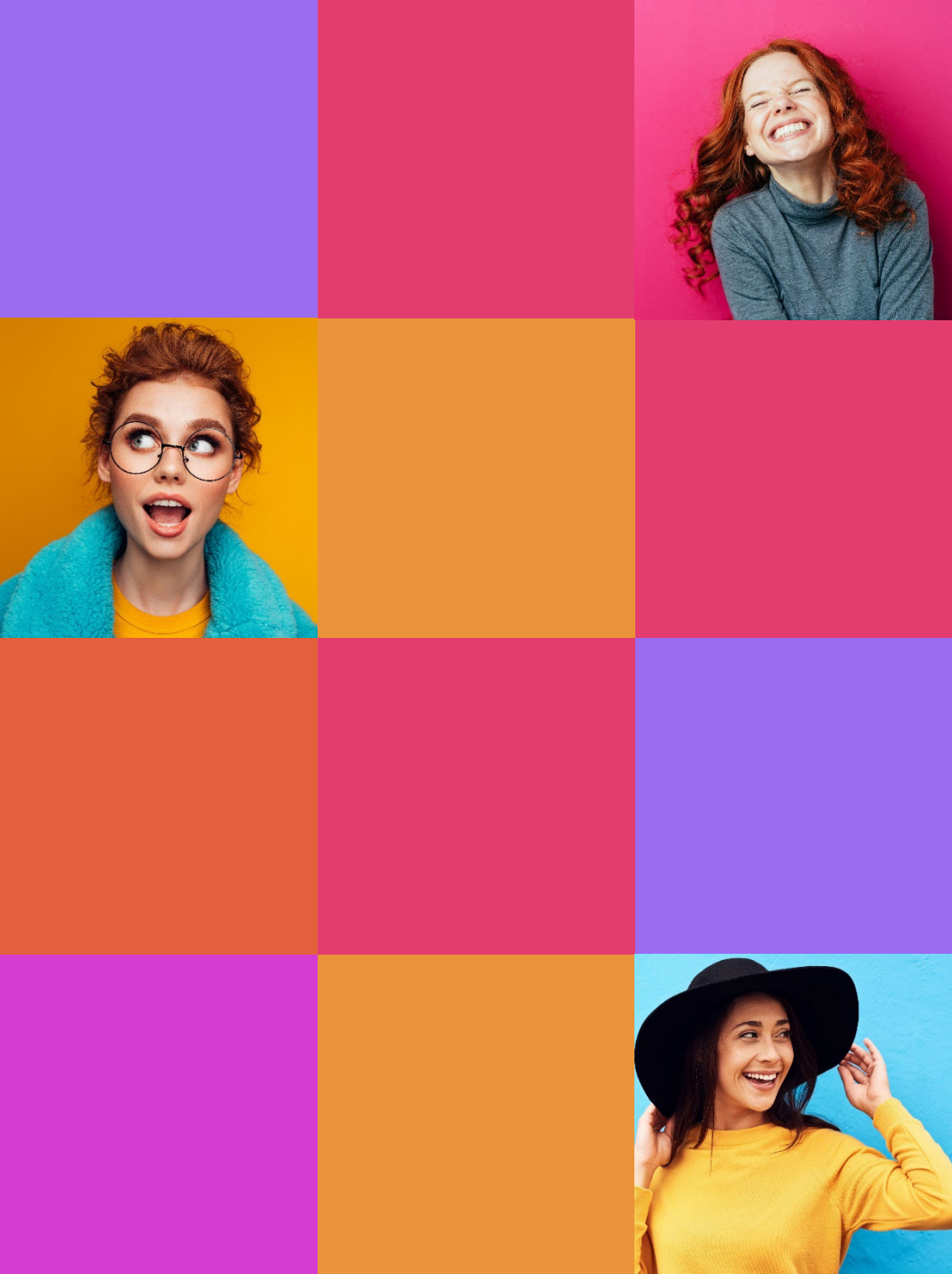




KICK-OFF MEETING

Online - November 2023



ACTIVE CITIZEN COMPASS (ACC)

Cooperation partnership KA220 (Key Action 2) 2023-1-NL01-KA220-SCH-000160010



Erasmus+



A NEW PARTNERSHIP!

Quality of the partnership and cooperation arrangements **Score: 19/20**

The project consist of a very large consortium with 12 partners from six different countries. A good mix of partners is brought together and the relevance of the participating organisations is clear and well stated, confirming the necessary skills and expertise for delivering the targeted actions, outputs and events. The project ensures a geographical balance among participating organisations.

The consortium includes highly experienced partners as well as newcomers. The proposal describes the added value of each partner and also focuses on positively integrating newcomers to learn from the experienced partners.

ACC CONSORTIUM



Partners of the project:

The Netherlands

University Utrecht (NL1)
!mpulse Leeuwarden (NL2)

Belgium

KU LEUVEN (BE1)
Sint-Jan Berchmansinstituut (BE2)

Greece

University of the Aegean (GR1)
Mytiline Music School (GR2)

Spain

Universidad Cadiz (ES1)
IES FERNANDO QUIÑONES (ES2)

Turkiye

IZMIR EKONOMI UNIVERSITESI (TR1)
PIRI REIS (TR2)

Czech Republic

UNIVERZITA PALACKEHO (CZ1)
Zakladni skola (CZ2)



Agenda

- Introduction of our partners
- Feedback from the National Agency
- The impact and aim of our project
- **WP 1 Project Management**
- **WP2 Active Citizenship across Europe: a comparative analysis**
- **WP 3 Active Citizenship Compass**
- **Work package n°4 - The implementation of the Active Citizenship Compass (ACC) in the classroom**
- **Work package n°5 - Policy guidelines and recommendations for schools**
- **Meetings**
- Financial overview partners
- Grant agreements & Partnership Agreements
- Communication
- Timetable blog





Universiteit
Utrecht

Rik Huizinga
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x
x



University Utrecht (NL1)

Rik Huizinga is an Assistant Professor in Urban Geography at the Human Geography and Spatial Planning Department of Utrecht University (UU). His research draws upon debates in urban social and cultural geography to investigate new and problematic social and cultural relations in the context of globalisation, migration and societal change. His work draws attention to the ways in which structural forms of marginalisation shape young peoples' everyday lives and highlights the various forms of resistance young people display to counter exclusionary processes.





!mpulse®

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Wabe Reinsma
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!mpulse (NL2)

Ralph de Jong, headteacher of !mpulse Leeuwarden is the project coordinator of the ACC-project.

Wabe Reinsma is headteacher of the Leeuwarder Lyceum is also the coördinator of this project.

We see a school as a community of learners. A group of people who support each other in their collective and individual learning. They are cooperative and can work productively together.

Our school as a community where everyone matters, the relationship between pupils and teachers is important, there are opportunities, development is possible and equality, cooperation, openness and sincerity are a basis. Where people work from within (Homan, 2006), with a focus on entrepreneurship, innovation, team development and inspiration. Where the emphasis on collaboration is not based on hierarchy, but on horizontal collaboration. Collaborating within and outside the school (Homan, 2014) in a common, professional culture in order to directly connect the collective ambition, the motivation, with learning in the school (Odenhal, 2011).





KU LEUVEN

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Ingrid Molderez
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KU LEUVEN (BE1)



Oliver Holz is professor at the Faculty of Economics and Business at KU Leuven, Belgium.

He has a Master degree in Educational Sciences, Psychology and Physical Education and a PhD in comparative education. He is member of the research group 'Leuven Economics of Education Research (LEER)'. Topics as cross-country comparisons, gender education, diversity and inclusion studies belong to his expertise.

Oliver Holz is participant in and coordinator of different European projects. He is president of the conference consortium of IPIE 'International Perspectives in Education'. He published his work in different journals and books in different languages.

Katrijn D'Herdt is project officer for ITTS at KU Leuven and internationalisation coordinator and policy officer for education at Vrije Universiteit Brussel. She has a Master degree in Languages and Literature, an advanced Master in Journalism and a teaching degree. She has a background in language teaching and in teacher education. Katrijn D'Herdt is engaged in several higher education networks. Her work focuses on international and intercultural learning in higher education.

Ingrid Molderez is head of the research group Economics and Sustainable Entrepreneurship (CEDON) at KU Leuven, Faculty of Economics and Business, Belgium and responsible for the sustainability track at the Master Programme Environmental, Health and Safety Management. She holds a Master of Arts in Social Theory and Organisation (Keele University, UK) and a PhD in Applied Economic Sciences (Hasselt University, Belgium). Her research focusses on the domains of sustainable management, social entrepreneurship and responsible management education. In her research, she is inspired by different disciplines such as organization theory, economics, philosophy, social theory, cultural studies and art.



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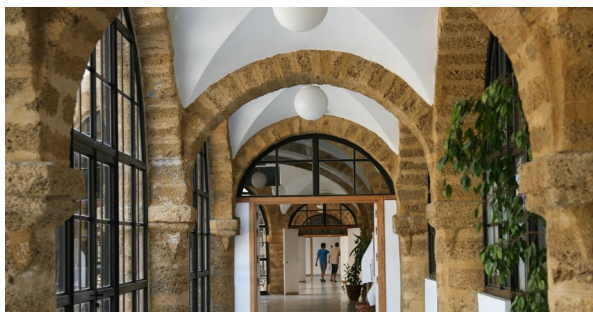


Sint-Jan Berchmansinstituut (BE2)

Ann Busschots became a Clinical Psychologist at the University of Ghent in 1998. Within the first five years after graduation, she worked as youth counsellor and qualitative researcher in consuming behaviour. Ann has been working in a secondary school for about 18 years and teaches sociology, psychology and philosophy to pupils in the department of human sciences.

Evy De Beule graduated with Master's in Applied Economic Sciences at the University of Antwerp in 2001 and started immediately in a secondary school as a teacher, especially in Vocational Education. Since then she combines different jobs at this school. She is, together with a motivated team, responsible for supporting school policy, mentoring starting colleagues, day-to-day organisation...

After obtaining his Master's degree in Commercial and Financial sciences, Kris Delrue followed the Educational Master's in Economics at the KU Leuven campus Antwerp. He has over 30 years of experience as a teacher of business economics at Sjabi Puurs. As a practical lecturer and internship supervisor at the Educational Master's in Economics KU Leuven, he shares his insights and contributes to the training of future teachers.



 **UCA** Universidad de Cádiz

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Universidad Cadiz (ES1)

Asuncion Aragon Varo, Senior Lecturer in English Studies and Gender Studies at the University of Cadiz, Spain. She is the academic coordinator of the Master's Degree: "Gender studies, identities and citizenship" and PhD supervisor in the Gender studies doctoral programme. She is a member of the Gender Equality Committee at the University of Cadiz. Director of the women's studies group and a researcher in the Educational Policy, Public Education and Social Justice Research Group (HUM109). Her research centres on feminist and queer theory, sexual citizenship, the intersections of gender and race, gender and migrations.

Guadalupe Calvo García is a lecturer in the Didactics Department of the University of Cadiz and a researcher in the Research Group (HUM 109) "Educational policy, public schools and social justice". She has a Master's degree in Gender Studies, Identities and Citizenship, and a PhD in Social and Legal Sciences. Most of her publications address diversity and equity from an intersectional gender perspective. He regularly conducts research and teaching activities at the international level.

Rafael Galán lectures at the Department of Modern Languages, University of Cádiz (Spain). His teaching and research interests focus on 19th- and 20th-century British literature and cultural studies. Both in his undergraduate courses and in his modules in the master's degrees he places emphasis on critical perspectives informed by gender studies, and in that capacity he introduces students to alternative canons and gender-aware methods of analysing cultural artifacts. In the past he was also a member of the committee that coordinated the university-entrance exams, where he had first-hand contact with realities of teaching at secondary level.

Rosa Vázquez-Recio lectures at the University of Cadiz, Department of Pedagogy. Along her professional career, she has held management positions. Actually, she is the coordinator of the Doctoral Programme "Educational Research and Practice" (University of Cadiz). Her priority research focus is educational policies, equity and social justice from an intersectional perspective in rural and urban territories. Areas of study revolve around school management, gender equity, school dropout, initial teacher training and curriculum. She is a member of the Ibero-American Network of Universities committed to Human Rights Education and Inclusive Citizenship (Equality and Gender Commission), and Head of the Educational Policy, Public Education and Social Justice Research Group (HUM109).

Javier Izquierdo Antón Academic background. Degree in Political Sciences and Sociology at the Complutense University of Madrid, 1991 and Degree in German Philology at the University of Seville, 1999. Professional experience at the University of Cadiz. Technical staff in charge of the International Cooperation Projects at the International Relations Office (ORI) since September 2016. Project manager of international research projects at the Vice-Rectorate for Research at the University of Cadiz from October 1998 until 2016.





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IES FERNANDO QUIÑONES(ES2)

IES Fernando Quiñones is a secondary high school which have around one thousand students, who are between 12 and 18 years old, with a big tradition in dealing with participation of the educational community and in terms of attention to diversity, equality, rights, citizenship, environment.

colleagues working on the project

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UNIVERZITA PALACKÉHO V OLOMOUCI (CZ1)

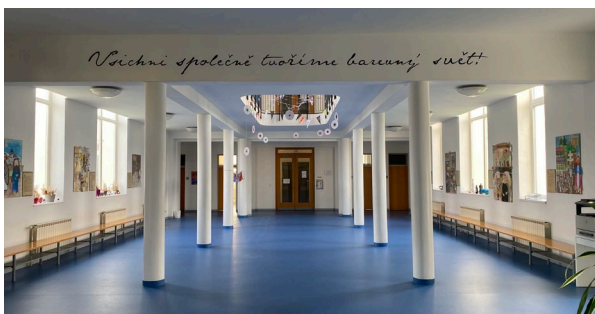
Alena Jůvová

PaedDr. in Didactics of Biology, Ph.D. in Education. Assistant Professor and International coordinator at the Institute of Education and Social Studies, Faculty of Education, Palacký University in Olomouc. Executive editor of e-Pedagogium – An independent scientific journal for interdisciplinary research in pedagogy. Sphere of scientific interests: communication and soft skills in education, environmental education, social education, pedagogical constructivism, communication with pupils with special needs.

Štefan Chudý

Assoc. Prof. Mgr., Ph.D. in Education, Head of the Institute of Education and Social Sciences. Master of Education and Technical Education and Information Technology. He is oriented on research into the development of the key competencies of pedagogues, and the preparation of students (i.e. future teachers), and on the resolution of remedial behavioral situations.





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Zakladni skola(CZ2)

My name is Jiří Sukaný. I graduated from the Faculty of Science in Olomouc, majoring in biology, geography and geology. I am currently the deputy headmaster at the Velehrad Primary School in the Czech Republic. Our village Velehrad is historical center. I mainly teach geography, biology and chemistry. My hobbies include travelling, music and all modern technologies. I like new methods in my school work.

My name is Michal Zambo. I always knew I want to work with people and foreign languages as I enjoy travelling and getting to know new cultures and places, so I decided to pursue a career in teaching. I got a degree in teaching English in 2008 and nowadays I teach English not only to young children, but also to adults at all levels. The most satisfying thing about my job is when I see progress my students make. My hobbies include travelling, music, new experiences.

My name is Kateřina Kostrhunová. I am Art and English teacher in Primary school Velehrad. I have been working as a after school club teacher since 2014. Currently I am studying Social Pedagogy Master's degree at Palacký University in Olomouc. My previous working experience :Translator, interpreter, guide, skiing instructor. I like to meet new people and travelling for new experiences.

My name is Andrea Olbertová. I have been working as a headmaster of Primary school Velehrad for 7 years. I like to work with students and colleagues on various school projects. I am interested in new methods of teaching and their application to school life. I am looking for inspiration in job shadowing during our the Erasmus+ project. My hobbies are reading, travelling, cycling and learning about new cultures and people.

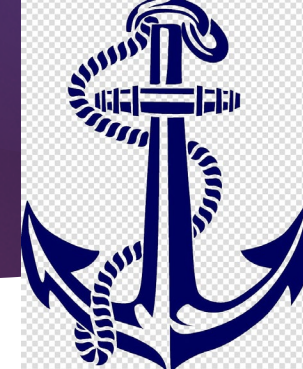




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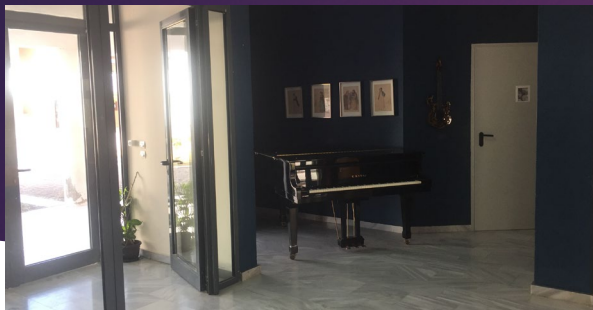
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UNIVERSITY OF THE AEGEAN (GR1)

Dr. Vana Chiou is member of the Laboratory Teaching Staff in the Department of Geography at UAegean. She teaches Didactics and Educational Psychology and Methods of Teaching and Promoting Human Geography. She has supervised bachelor and master thesis in the field of education in geography. She has co-authored articles in books and journals. She is member of the editorial board of the book series "Voices from the Classroom", Waxmann.. Her research interests include: contemporary methods of teaching, teacher training, inclusion and education. She has participated in many European and research projects since 1999.

Electra Petracou is Associate Professor in Political Geography, the Department of Geography. She studied Political Science, International Relations and Ethnic Relations. Her teaching experience, research work and interests focus on movements of populations, asylum, refugee and migration issues, global, European and national policies on borders, migration, integration and citizenship as well as decision making on social, political and international issues.



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MYTILINE MUSIC SCHOOL (GR2)

Evangelia Dimitraki: she is a piano instructor at the MSM. She worked as a pianist in bands. She has also graduated from the Department of "Spanish Language and Civilization" and holds 2 MSc in "Adult Education" and in "Comparative, intercultural and bilingual education". Participant in Erasmus+ projects.

My name is **Arvanitis Dimitrios** and I am the teacher of Religion. I used to teach in a Multicultural School in Athens and now I am working in Music School of Mytilene. I like to learn new things and exchange new ideas of teaching.

Konstantina Tsaliki: she has a degree and a diploma in piano performance and a degree in counterpoint. She is a piano instructor from 1995 and she is working from 2000 at the Music High School of Mytilene. She has also attended many seminars and courses of piano teaching. She is a member of the piano team "pianissimo". She has participated in European programs.

Katsarou Anastasia: She has degrees in Biology and Sociology, a diploma in acting and a master in Oceanography. She has also followed a three-year workshop of Drama-in- school. She is working as a Biologist in the MSM. She is the coordinator of the "EU School Ambassadors", "Euroscola" and the theater ensemble of MSM and has participated in Erasmus projects. Member of the group theater "Astegoi" in Mytilene.

Maro Giannacopoulou: Musicologist-Music Teacher, Degree in piano performing, violoncello player, 18 years working in public schools as a music teacher in primary and secondary education. Last 5 years teaching the piano at the Music School of Mytilene. Conductor at the orchestra of European Music of Music School Mytilene.





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İZMİR EKONOMİ ÜNİVERSİTESİ (TR1)

Prof. Dr. Nesrin Oruç Ertürk is currently working at İzmir University of Economics where she is lecturing English Language at undergraduate level at the School of Foreign Languages. At the same time, she is the director of EKOSEM (Continuous Education Center). She has been to the USA on a Fulbright FLTA scholarship between 2003-2004. Her main interest areas are Lifelong Learning, teacher training, teacher identity, second language acquisition and inclusive education. She has published many books and has many articles published in national and international journals. She has carried research and taught abroad in departments of linguistics at different universities (State University of New York, SUNY, USA; Universidad de Alcalá, Spain).

Aynur Yürekli is an associate professor of English language teaching (ELT) and a Certificate in English Language Teaching to Adults (CELTA) tutor who is involved in teacher training and teaching English for academic purposes (EAP) at İzmir University of Economics in Turkey. Her research areas include pedagogical and professional development in higher education, teacher training, and ELT and applied linguistics. She has given talks on these topics internationally in many countries including Cyprus, France, Hungary, Portugal, Russia, the United Arab Emirates, and the United States as well as nationally throughout Turkey.





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PIRI REIS(TR2)

Piri Reis Schools were founded by Orion Education Foundation in 1998 as a non profit organization, providing education at preschool, primary and secondary school level, aiming to create an infrastructure for Saint-Joseph French High School which was founded around 1880's with Lasalle education philosophy.

Ms. Derya Salman is currently working as vice principal, she is in the administrative board, project commission, school executive board, and technology commission at Piri Reis schools. She graduated from American Collegiate Institute and she studied Guidance and Psychological Counseling at Bogazici University. She received many in-service trainings, and seminars especially in the field of child development, education, psychology and Erasmus + training. She participated in several national and international symposiums. Initiating and executing corporate projects is her area of responsibility. It is her 10th year at Piri Reis.

Mr. Cem Öcal graduated from Ege University, Physics Department. He has been working as Academic Coordinator and Science teacher for 16 years in Piri Reis. He is in the project commission, school executive board, and technology commission at Piri Reis. He has an active role at professional development of Piri Reis teachers. Since the transition to the new education system in Turkey in 2005, he has been participating in seminars and symposiums on evolving education systems. He has published 5 textbooks (3rd, 4th, 5th, 6th grade science and 9th grade physics boks) approved by the Ministry of National Education.





48 proposals, 11 granted, highest ranking

Consolidated Assessment (Inhoudelijke beoordeling) 2023-1-NL01-KA220-SCH-000160010

Feedback from the National Agency



Relevance of the project Score: 24/25

The proposal 'Active Citizen Compass' is relevant and aligns well with the objectives of the selected action, with clear ambitions. Partner profiles are clearly outlined and positively extend to the targeted sector. The proposed actions are clearly aligned with the work and focus of the participating institutions, with definite potential to inform change. The proposal also demonstrates that the participating organisations have large experience in the targeted field.

Quality of the project design and implementation

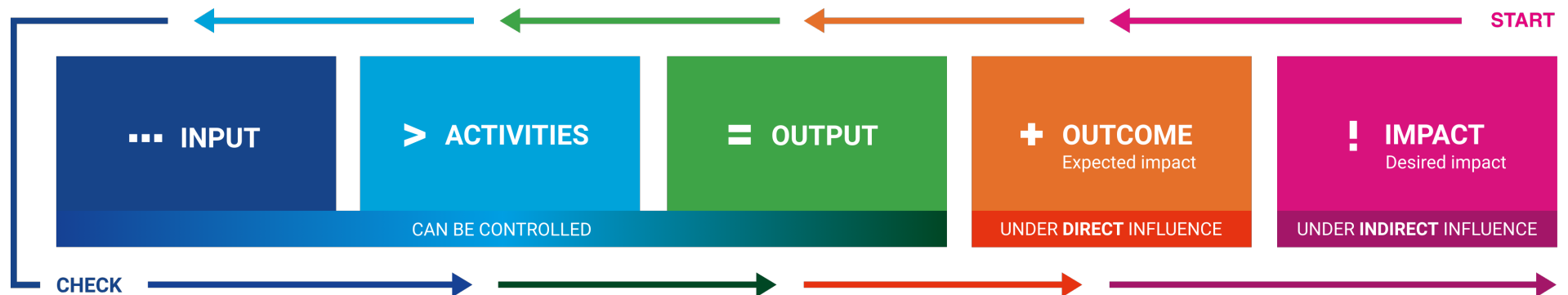
Goals and objectives are clearly defined and a work programme and methodology is outlined, through which the targeted project objectives can be successfully achieved. Alignment with the work of the participating partners, and with their learner audiences, is explained.

The proposal identifies and adequately addresses clearly-specified needs among members (participating and wider) of the project target group.

It is a large consortium which is a challenge for communication and implementation of the activities, but the proposed methodology looks realistic and appropriate for producing the expected results, builds on solid arguments/evidence base and convincingly takes account of existing knowledge and practice

IMPACT OF OUR PROJECT

Anyone who is familiar with Erasmus+ will also be familiar with the term “impact”. This term also gives rise to many questions, however. What exactly does it mean for our project? How can we ensure that our project has the largest impact as possible?



‘Our collective endeavors within the ACC-project will yield a substantial positive influence on students and educators, empowering them to become more engaged and active citizens.’

The aim of our The project is to promote Active Citizenship (AC) in secondary schools and prepare students to be active citizens in Europe. To achieve this goal, we will work on raising students' and teachers' awareness on AC in Education (ACE), create an Active Citizenship Compass (ACC), design and implement learning activities on AC, and develop Active Citizenship school policies as an excellent practice for secondary schools.



Work packages overview

Work Package ID	Work package title	Number of activities	Grant
1	PM	-	80 000,00
2	Active Citizenship across Europe: a comparative analysis	16	90 000,00
3	Active Citizenship Compass	6	80 000,00
4	The implementation of the Active Citizenship Compass (ACC) in the classroom	21	80 000,00
5	Policy guidelines and recommendations for schools	3	70 000,00
Total			400 000,00

Work package n°1 Project Management

Monitoring the project progress, project quality, and achievement of the project activities is essential to ensure that our project stays on track, meets its objectives, and delivers the desired outcomes.

Regular meetings will be held to discuss the projects progress, identify any problems or issues, and make decisions on how to address them. The ACC steering group will meet regularly and will take the necessary initiatives to make sure the project will be successful.

Project management Wabe & Ralph



TEAM BELGIUM (BE1)

WORKPACKAGE 2

Active Citizenship across Europe: a comparative analysis

...from the application: aims

The ACC consortium

- will develop a **comparative analysis** (resulting in a printed and online publication), with the title 'Active Citizenship across Europe'
- analyzing and comparing the **current situation in partner countries**: learning from real practices in different, identify opportunities and challenges and develop joint strategies for the elaboration of WP 3-5
- Apart from that, specific outreach and **dissemination activities** related to the WP will contribute to the creation of awareness on both the topic and the project itself within both the secondary and higher education field in partner countries and beyond within the European Union.



WP 2 - Active Citizenship across Europe: a comparative analysis

...from the application: results

The comparative analysis as described above will consist of 3 parts:

1. An overview of the **existing situation regarding ACE** at European level: available research and projects, existing recommendations, guidelines and resolutions at EU level
2. An **empirical analysis**: survey in all participating countries.
3. Development of **country-specific study texts**, incl. a collection of real practices



WP 2 - Active Citizenship across Europe: a comparative analysis

...from the application: results

The work package will result in 3 outputs:

1. a **book** publication, containing all the parts mentioned above. This book will be in English and available in print and digitally on the ACC website.
2. a **summary** of the book publication, including the comparative analysis and the country specific study texts, available in all project languages
3. an (international) **journal publication**



WP 2 - Active Citizenship across Europe: a comparative analysis

...from the application: qualitative and quantitative indicators to measure the level of the achievement and the quality of the results:

1. All partners will be invited to provide **feedback on the overview** of the existing situation regarding ACE at European level (in-text, but also through working groups).
2. All partners will be invited to provide **feedback on the preliminary survey** (in-text, but also through working groups).
3. The country studies will be **peer-reviewed** by the higher education consortium partners.
4. The **summaries** will be shared with the secondary schools, to ensure that all participating staff are aware of the country context.



WP 2 - Active Citizenship across Europe: a comparative analysis

...from the application: responsibilities

The KU Leuven is the **coordinator** of WP2

All partner institutions will contribute to the completion of the specific country studies. The consortium will use a mixed method approach, e.g.:

- literature and source analysis
- questionnaires and/or interviews
- surveys
- comparative analysis
- implementation and validation



WP 2 - Active Citizenship across Europe: a comparative analysis

Publication with 4 objectives:

1. Europe: research, recommendations, resolutions regarding citizenship across Europe
2. Development of six country-specific study texts
3. An empirical analysis: survey in all participating countries. Target group: secondary school students (< 200 per country) and teachers (< 25 per country)
4. Fit for purpose: practices of active citizenship (examples of school policies and practices)



WP 2 - Active Citizenship across Europe: a comparative analysis

1. Europe: research, recommendations, resolutions regarding citizenship across Europe

- European Parliament resolutions: f.e. the resolution of 9 March 2022 with proposals to the Commission on citizenship
- Young European Federalists: Strengthening European Citizenship Education
- Council of Europe: Education for Democratic Citizenship and Human Rights
- Declaration of Human Rights and other UN human rights
- Young Democrats for Europe: Resolution for a true European citizenship
- European Parliament: Report on the implementation of citizenship education actions
- ... etc.



WP 2 - Active Citizenship across Europe: a comparative analysis

2. Development of country-specific study texts

- Historical context
- National policy on citizenship (in education): what is being realised and what is (not) possible? (formal guidance and curricula, textbooks, teacher training, ...)
- In practice: what schools are (not) doing
- Extra-curricular initiatives in or provided by other institutions
- +/- 15 (until max 20) pages per country
- See guideline



First author, second author & third author
|
Please write the title of your article here

Please type or paste your abstract (200-300 words) here. The abstract should include the objective, the research questions, and the methodology and summarize the key finding and conclusions.

Keywords: Keyword 1, Keyword 2, Keyword 3, Keyword 4, Keyword 5 (up to 5 keywords)

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Heading 2: use this style for level one headings

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WP 2 - Active Citizenship across Europe: a comparative analysis

Deadlines Europe text and country studies

- Text Europe: 29 February 2024
- Country studies: meeting in Brussels (spring 2024)
- Feedback in both directions until 30 June
- Finalising texts before 15 September 2024
- Final publication spring 2025
- Summaries in all project languages (incl. EN) spring 2025



WP 2 - Active Citizenship across Europe: a comparative analysis

3. Survey in all participating countries - target groups

- 1200 pupils in secondary schools
- 150 teachers in secondary education
- (x trainee teachers and lecturers in higher education?!)

The survey will explore, among others:

- awareness and knowledge about citizenship
- attitudes etc.



A photograph of several colored pencils arranged in a circle around a small orange tag with the word 'SURVEY' written on it. The pencils are in various colors including yellow, blue, green, orange, red, and purple. The tag is placed in the center, and the pencils are pointing towards it. The background is a dark, textured surface.

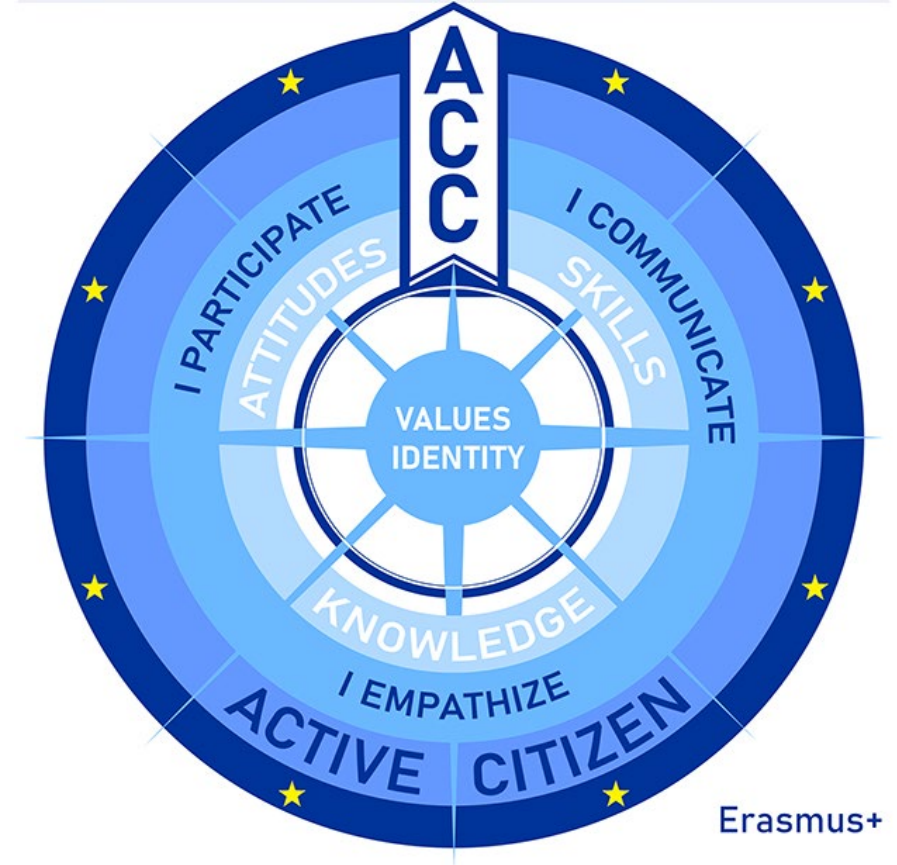
The SurveyMonkey logo, featuring a green circle with a white monkey face silhouette and the text "SurveyMonkey" in white.

-

WP 2 - Active Citizenship across Europe: a comparative analysis

Deadlines questionnaires

- 20 November 2023 first draft to all partners (in English); shared by team Belgium
- 10 December 2023 Feedback from all partners
- Before Christmas pre-final to all partners; shared by team Belgium
- 15 January 2024 last feedback by partners
- 20 January 2024 final version in English to all partners; shared by team Belgium
- 10 February 2024 translations into CZ, ES, GR, NL, TR; to be send to Katrijn/ Oliver
- 29 February 2024 links to all language versions of the questionnaires, shared by Katrijn/ Oliver
- Surveys open between 1 March and 15 May 2024
- Findings and analysis: 31 October 2024

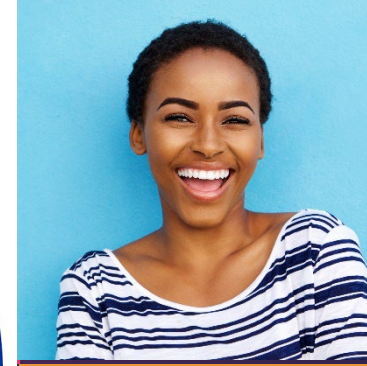


WP 2 - Active Citizenship across Europe: a comparative analysis

4. Fit for purpose: practices of active citizenship (examples of school policies and practices)

- per country
- responsible: schools
- each example 1 page
- to be published in book or on website – to be discussed
- deadline: meeting in Brussels



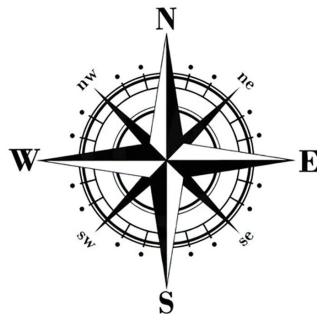


Work package n°3 - Active Citizenship Compass (TR1 – Aynur Yurekli)

The general objective of this project is to design a self-assessment tool for students to assess their own improvement of skills and knowledge related to active citizenship and to turn this process of development into a school policy. As such, the objective of this work package plays a key role in the design and creation of the tool for this measurement. The very general objective of the work package 3 is to design the tool which will not only help students to be aware of the general characteristics of the concept active citizenship, but also help them taking firm steps towards becoming an active citizen.

1. Learning outcomes
2. The ACC
3. The pilot analysis of the ACC





Work package n°4 - The implementation of the Active Citizenship Compass (ACC) in the classroom (GR1 – Vana Chiou)

The aim of the WP4 is to raise teachers' and students' awareness on ActiveCitizenship Education in secondary schools.

The specific objectives of the WP4 are outlined as follows:

The participating HEIs will develop a training package for teachers on how to design a learning environment that promotes and supports learning activities and tools on AC and the use of the ACC in classrooms. Teachers will be trained by the HEIs on how to design an ACE learning environment and use the ACC. Teachers will design and implement learning activities and tools on ACE with the active participation of students.

All participants (researchers, teachers, and students) will assess and reflect on the implementation of ACE activities and the ACC tool. Finally, students' skills and knowledge on Active citizenship will be leveraged. The above objectives are derived from and are fully aligned with the general objective of the project which is to promote active citizenship in secondary education schools and to prepare students responsible for citizenship currently and in their future adult life.

Work package 4 –The implementation of the Active Citizenship Compass (ACC) in the classroom

Leading institution: GR 1 (University of the Aegean)

Duration: 01.10.2024 to 31.08.2026

Partner institutions: BE 1, BE2, CZ1, CZ2, GR1, GR2, ES1, ES2, NL 1, NL 2, TR1, TR 2

Aim:

to raise teachers' and students' awareness on Active Citizenship Education in secondary schools.

3 Outputs:

1. Active Citizenship Education (ACE) training material package for teachers.
2. Active Citizenship Education (ACE) teaching tools and learning activities.
3. Active Citizenship Compass (ACC) Award

Budget: 80.000€

Work package 4 –The implementation of the Active Citizenship Compass (ACC) in the classroom

	Name of Deliverables / Outputs	Content / Format	Details
1	Active Citizenship Education (ACE) training material package for teachers.	a. Active Citizenship: Principles and Values b. The importance of teaching Active Citizenship in schools c. How to design ACE learning activities and tools d. Active Citizenship Compass (ACC): Structure and content e. How to use ACC in your classroom.	✓ Electronic ✓ of 100 pages ✓ in English
2	Active Citizenship Education (ACE) teaching tools and learning activities.	a. Lesson plans and scenarios on ACE b. Teaching tools and learning activities on ACE (the creation of the material)	✓ Electronic ✓ of 100 pages ✓ in English ✓ in partner's languages
3	ACC Award	a certificate awarded to students who participated in ACE learning activities and in the use of ACC	✓ Electronic ✓ Printed ✓ in partner's languages

Work package 4 –The implementation of the Active Citizenship Compass (ACC) in the classroom

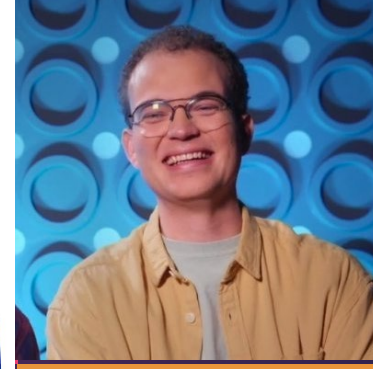
	21 Activities !!	Venue	Start date	End date	Expected results
A1	Kick-off meeting	Greece	01/10/2024	03/10/2024	Discuss how to proceed the activities and the communication channels among partners
A2	Working sessions to develop the training package for teachers on ACE	Virtual	01/09/2024	01/08/2025	Training material package created and co-edited for teachers.
A3	Training sessions -Training teachers on ACE	Virtual	01/09/2025	28/02/2026	Teachers will be trained on how to design ACE activities and the use of ACC.
A4	Working sessions to develop learning activities and tools on ACE for schools	Virtual	01/01/2025	31/08/2025	The Active Citizenship Education (ACE) learning activities and tools for teachers in English & all partners' native languages.
A5	2nd meeting of WP4	Turkey	01/10/2025	31/10/2025	Partners will follow up on the activities and the progress in WP4. They will discuss further actions needed to ensure its quality
A6	Local Multiplier Event of WP4	Turkey	01/10/2025	31/10/2025	Local Multiplier Event. Dissemination of the activities and their results.
A7 – A13	Implementation of ACE learning activities and the use of ACC in partner School	Partner countries	01/09/2025	30/04/2026	The implementation of ACE learning activities by teachers and the use of ACC by students in partner Schools.
A13	Assessment and Reflection Activities	Virtual	01/09/2025	31/08/2026	Assessment and reflection on ACE learning activities and the use of ACC by schools and students, and HEIs
A14 – A19	ACC Award Event in partner countries	Partner countries	01/05/2026	31/08/2026	Students will be awarded by the ACC award in an open event
A20	3rd meeting of WP4	Czech Republic	29/05/2026	31/05/2026	Follow-up and evaluation of WP4
A21	Final Multiplier Event	Czech Republic	29/05/2026	31/05/2026	Final Multiplier Event

Work package 4 –The implementation of the Active Citizenship Compass (ACC) in the classroom

Roles & Responsibilities	Partners
✓ ensure the smooth flow of WP4 ✓ be in contact and close cooperation with all partners (HEIs and schools) participating in WP4 ✓ Organise the kick-off meeting	Leading Institution GR1 – University of the Aegean
✓ cooperate to prepare the ACE training material package for teachers ✓ organise training sessions for teachers on how to design an Active Citizenship Education (ACE) learning environment, including teaching tools and learning activities.	BE1, CZ1, ES1, GR1, NL1, TR1
✓ participate in the training sessions ✓ in cooperation with partner HEIs, schools will develop learning activities and tools on ACE ✓ will implement the activities on ACE in their individual classrooms and support the use of the ACC in schools	BE2, CZ2, ES2, GR2, NL2, TR2
✓ will organize the ACC award event in their countries	BE1, CZ1, ES1, GR1, NL1, TR1 BE2, CZ2, ES2, GR2, NL2, TR2
✓ will organise the Local Multiplier Event	TR1 – Izmir University of Economics
✓ organise the 2nd WP4 meeting	
✓ will organise the Final Multiplier Event	CZ1 – Palacky Olomouc University
✓ organise the 3rd WP4 meeting	

Work package 4 –The implementation of the Active Citizenship Compass (ACC) in the classroom

Qualitative Indicators	Quantitative Indicators
✓ HEIs' reports a) on the preparation of training package for Active Citizenship Education (ACE) training material package for teachers, and b) on the teachers' training on Active Citizenship Education (ACE). ✓ Teachers' evaluation on the training procedure. ✓ Schools' reports on a) the development of learning activities and tools on ACE, and b) their implementation in the classrooms. ✓ HEIs natural observations on the implementation of learning material in partner schools. ✓ Students' evaluation of the learning material and tools and the ACC	✓ 1 Active Citizenship Education (ACE) training material package for teachers. ✓ Number of ACE teaching tools and learning activities. ✓ Number of teachers participated in training and in the development of material and tools ✓ Number of students participated actively in the development of material and tools ✓ Number of students attended the implementation of ACE Teaching tools and learning activities ✓ Number of students used the ACC ✓ Number of students, teachers, parents and stakeholders attended the ACC award event. ✓ Number of participants attended the Multiplier Event. ✓ Number of ACC awards given to students.



Work package n°5 - Policy guidelines and recommendations for schools (NL2 – Wabe Reinsma & Ralph de Jong)

The main objective of work package 5 is to develop a dynamic school policy on active citizenship education which will be revised and re-assessed on a regular basis based on the needs of the school, students, and local and national priorities.

The main results of this work package are three deliverables:

1. Criteria for policy on active citizenship education
2. System for validating, evaluating school policy on active citizenship
3. Tools to adjust, modify and improve policy on active citizenship

More particularly:

1. A website with criteria for policy at secondary school level, on active citizenship and social integration. The policy will be based on research and international good practices. The specific criteria for the policy on active citizenship education will be worked out at three levels: bronze, silver and gold.
2. A digital self-assessment tool on a website for school principals, based on the criteria for policy on active citizenship education, to validate, evaluate the school policy on active citizenship education at three levels bronze, silver and gold.
3. Tools, provided on a website to adjust, modify and improve policy and curricular on active citizenship and social integration.



MEETINGS

- **Kick-Off meeting Leeuwarden, the Netherlands** 26-01-2024 till 28-01-2024 
- **WP2 kick-off meeting Leuven, Belgium** 19-4-2024 t/m 21-4-2024 
- **WP3 and WP4 Kick-off Mytiline, Greece** 18-10-2024 t/m 20-10-2024, 
- **WP3 Second meeting Cadiz, Spain** 14-3-2025 t/m 16-3-2025 
- **WP3 third meeting, WP4 second meeting Multiplier event Izmir, Turkiye** 17-10-2025 t/m 19-10-2025 
- **WP4 Third meeting and final Multiplier Event, Oloumouci Czech Republic** 30-5-2026 t/m 1-06-2026 

FINANCIAL OVERVIEW PARTNERS

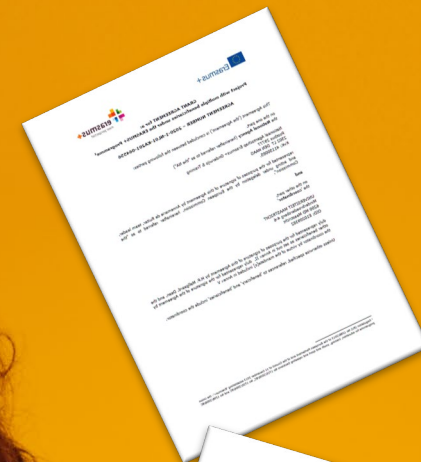
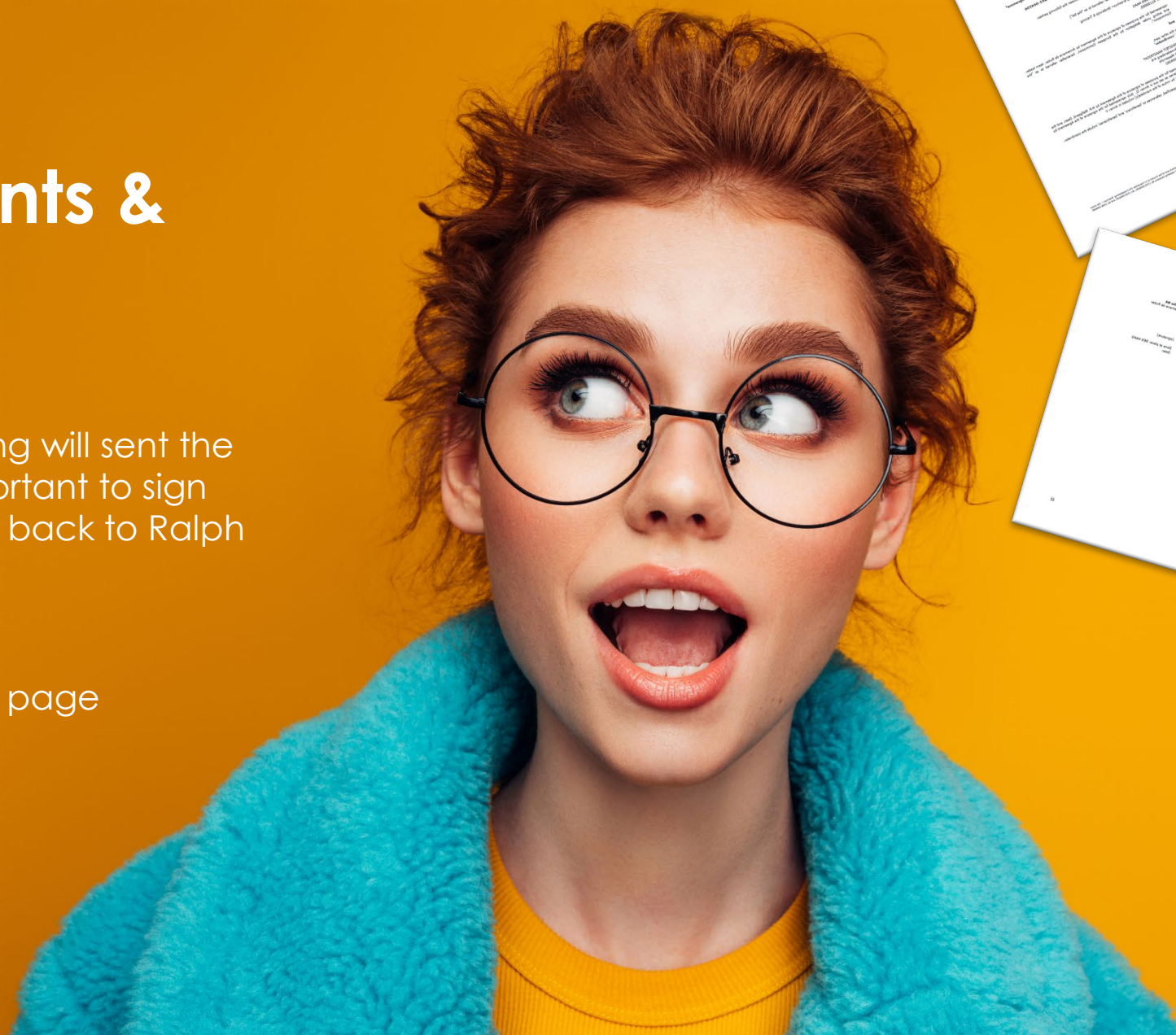
	PROJECT_MANAGEMENT	Work package 2	Work package 3	Work package 4	Work package 5		Total
E10084860 - Piter Jelles Impulse	€ 18.850,00	€ 6.600,00	€ 10.650,00	€ 6.500,00	€ 31.012,00		€ 73.612,00
E10072911 - Mytilene Music School	€ 4.850,00	€ 1.550,00	€ 2.250,00	€ 4.650,00	€ 3.210,00		€ 16.510,00
E10071873 - Zakladni skola, Velehrad, okres Uherske Hradiste	€ 5.500,00	€ 2.280,00	€ 4.075,00	€ 6.190,00	€ 4.882,00		€ 22.927,00
E10194551 - IZMIR EKONOMI UNIVERSITESI	€ 6.150,00	€ 5.750,00	€ 24.456,00	€ 5.100,00	€ 2.450,00		€ 43.906,00
E10209482 - KATHOLIEKE UNIVERSITEIT LEUVEN	€ 6.150,00	€ 45.226,00	€ 6.572,00	€ 9.760,00	€ 5.922,00		€ 73.630,00
E10209443 - UNIVERSITEIT UTRECHT	€ 5.500,00	€ 7.780,00	€ 6.990,00	€ 7.780,00	€ 4.680,00		€ 32.730,00
E10208753 - UNIVERSIDAD DE CADIZ	€ 5.500,00	€ 5.260,00	€ 3.730,00	€ 6.560,00	€ 3.730,00		€ 24.780,00
E10320493 - OZEL GUZELBAHCE PIRI REIS ORTAOKULU	€ 5.500,00	€ 1.850,00	€ 2.675,00	€ 3.600,00	€ 770,00		€ 14.395,00
E10328224 - Sint-Jan Berchmansinstituut AS O-TSO-BSO	€ 5.500,00	€ 4.280,00	€ 9.400,00	€ 5.174,00	€ 4.172,00		€ 28.526,00
E10248827 - IES FERNANDO QUIÑONES CHICLANA	€ 5.500,00	€ 2.450,00	€ 4.500,00	€ 6.700,00	€ 5.120,00		€ 24.270,00
E10208271 - UNIVERZITA PALACKEHO V OLOMOUCI	€ 5.500,00	€ 3.766,00	€ 2.568,00	€ 5.066,00	€ 2.568,00		€ 19.468,00
E10208624 - PANEPISTIMIO AIGAIUO	€ 5.500,00	€ 3.208,00	€ 2.134,00	€ 12.920,00	€ 1.484,00		€ 25.246,00
							€ 400.000,00
Total	€ 80.000,00	€ 90.000,00	€ 80.000,00	€ 80.000,00	€ 70.000,00		€ 400.000,00

Project Coördinators will provide all the partners with detailed information about several financial issues:
Travelling costs, Co-financing, Hours of working based on the amount of staff costs, etc.

Grant agreements & Partnership Agreements

Wabe Reinsma and Ralph de Jong will send the partnership agreements. It is important to sign them accordingly and send them back to Ralph de Jong before the deadline!

signed (and stamped) signatures page



COMMUNICATION



Blog every 2 weeks

(starting in January 2024,
available via website and
socials)

Active Citizen Newsletter

Marleen Wierda

(mwierda@pj.nl)

Mees Breuker

(mbreuker@pj.nl)



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(ACC)



Website

www.activecitizencompass.eu

TIMETABLE BLOG

BLOG ACC 2024

Week	Date	Responsible	Week	Date	Responsible	Week	Date	Responsible		
2	11-jan	BE 1	20	16-mei	TR 2	37	12-sep	NL 1		
4	25-jan	BE2	22	30-mei	GR 1	39	26-sep	NL 2		
6	8-feb	ES 1	24	13-jun	GR 2	41	10-okt	TR 1		
8	22-feb	ES 2	26	27-jun	BE 1	43	24-okt	TR 2		
10	7-mrt	CZ 1	28	11-jul	BE 2	45	7-nov	GR 1		
12	21-mrt	CZ 2	29	18-jul	ES 1	47	21-nov	GR 2		
14	4-apr	NL 1	31	1-aug	ES 2	49	5-dec	BE 1		
16	18-apr	NL 2	33	15-aug	CZ 1	51	19-dec	BE 2		
18	2-5-2024	TR 1	35	29-aug	CZ 2					

JAN

FEB

MRT

APR

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46

DEC

ACTIVE CITIZENS



I EMPATHIZE



I PARTICIPATE



I COMMUNICATE