

# Joint development, piloting and validation of entrepreneurial mindset and key skills curricula and training materials for third countries



Entrepreneurial Mindset and Key Skills for All

## ERF CURRICULUM: [CITIZENSHIP] – METHODOLOGICAL TOOLS

### **TASK ID AND TITLE 2.2: JOINT DEVELOPMENT OF THE CURRICULA AND TRAINING MATERIALS FOR ERF**

PARTNER RESPONSIBLE FOR THIS ACTIVITY: MMC MEDITERRANEAN MANAGEMENT CENTER

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ERF MTs Template

Task 2.2



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## PROJECT MAIN DETAILS

<b>Programme:</b>	Erasmus+
<b>Key Action:</b>	Lump Sum Grants
<b>Project title:</b>	Joint development, piloting and validation of entrepreneurial mindset and key skills curricula and training materials for third countries
<b>Project Acronym:</b>	EMSA
<b>Project Agreement Number:</b>	101092477
<b>Start Date:</b>	01/01/2023
<b>End Date:</b>	31/12/2025

## COORDINATED BY



## PROJECT PARTNERS



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6. E.G., experiential workshop	Error! Bookmark not defined.
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9. E.G., VIDEO PROJECTION AND ANALYSIS	Error! Bookmark not defined.

## SUMMARY OF THE METHODOLOGICAL TOOLS

Competence Title	ERF Competence: CITIZENSHIP
Learning Outcomes for the Competence	<ul style="list-style-type: none"> <li>• <b>Recognize citizenship elements and how they foster belonging and societal harmony.</b></li> <li>• <i>Understand how gender and citizenship intersect to shape access to rights, responsibilities, and participation in societal structures.</i></li> <li>• <i>Understand the influence of cultural diversity and identity on personal and collective citizenship.</i></li> </ul> <p><i>In terms of skills:</i></p> <ul style="list-style-type: none"> <li>• <b>Apply critical thinking to analyze diverse forms of political and civic participation to support a more engaged and inclusive society.</b></li> <li>• <i>Evaluate the impact of inclusive policies on marginalized groups and propose strategies to address gender inequalities in citizenship.</i></li> <li>• <i>Evaluate the impact of inclusive and exclusive citizenship policies on the participation of cultural minorities in society.</i></li> </ul> <p><i>In terms of competences:</i></p> <ul style="list-style-type: none"> <li>• <b>Demonstrate responsibility in fostering inclusivity by respecting diverse perspectives and actively contributing to a culture of civic engagement within one's community.</b></li> <li>• <i>Demonstrate the ability to foster equitable participation in civic, social, and professional environments.</i></li> </ul>

	<ul style="list-style-type: none"> <li><i>Promote active engagement and inclusivity by fostering mutual understanding related to cultural differences in civic life.</i></li> </ul>
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Methodological tool Type	Number of Methodological tools
<input checked="" type="checkbox"/> Lecture (compulsory)	1
<input type="checkbox"/> Open-ended questions	
<input checked="" type="checkbox"/> Closed questions	1
<input checked="" type="checkbox"/> Group discussion	2
<input type="checkbox"/> Brainstorming	
<input checked="" type="checkbox"/> Individual exercise / Case study	1
<input checked="" type="checkbox"/> Group exercise	
<input type="checkbox"/> Experiential workshop	
<input type="checkbox"/> Role play	
<input type="checkbox"/> Video projection and analysis	1
<input type="checkbox"/> Other (Please indicate)	
<b>Total Number of Methodological tools:</b>	

**Referencing the Methodological tools**

**PPT for PowerPoint Presentation/MT for other Methodological Tools + Competence  
number\_Number\_of\_methodological\_tool**

Example:

PPT5.1\_0 = PowerPoint presentation, on ERF competence Science & Technology, 1<sup>st</sup> tool

MT5.1\_1 = Methodological tool, on ERF competence Science & Technology, 5.1 Topic

MT5.1\_2 = Methodological tool, on ERF competence Science & Technology, 5.1 Topic

MT5.1\_3 = Methodological tool, on ERF competence Science & Technology, 5.1 Topic

MT5.1\_4 = Methodological tool, on ERF competence Science & Technology, 5.1 Topic

MT5.1\_5 = Methodological tool, on ERF competence Science & Technology, 5.1 Topic

MT5.1\_6 = Methodological tool, on ERF competence Science & Technology, 5.1 Topic

## COMPULSORY METHODOLOGICAL TOOLS

### 1. POWERPOINT PRESENTATION

<b>Methodological tool Code and Title</b>	Citizenship 5.1_0 PPT
<b>Competence Title</b>	Citizenship
<b>Learning Outcomes covered by the Methodological tool</b>	<ol style="list-style-type: none"> <li>1. <i>Recognize citizenship elements and how they foster belonging and societal harmony.</i></li> <li>2. <i>Apply critical thinking to analyze diverse forms of political and civic participation to support a more engaged and inclusive society.</i></li> <li>3. <i>Demonstrate responsibility in fostering inclusivity by respecting diverse perspectives and actively contributing to a culture of civic engagement with-in one's community</i></li> </ol>
<b>Methodological tool Aim</b>	To deliver a lecture on the topics and subtopics of the module.
<b>Hints and tips for the trainer to use the Methodological tool</b>	<i>The training aims to equip participants with a comprehensive understanding of citizenship, emphasizing its core values of inclusivity, civic responsibility, and active participation. Through exploring the legal, social, and political dimensions of citizenship, participants will learn how these aspects contribute to a cohesive society and individual identity.</i>
<b>Attachment for the usage of the Methodological tool</b>	<b>PPT5.1_0</b>





## ADDITIONAL METHODOLOGICAL TOOLS

### GROUP EXERCISE

<b>Methodological tool Code and Title</b>	CITIZESHIP MT5.1_1 Group Exercise
<b>Competence Title</b>	CITIZESHIP
<b>Learning Outcomes covered by the Methodological tool</b>	<ol style="list-style-type: none"> <li>1. <i>Recognize citizenship elements and how they foster belonging and societal harmony.</i></li> <li>2. <i>Apply critical thinking to analyze diverse forms of political and civic participation to support a more engaged and inclusive society.</i></li> <li>3. <i>Demonstrate responsibility in fostering inclusivity by respecting diverse perspectives and actively contributing to a culture of civic engagement with-in one's community.</i></li> </ol>
<b>Methodological tool Aim</b>	E.g., To practice individuals to reflect on the most important scientific and technological inventions
<b>Hints and Tips for the trainer to use the Methodological tool</b>	✓ E.g., Ensure that the participants understand the instructions for the activity fully before they start; clarify if necessary.
<b>Attachment/s for the usage of the Methodological tool</b>	Provided in the activity description below (if applicable).

### Methodological Tool - Discussion

MT5.1\_1

**Group Exercise/Individual Exercise Title (if different from the MT title)**

<b>Divide participants into four groups. Assign one element of citizenship to each group to explore in detail. Provide the following guiding questions</b>
<i>Description of the Group Exercise/Individual Exercise</i>
<p>Assign one element of citizenship to each group to explore in detail.</p> <ol style="list-style-type: none"> <li><b>Legal status : Group A</b></li> <li><b>Rights: Group B</b></li> <li><b>Active participation: Group C</b></li> <li><b>Identity: Group D</b></li> </ol>
<i>Estimated Duration (broken down into steps, if necessary)</i>
30 Minutes
<i>General Guidelines (for the trainer)</i>
<p>Divide participants into <b>four groups</b>. Assign one element of citizenship to each group to explore in detail. Provide the following guiding questions:</p> <ul style="list-style-type: none"> <li><b>Legal status:</b> Why is legal status important for citizenship? How does it affect access to rights and protections?</li> <li><b>Rights :</b> What rights do you consider essential for citizenship?</li> <li><b>Active participation:</b> Share examples of active participation in your own experience</li> <li><b>Identity:</b> How does cultural or national identity contribute to a sense of belonging</li> </ul>

<i>Instructions (for the participants)</i>
<p>Assign one element of citizenship to each group to explore in detail.</p> <ol style="list-style-type: none"> <li><b>1. Legal status : Group A</b></li> <li><b>2. Rights: Group B</b></li> <li><b>3. Active participation: Group C</b></li> <li><b>4. Identity: Group D</b></li> </ol>
<i>Online Classroom Setting (if applicable)</i>
You use a mentimeter and set an open ended question to see their reaction

<b>Methodological Tool - Discussion</b>
MT5.1_2
<b>Group Exercise/Individual Exercise Title (if different from the MT title)</b>
<p>Split participants into two small groups. Assign one topic to each group:</p> <p><b>Group 1: Talk about voting and organized activities (like in the EU).</b></p> <p><b>Group 2: Talk about helping each other in the community (like in Sub-Saharan countries).</b></p>
<i>Description of the Group Exercise/Individual Exercise</i>

<p><b>Group 1: Talk about voting and organized activities (like in the EU).</b></p> <p><b>Group 2: Talk about helping each other in the community (like in Sub-Saharan countries).</b></p>
<p><i>Estimated Duration (broken down into steps, if necessary)</i></p>
<p>30 Minutes</p>
<p><i>General Guidelines (for the trainer)</i></p>
<p><b>Split participants into two small groups. Assign one topic to each group:</b></p> <p><b>Group 1: Talk about voting and organized activities (like in the EU).</b></p> <p><b>Group 2: Talk about helping each other in the community (like in Sub-Saharan countries).</b></p> <p><b>Guiding Question for Both Groups:</b></p> <p><i>Why do you think this way of participating is important?</i></p> <p><i>Each group shares one example of participation they discussed and explains why they think it's valuable.</i></p> <p>1. <b>Identity:</b>How does cultural or national identity contribute to a sense of belonging</p>
<p><i>Instructions (for the participants)</i></p>
<p><i>Online Classroom Setting (if applicable)</i></p>

*You use a mentimeter and set an open ended question to see their reaction*

## Methodological Tool – Case Study

### MT5.1\_3

#### Case Study Title (if different from the MT title)

#### Open vs. Restrictive Citizenship Policies : Liberalica VS Tradistan.

#### Case Study Content

Two neighboring countries, **Liberalica** and **Tradistan**, have adopted contrasting approaches to citizenship. The following descriptions outline each country's policies and the impact they have on society.

- **Liberalica (Open Citizenship Policy):** Liberalica has an open citizenship policy, allowing immigrants who have lived in the country for three years and have demonstrated good character to apply for citizenship. Additionally, Liberalica offers dual citizenship, encouraging immigrants to maintain ties with their home countries. This inclusive approach has led to a culturally diverse population, a strong economy with increased labor participation, and high levels of social integration among different communities.
- **Tradistan (Restrictive Citizenship Policy):** Tradistan has a highly restrictive citizenship policy, granting citizenship only to those born in the country or to those with at least one parent who is a citizen. Immigrants, even those who have lived in Tradistan for many years, cannot apply for citizenship. Tradistan does not allow dual citizenship and requires all residents to meet stringent requirements for long-term residency. This approach aims to preserve the cultural identity of the country, protect resources for native citizens, and limit the influence of outside cultures.

<i>Estimated Duration (broken down into steps, if necessary)</i>
30 Minutes
<i>General Guidelines (for the trainer)</i>
<p>This case study offers an opportunity to reflect on real-world implications of policy choices and the balance between inclusivity and exclusivity in fostering a cohesive community.</p> <p>In this activity, participants will explore the contrasting approaches to citizenship policies through a case study of two fictional countries, <b>Liberalica</b> and <b>Tradistan</b>. Liberalica represents an open citizenship model, promoting inclusivity, cultural diversity, and economic integration by offering citizenship pathways for immigrants and allowing dual citizenship. In contrast, Tradistan embodies a restrictive citizenship model, limiting citizenship access primarily to native-born individuals and aiming to protect cultural identity and resources for native citizens.</p>
<i>Instructions (for the participants)</i>
<p>Through this exercise, you will read about the policies of each country and consider the impact these policies have on society, economy, and cultural diversity. By answering multiple-choice questions, you will analyze the potential advantages and drawbacks of open versus restrictive policies. This activity is designed to encourage critical thinking and discussion, helping you understand how different citizenship models can shape a society's social cohesion, economic growth, and inclusivity.</p>
<p><b>Multiple-Choice Question</b></p> <p>Please choose <u>the correct answer</u> from the options below.</p>

<b>Statement: What is the main characteristic of Liberalica's citizenship policy?</b>	<b>Correct Answer</b>
1. Only individuals born in the country can become citizens.	<b>2</b>
2. Immigrants can apply for citizenship after living in the country for three years and demonstrating good character.	
3. Dual citizenship is not allowed in Liberalica	

### **Methodological Tool - Discussion**

**MT5.1\_4**

#### **Group Exercise/Individual Exercise Title (if different from the MT title)**

**MT5.1\_4 Reflect on core values of citizenship—Respect, Empathy, and Responsibility.**

**Choose one of the following core values and share your perspectives on why do you consider this value important for each society.**

#### **Description of the Group Exercise/Individual Exercise**

**MT5.2\_1 Reflect on core values of citizenship—Respect, Empathy, and Responsibility.**

**Choose one of the following core values and share your perspectives on why do you consider this value important for each society.**

<i>Estimated Duration (broken down into steps, if necessary)</i>
30 Minutes
<i>General Guidelines (for the trainer)</i>
<b>MT5.2_1 Reflect on core values of citizenship—Respect, Empathy, and Responsibility.</b>  <b>Choose one of the following core values and share your perspectives on why do you consider this value important for each society.</b>
<i>Instructions (for the participants)</i>
<i>Online Classroom Setting (if applicable)</i>
You use a mentimeter and set an open ended question to see their reaction

<b>Methodological Tool – Video Analysis</b>
<b>MT5.1_5</b>
<b>Video Title (if different from the MT Title)</b>



<b>What are the benefits of volunteering?</b>
<i>Video Source (e.g., URL)</i>
<a href="https://www.youtube.com/watch?v=nj9LNjB5i4Q&amp;t=1s">https://www.youtube.com/watch?v=nj9LNjB5i4Q&amp;t=1s</a>
<i>Video Creator (Person/Organisation/Authority)</i>
WCVACymru
<i>Video Duration (if a segment of the video should be projected, please indicate also start and end time)</i>
3:02
<i>Estimated Duration (of the Activity) (broken down into steps, if necessary)</i>
30 Minutes
<i>General Guidelines (for the trainer)</i>
<p>The video titled "What are the benefits of volunteering?" <a href="#">YouTube</a></p> <p>highlights the advantages of engaging in volunteer activities.</p> <p><b>Learning Activity: Exploring the Benefits of Volunteering</b></p> <p><b>Objective:</b> Participants will identify and discuss the various benefits of volunteering, enhancing their understanding of its impact on individuals and communities.</p>
<i>Instructions (for the participants)</i>
Please review the following video and answer the following questions.
<i>Debriefing Questions</i>
Begin by asking participants if they have any experience with volunteering and what benefits they believe it offers.

Participants will gain a comprehensive understanding of the multifaceted benefits of volunteering, motivating them to engage in volunteer activities and promote them within their communities.

- *What benefits of volunteering were mentioned in the video?*
- *Can you think of additional benefits not covered in the video?*
- *How can volunteering impact your personal and professional development?*

## Methodological Tool – Case Study

**MT5.1\_6**

**Case Study Title (if different from the MT title)**

**Active Citizenship**

**Case Study Content**

In Country X, a challenge facing the government was low citizen engagement and a declining trust in public institutions. Many citizens felt disconnected from decision-making processes, often perceiving the government as opaque and unresponsive to their needs. Recognizing these issues, the government decided to launch ConnectGov, a digital citizen engagement platform designed to bridge the gap between citizens and public institutions.

ConnectGov provides citizens with a one-stop digital platform where they can interact with the government on various levels. Key features of the platform include:

Policy Feedback Surveys: Citizens can participate in surveys about upcoming policies and projects, allowing them to share their views on decisions affecting their communities.

**Local Issue Reporting:** Residents can report issues in their neighborhoods, such as infrastructure problems or environmental concerns, directly to relevant departments, which then track and respond to these reports publicly.

**Community Forums:** These forums provide a space for citizens to discuss policy issues, propose community initiatives, and collaborate on local projects. Public officials also participate in these forums, answering questions and addressing concerns.

**Transparency Dashboard:** This feature allows users to track the progress of government projects in real-time, providing information on timelines, budgets, and project outcomes, thus ensuring greater accountability.

Since the launch of ConnectGov, citizen participation has surged. More residents are engaging with their local representatives and participating in discussions that shape public policy. Surveys conducted six months post-launch revealed that trust in public institutions had risen by 30%, largely because of the transparency and responsiveness that ConnectGov fosters. Citizens report feeling that their voices are valued and that the government is genuinely interested in their feedback.

The impact of ConnectGov goes beyond individual participation. By providing a platform for collective engagement, it has fostered a stronger sense of community cohesion. People from different backgrounds and areas are coming together in online forums to discuss shared concerns, collaborate on community initiatives, and hold the government accountable. This sense of shared responsibility and engagement has contributed to a culture of active citizenship, where individuals not only see themselves as residents but as contributors to the well-being of their society.

Country X's experience with ConnectGov highlights the transformative potential of digital engagement tools. By encouraging citizens to participate actively, listen to their concerns, and promote transparency, ConnectGov strengthens democratic practices and helps build a more cohesive, resilient community.

*Estimated Duration (broken down into steps, if necessary)*

30 Minutes	
<b>General Guidelines (for the trainer)</b>	
Emphasize the positive impact observed in Country X, like increased trust in public institutions and active participation. Encourage students to reflect on how similar tools could benefit their own communities and discuss the broader importance of digital engagement in strengthening democratic practices.	
<b>Instructions (for the participants)</b>	
The scope of this activity and case study is to explore how digital engagement tools, like <i>ConnectGov</i> , can enhance active citizenship by fostering transparency, trust, and participation within communities. Through examining the features and outcomes of <i>ConnectGov</i> , you will gain insights into how such platforms bridge the gap between citizens and government, empowering individuals to voice their concerns and collaborate on community issues.	
<b>Multiple-Choice Question</b>	
Please choose <u>the correct answer</u> from the options below.	
<b>Statement: What are some of the main features of ConnectGov designed to foster active citizenship?</b>	<b>Correct Answer</b>
1. Policy Feedback Surveys, Local Issue Reporting, Community Forums, and a Transparency Dashboard.	<b>1</b>
2. Private messaging only for select citizens with government officials.	
3. Public displays of government-only announcements without citizen input.	

<b>Methodological Tool – Video Analysis</b>	
<b>MT5.1_7</b>	
<b>Video Title (if different from the MT Title)</b>	
<b>What is a Citizen? From Ancient Athens to the US</b>	
<b>Video Source (e.g., URL)</b>	
<a href="https://www.youtube.com/watch?v=kOtOHxjrjvE">https://www.youtube.com/watch?v=kOtOHxjrjvE</a>	
<b>Video Creator (Person/Organisation/Authority)</b>	
<a href="#">Untold History</a>	
<b>Video Duration (if a segment of the video should be projected, please indicate also start and end time)</b>	
2:09	
<b>Estimated Duration (of the Activity) (broken down into steps, if necessary)</b>	
30 Minutes	
<b>General Guidelines (for the trainer)</b>	
<p>Citizenship allows people to participate in the democratic process, but the road to inclusive citizenship has not been a smooth one. Untold is a free collection of short, compelling, history videos and animations designed to engage new audiences in a new conversation and shine a light on the stories that don't always make it into the classroom and question what we think we know about those that do. Untold is here to fill in the gaps and bring new stories to life. Check out untoldhistory.org</p>	
<b><u>What is a Citizen? From Ancient Athens to the US</u></b>	
Share your thoughts on the video	

<i>Instructions (for the participants)</i>
<i>Please review the following video and answer the following questions.</i>
<i>Debriefing Questions</i>

<b>MT5.1_8 Methodological Tool Title</b>	
Please indicate whether the statement(s) below is/are true <u>or</u> false.	
<b>Statement:</b> Citizenship only involves legal status and does not include participation in the community.	
True	
False	
<b>Correct Answer</b>	False
<b>Level of Difficulty</b>	<input checked="" type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High

<b>Statement:</b> Active citizenship means solely participating in elections and does not involve other forms of civic engagement.	
True	
False	
<b>Correct Answer</b>	False
<b>Level of Difficulty</b>	<input checked="" type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High

<b>Statement:</b> Social justice, as a principle of active citizenship, involves advocating for fairness and equality within society.	
True	
False	
<b>Correct Answer</b>	True

<b>Level of Difficulty</b>	<input checked="" type="checkbox"/> Low	<input type="checkbox"/> Medium	<input type="checkbox"/> High
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<b>Statement:</b> Inclusivity in active citizenship means ensuring that only native-born citizens have equal opportunities in society.			
True			
False			
<b>Correct Answer</b>	False		
<b>Level of Difficulty</b>	<input checked="" type="checkbox"/> Low	<input type="checkbox"/> Medium	<input type="checkbox"/> High

<b>Statement:</b> Trust in institutions is essential to motivate citizens to participate actively in civic life.			
True			
False			
<b>Correct Answer</b>	True		
<b>Level of Difficulty</b>	<input checked="" type="checkbox"/> Low	<input type="checkbox"/> Medium	<input type="checkbox"/> High