

# 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



**Co-funded by  
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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



Jordan Youth Innovation Forum  
المنتدى الأردني للإبداع الشبابي



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9. E.G., VIDEO PROJECTION AND ANALYSIS	<b>Error! Bookmark not defined.</b>



## SUMMARY OF THE METHODOLOGICAL TOOLS

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

PPT5.2\_0 = PowerPoint presentation, on ERF competence Science & Technology, 1<sup>st</sup> tool

MT5.2\_1 = Methodological tool, on ERF competence Science & Technology, 5.2 Topic

MT5.2\_2 = Methodological tool, on ERF competence Science & Technology, 5.2 Topic

MT5.2\_3 = Methodological tool, on ERF competence Science & Technology, 5.2 Topic

MT5.2\_4 = Methodological tool, on ERF competence Science & Technology, 5.2 Topic

MT5.2\_5 = Methodological tool, on ERF competence Science & Technology, 5.2 Topic

MT5.2\_6 = Methodological tool, on ERF competence Science & Technology, 5.2 Topic

## COMPULSORY METHODOLOGICAL TOOLS

### 1. POWERPOINT PRESENTATION

<b>Methodological tool Code and Title</b>	Citizenship 5.2_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>Understand how gender and citizenship intersect to shape access to rights, responsibilities, and participation in societal structures.</i></li> <li>2. <i>Evaluate the impact of inclusive policies on marginalized groups and propose strategies to address gender inequalities in citizenship.</i></li> <li>3. <i>Demonstrate the ability to foster equitable participation in civic, social, and professional environments.</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>	PPT5.2_0



## ADDITIONAL METHODOLOGICAL TOOLS

### GROUP EXERCISE

<b>Methodological tool Code and Title</b>	CITIZESHIP MT5.2_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*

**MT5.2\_1**

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



**This activity aims to encourage students to critically examine the historical and contemporary associations between citizenship and male-dominated roles, and to consider the implications for women and marginalized genders in civic participation.**

*Description of the Group Exercise/Individual Exercise*

**Throughout history, societal structures have often linked citizenship with male-dominated roles and spaces, such as political participation, military service, and property ownership. This association has frequently resulted in the exclusion of women and marginalized genders from full civic participation and public life. For instance, in many societies, women were historically denied the right to vote, own property, or serve in the military, reinforcing a gendered notion of citizenship. Even as legal barriers have been challenged and removed over time, cultural and institutional practices continue to influence the extent of inclusive civic engagement. Understanding this historical context is crucial for analyzing contemporary issues related to gender equality in civic participation. This discussion invites you to reflect on these dynamics and consider their implications in today's society.**

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

30 Minutes

*General Guidelines (for the trainer)*

*“Citizenship has been linked with male-dominated roles and spaces, such as political participation, military service, and property ownership, often excluding women and other marginalized genders from full civic participation and public life.”*

**Do you agree with this sentence? Why? Why not?**

<i>Instructions (for the participants)</i>
<p>“Citizenship has been linked with male-dominated roles and spaces, such as political participation, military service, and property ownership, often excluding women and other marginalized genders from full civic participation and public life.”</p> <p><b>Do you agree with this sentence? Why? Why not?</b></p>
<i>Online Classroom Setting (if applicable)</i>
<i>You use a mentimeter and set an open ended question to see their reaction</i>

<b>Methodological Tool – Video Analysis</b>
<b>MT5.2_2</b>
<b>Video Title (if different from the MT Title)</b>
<b>Citizenship: A Very Short Introduction   Richard Bellamy</b>
<b>Video Source (e.g., URL)</b>
<a href="https://www.youtube.com/watch?v=ql6ytVIDqmE&amp;t=33s">https://www.youtube.com/watch?v=ql6ytVIDqmE&amp;t=33s</a>
<b>Video Creator (Person/Organisation/Authority)</b>
<a href="#">Oxford Academic (Oxford University Press)</a>
<b>Video Duration (if a segment of the video should be projected, please indicate also start and end time)</b>
3:08
<b>Estimated Duration (of the Activity) (broken down into steps, if necessary)</b>



<i>30 Minutes</i>
<i>General Guidelines (for the trainer)</i>
<p>To assess viewers' engagement with the video "Citizenship: A Very Short Introduction" by Richard Bellamy, consider the following questions:</p> <p><b>What are the key components of citizenship as discussed by Richard Bellamy in the video?</b></p> <p><b>How does Bellamy explain the evolution of the concept of citizenship over time?</b></p> <p>These questions will help determine if viewers have grasped the main ideas presented in the video.</p> <p>Sources</p>
<i>Instructions (for the participants)</i>
<i>Please review the following video and answer the following questions.</i>
<i>Debriefing Questions</i>
<p><b>What are the key components of citizenship as discussed by Richard Bellamy in the video?</b></p> <p><b>How does Bellamy explain the evolution of the concept of citizenship over time?</b></p> <p>These questions will help determine if viewers have grasped the main ideas presented in the video.</p> <p>Sources</p>

**Methodological Tool – Case Study**

**MT5.2\_3**

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

**In line with the EU's strategy**

**Case Study Content**

- The European Union (EU) is committed to promoting gender equality across its member states. Central to this commitment is the EU Gender Equality Strategy 2020-2025, which outlines objectives to foster a gender-equal Europe. [European Commission](#)

In line with the EU's strategy, Sweden has introduced stricter citizenship requirements, extending the residency period from five to eight years and mandating adherence to an "honest way of life," which includes respecting gender equality principles. These measures aim to integrate individuals from diverse backgrounds into a common Swedish identity that upholds gender equality.

These proposed changes include:

- **Extended Residency Period:** Applicants must reside in Sweden for a longer period before qualifying for citizenship. **Honorable Lifestyle Requirement:** Applicants are expected to demonstrate good conduct, including adherence to societal norms and laws. **Language and Civic Knowledge:** Proficiency in the Swedish language and understanding of Swedish society are required.



<i>Estimated Duration (broken down into steps, if necessary)</i>
30 Minutes
<i>General Guidelines (for the trainer)</i>
<p><b><u>Instructions for the trainers:</u></b></p> <p><b>Introduce the Case:</b> Provide context and clearly outline the case study objectives.</p> <p><b>Divide Students into Groups:</b> Encourage collaboration and assign roles to ensure active participation.</p> <p><b>Guide the Analysis:</b> Pose key questions to help students analyze the case and identify problems.</p> <p><b>Encourage Discussion:</b> Facilitate group presentations or discussions to share findings and perspectives.</p> <p><b>Summarize Key Insights:</b> Conclude by highlighting the main lessons learned and their broader applications</p>
<i>Instructions (for the participants)</i>
<p><i>Based on Sweden's recent amendments to its citizenship requirements, consider the following questions:</i></p> <ul style="list-style-type: none"> <li>• <b><i>What are the new residency and conduct requirements for obtaining Swedish citizenship?</i></b></li> <li>• <b><i>How might these stricter citizenship criteria impact the integration of immigrants into Swedish society?</i></b></li> </ul>

<b>Methodological Tool - Discussion</b>
<b>MT5.2_4</b>
<b><i>Group Exercise/Individual Exercise Title (if different from the MT title)</i></b>
<p><b>Participants will explore how education equips individuals with the knowledge, skills, and critical thinking abilities necessary for active citizenship and inclusion, and to discuss strategies for implementing these educational practices effectively.</b></p> <p><b>Participants will engage in a structured discussion to examine the impact of education on promoting active citizenship and inclusion. They will analyze various educational strategies and their effectiveness in preparing individuals to contribute meaningfully to society.</b></p>
<b><i>Description of the Group Exercise/Individual Exercise</i></b>
<p><b>What are some effective educational strategies for promoting active citizenship and inclusion?</b></p> <p><b>How can educators address challenges in fostering active citizenship and inclusion through education?</b></p>
<b><i>Estimated Duration (broken down into steps, if necessary)</i></b>
<b>30 Minutes</b>
<b><i>General Guidelines (for the trainer)</i></b>

**Facilitation Tips:**

Encourage participants to share personal experiences related to civic education and inclusion. Promote respectful dialogue and ensure that all voices are heard during the discussion. Provide examples of successful educational programs that have effectively promoted active citizenship.

***What are some effective educational strategies for promoting active citizenship and inclusion?***

*Answers: Explore methods such as project-based learning, service-learning, and classroom discussions on current events. / Evaluate the importance of creating equitable learning environments that allow every student to engage meaningfully.*

***How can educators address challenges in fostering active citizenship and inclusion through education?***

*Answers: Identify potential barriers, such as lack of resources or diverse student needs, and propose solutions. Discuss the importance of professional development for teachers in implementing inclusive civic education.*

***Instructions (for the participants)***

*“Citizenship has been linked with male-dominated roles and spaces, such as political participation, military service, and property ownership, often excluding women and other marginalized genders from full civic participation and public life.”*

***Do you agree with this sentence? Why? Why not?***

***Online Classroom Setting (if applicable)***

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



<b>Methodological Tool - Discussion</b>
<b>MT5.2_5</b>
<b>Group Exercise/Individual Exercise Title (if different from the MT title)</b>
<b>Define community engagement aspects</b>
<i>Description of the Group Exercise/Individual Exercise</i>
Begin by explaining that community engagement involves the process of working collaboratively with and through groups of people affiliated by geographic proximity, special interest, or similar situations to address issues affecting their well-being.
<i>Estimated Duration (broken down into steps, if necessary)</i>
30 Minutes
<i>General Guidelines (for the trainer)</i>
<p><b>Discussion (10 minutes):</b></p> <p>Lead a discussion to identify common themes and differences in the groups' definitions and perceptions of community engagement. Discuss how these various understandings can influence the way individuals participate in and contribute to their communities.</p> <p><b>Conclusion (5 minutes):</b></p> <p>Summarize the key points discussed, emphasizing the importance of a shared understanding of community engagement in fostering active citizenship and inclusive societies. Encourage participants</p>

to reflect on how they can apply these insights to enhance their involvement in community initiatives.

- *How do you define community engagement?*
- *Can you share personal experiences or examples of community engagement?*
- *What are the key components that make community engagement effective?*

#### *Instructions (for the participants)*

*Answer to the following questions.*

- *How do you define community engagement?*
- *Can you share personal experiences or examples of community engagement?*
- *What are the key components that make community engagement effective?*

#### *Online Classroom Setting (if applicable)*

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



### MT5.2\_6 Methodological Tool Title

Please indicate whether the statement(s) below is/are true or false.

**Statement:** Gendered citizenship acknowledges that citizenship experiences are influenced by gender and intersecting identities.

True

False

**Correct Answer** True

**Level of Difficulty**  Low  Medium  High

**Statement:** T.H. Marshall's framework for citizenship includes civil rights, political rights, and social rights as stages in the development of citizenship.

True

False

**Correct Answer** True

**Level of Difficulty**  Low  Medium  High

**Statement:** Sexual citizenship solely focuses on traditional political rights, excluding personal freedoms related to identity and sexuality.

True

False

**Correct Answer** False

**Level of Difficulty**  Low  Medium  High

**Statement:** Inclusive citizenship policies can help improve social cohesion and equality by considering diverse backgrounds and identities.

True

False

**Correct Answer** True

**Level of Difficulty**  Low  Medium  High

<b>Statement: Sexual citizenship includes responsibilities such as ensuring consensual, respectful, and safe interactions.</b>	
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

