eTwinning Project: “Intercultural Club”

Inspired in the project kit: “Cultural Heritage”

The main idea of this project is to offer the opportunity for interested students and teachers from all over Europe to go into problem/topic-based (virtual) exchanges with each other. Topics can be all aspects of a particular culture: Everyday habits (politics, identity, food, sports, etc.), pop culture (Music, movies, online etc.) and canonized items (literature, arts, etc.). The lingua franca of this project will be English, so that language skills will be acquired during the project, as well.

Pedagogical general objectives

No.	Description	Evaluation / Indicator
1	To help pupils to identify, explore, and become aware of European values.	Increase in European awareness comparing answer to a designed questionnaire before and after the project.
2	To raise pupil’s awareness of European cultural heritage and its value	Self-assessment performed by pupils at the end of the project
3	To assist pupils to identify European linguistic diversity and become aware of the importance of learning European languages.	Self-assessment performed by pupils at the end of the project
4	To develop pupils’ insight into the similarities and differences among nations.	Report written by teams as a wrap-up activity

Pedagogical specific objectives

No.	Description	Evaluation / Indicator
1	To design of a variety of project activities using different methodologies and technologies, decided by the students in shared spaces.	% of activities designed by students.
2	To actively participate in the economic, social and cultural life with a critical and responsible attitude[1]	Personal register of participation in the project.
3	Communicate effectively in English[1]	Correspondence and Project deliverables
4	Deliverables to be prepared and presented by teams of pupils from different countries which work with high level of initiative and autonomy.	Self, peer and teacher’s assessment.

[1] Curriculum objective of the spanish students syllabus

Object of the project

UNESCO describes three main categories of heritage:

- Tangible culture
- Intangible culture
- Natural heritage

After the first phase of introduction and creation of teams, each team will chose one of the three categories. All categories should be covered in any way.

Project teams will explore, exchange, compare, analyse, evaluate the impact on current days of the elements which belongs to the chosen category. The work process should be discussed and agreed among team members, as one of the activities of the project. This includes, list of tasks, responsibilities, planning and scheduling, monitoring of progress, etc. Teachers should keep a close track to ensure proper engagement is in place.

The deliverable of the project has to be decided by the team (slidecast, infographic, videoclip, blog, exhibition, …) which in all cases will be presented to the plenary of all the participants.

Timing

September-October	Presentation of the project Preparation of introductions
End of October	Introductions and teams set up Learning to use eTwining space
November-December	Choosing of category Definition of tasks – owner – deadline (What-Who-When) Working on tasks (weekly meeting highly recommended)
January-mid February	Production of deliverable
End of februrary	Sharing of projects products Final presentations End of Project

For us the teachers

- Promote use of ICT

ADDENDUM - Questionnaire[2] about awareness of EU values

QA1. In general, do you believe in the value of the European Union?	
• Yes, I know what they are, and I support them	
• I'm not sure what is that about	
• No, I don't believe in the values of the European Union	

QA2. Are you proud of either your national identity or your European identity?	
• Proud of both national and European identity	
• Proud of national identity	
• Proud of European identity	
• Not proud of either	
• Not sure / don't know	

QA3. Following the withdrawal of the UK from the EU, do you think other countries will also choose to leave over the coming five years?	
• It is likely that more Member States will leave the EU in the next five years	
• It is unlikely that more Member States will leave the EU in the next five years	
• Not sure / don't know	

QA4. People have different opinions on how closely EU Member States should work together on different areas, including on social and economic policy, defence, or on managing migration. Which of the following comes closest to your view?	
• EU Member States should work together more closely on as many issues as possible	
• EU Member States should work together on some issues, but others are best decided by each country alone	
• EU Member States should not pursue further integration on any area of EU policy	
• Not sure / don't know	

[2] sources

- https://www.europarl.europa.eu/at-your-service/files/be-heard/eurobarometer/2016/european-youth-in-2016/analytical-overview/en-analytical-overview-european-youth-in-2016.pdf
- http://www.instituteapis.org/what-do-young-people-think-about-europe/
- https://d5455ab2-c24f-4dd8-9724-516c94d38080.filesusr.com/ugd/efc875_be35505f11074e6da2ae80949ddb01e1.pdf

QA5. The EU allows the free movement of people and offers its citizens the opportunity to follow a vocational training course, study and work in another EU country than (OUR COUNTRY). For each of the following statements regarding mobility within the European Union, please tell me whether it applies to you.	**YES**	**NO**	**N/A**
You have already studied, undergone training or worked in another EU country than (OUR COUNTRY), or you are currently doing it			
You want to study, undergo training or work in another EU country than (OUR COUNTRY)			
Because of the crisis, you feel compelled to study, undergo training or work in another EU country than (OUR COUNTRY)			

QA6. The importance of learning about the EU	**Important**	**NOT Important**	**N/A**
How important or not do you think it is to teach young Europeans about the EU and how its institutions work?			

QA7. For you personally what are the best ways of participating effectively in public life in the EU? (MAX. 3 ANSWERS)	
• Individually helping the most needy	
• Joining a political party	
• Joining a trade union	
• Joining associations, NGO's	
• Taking part in demonstrations	
• Taking part in political debates on the websites or online social networks of the European institutions	
• Using the European citizen's initiative	
• Voting in the European elections	
• Others	
• Don't know	

QA8. With regards to online social networks, which of the following two statements is closer to your opinion? "Online social networks…	
… represent progress for democracy, because they allow everyone to take part in public debate.	
… represent a risk for democracy, because of the inappropriate use that may be made of personal data.	
Don't know	

QA9. Which of the following steps to protect the environment and combat climate change have you taken personally? (MULTIPLE ANSWERS POSSIBLE)	
• Avoiding going by plane for short-haul flights	
• Carrying out the necessary work to better insulate your home/place where you live	
• Changing your mode of transport to use a more environmentally-friendly means of transport	
• Reducing your consumption of disposable items (plastic bags, useless packaging)	
• Reducing your water and energy consumption at home (electricity, heating, household appliances)	
• Systematically buying local products	
• Systematically sorting your waste	
• Using your car or bike less often and more efficiently	
• Others	

QA10. What does being a European citizen means to you? (MAX 3 ANSWERS)	
• Being open-minded and aware of the values that the EU is based on (democracy, tolerance, freedom, solidarity, culture, peace)	
• Enjoying all the benefits the EU provides to its citizens such as ability to travel, work and study abroad; social security or stability.	
• Feel part of Europe as a cultural space where freedom of self-expression is a shared value	
• Loosing autonomy and suffering the problems of other countries	
• Not very much because I am more concern about what happens in my own country	
• Transferring of money to other countries that could remain in my country	
• Don’t know	

QA11. To what extent do you agree or disagree with the following statements on politicians and their role in society? 1= Completely Disagree / 2= Mostly Disagree / 3= Slightly Disagree / 4= Neither agree nor disagree / 5= Slightly Agree / 6= Mostly Agree / 7= Completely Agree)	
• I trust Members of the European Parliament to make the best decisions for Europe	
• I trust our national politicians to make the best decisions for my country	
• Politicians and political parties don’t care about the needs and opinions of young people	
• Politicians prioritise the needs of older people above younger people	

QA12. Over the past three years, many people have arrived at the EU as economic migrants. Some EU countries, including Italy, Greece, Germany, Spain and Sweden, have received a larger number of arrivals than others. Which statement comes closest to your views?	
• Better-off countries should take more economic migrants than countries going through an economic downturn, because they have the capacity to integrate them better.	
• Economic migrants should be housed in the first country in which they arrive, but more EU funding should be given to processing and housing them.	
• EU Member States share the responsibility for managing external borders and therefore economic migrants should be distributed fairly between them.	
• EU Member States should share economic migrants between them, but national preferences on migration should be taken into consideration.	
• The EU should have tougher external border controls to stop economic migrants from entering.	
• I don't have an opinion on this.	

QA13. The EU's core principles of freedom of movement, goods, capital and services have benefited businesses as well as citizens. At times, the EU has been accused of putting the interests of big business ahead of citizens. Which is closest to your views?	
• Member States with smaller economies receive more benefits than others	
• Member States with the strongest economies receive more benefits than others	
• The EU is focused on the benefit of all Europeans	
• Not sure / don't know	

QA14. Choose the one top initiative you think will encourage more young people to engage in political life in Europe.	
• Create more roles for young people in politics (youth advisors, youth councils, ambassadors, etc.)	
• Encourage schools and universities to host mock elections and/or political debates	
• Encouraging political parties and politicians to be more digitally connected	
• European civic lessons on EU history, governance, etc.	
• Introduce online voting	
• Lower the voting age to 16 years	
• More personal contact between young people and politicians	

QA15. Achieving greater gender equality is a priority for the European Union. **Choose the two best ways you think we could improve gender equality in Europe.**	
• Combat gender-based violence and protect and support victims	
• Ensure the participation of women in the labour market giving special attention to this after women give birth	
• Introduce quotas for businesses and private sector organisations, to ensure more women are leaders in this sector.	
• Introduce quotas for elections and government representation, to ensure more women can be elected to political office	
• Offer universal maternity and paternity care to every citizen	
• Promote more women to leadership positions in the private sector and business	
• Reduce the gaps in salaries and pensions between men and women	
• None of the above	

Thank you

Thank you for participating in this survey on the European Union.