

pistes solidaires

EUROPEAN CITIZENSHIP ACADEMY



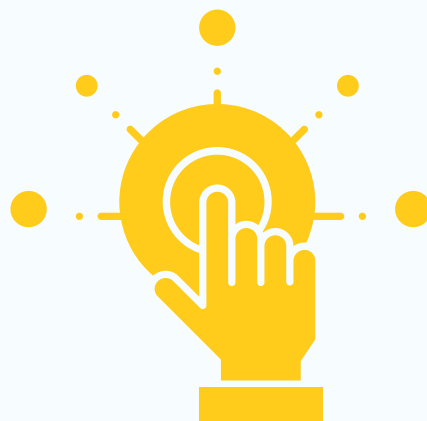
PROJECT GUIDE

 Co-funded by
the European Union

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THE PROJECT

A growing number of young people who no longer trust the EU find it difficult to understand its principles, values and functioning. The democratic deficit in EU processes is also one of the reasons for the rise of Euroscepticism among young people", it is recalled in the explanatory context of the YouthGoal 1, Connecting EU with youth.

Young people want it anyway: 89% of them want education about the European Union, but this is not offered.

The European Citizenship Academy is a European youth education project which aims to engage young people and youth organisations in the democratic process and society by offering training, developing exchanges and encouraging meetings, discussion and debate, to help them identify their link with the EU, its values and its democratic foundations, in a word to accompany them in becoming actively aware of their European citizenship.

To this end, a consortium of 8 youth associations of various sizes, both rural and urban, from all over Europe has been formed to develop content and materials for education about Europe in youth work, to implement youth exchanges on the subject, to support local peer education actions on Europe and to promote education about Europe in youth work.

Designed as a non-formal, hybrid and gamified learning pathway, ECA develops a method that guides young people towards acquiring knowledge about the Union, appropriating their citizenship and finally becoming empowered as European citizens.

Throughout the lifetime of the project 300 young people will be trained, 8 youth exchanges and local training of youth leaders implemented an e-learning platform about education about the Eu in youth field created.

Young people's expectations and proposals, based on the experience of ECA, will be gathered in a recommendation paper that will be distributed and presented to key decision makers, politics and experts at the end of the project.

All the results of ECA will be free of use for al

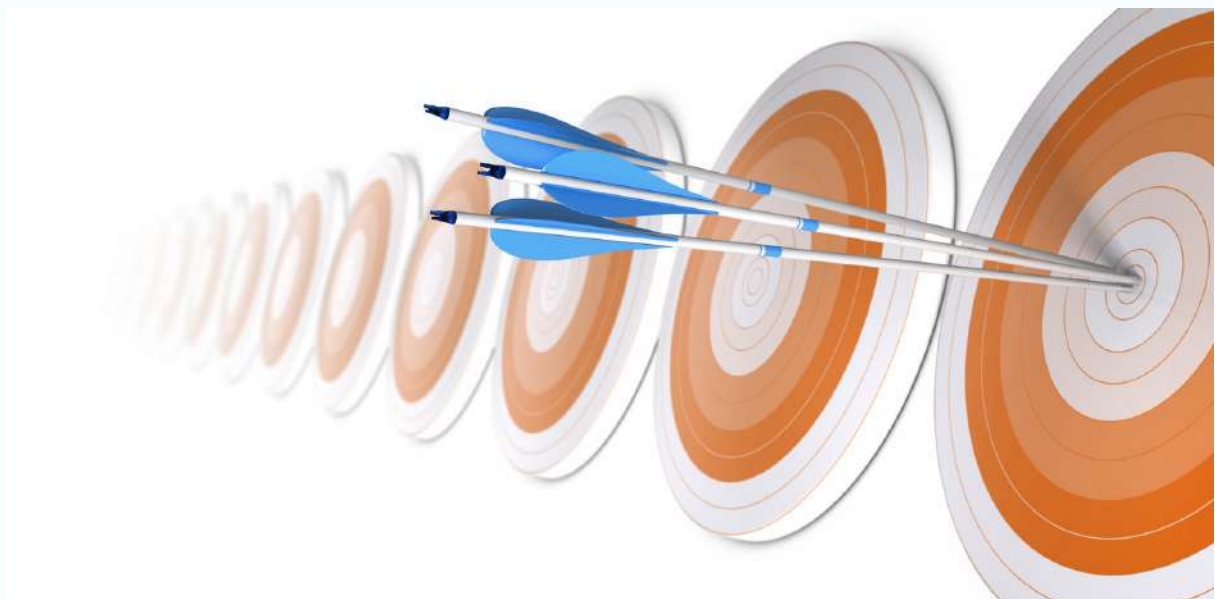
OBJECTIVES

As a European Union education project for young people, ECA aims to equip young people with a solid knowledge of the European Union and how it works, and to give them the means to act as European citizens, knowingly and actively. ECA is fully in line with European policies and ambitions for young people.

By developing non-formal educational content on Europe, ECA contributes directly to Youth Goal 1, but also to the ambitions of the Engage axis of the European Youth strategy. Indeed, supporting the development of a sense of European belonging based on knowledge and understanding of the EU and its issues means equipping young people with the skills to participate actively and consciously in the democratic process, thereby making a clear contribution to the Engage strand of the strategy.

Through actions such as the creation of an e-learning system, the creation of training courses for young people as well as for youth workers, and the development of youth exchanges that encourage encounters, debate and working together, ECA is again making a direct contribution to the Connect and Empower strands of the European Youth Strategy.

Finally, in the context of the European Parliament elections in 2024, another priority of the call for projects is the participation of young people in this European democratic event.



SPECIFIC OBJECTIVES

The European Citizenship Academy is based on a methodology: know, understand, take action, which is reflected in the project's specific objectives:

SO1 KNOW: Create an e-learning & hybrid information and learning pathway on the European Union for young people and youth workers

- Increase young people's knowledge of the European Union
- Train youth workers to raise awareness and educate about Europe
- Create information resources tailored to young people
- Initiate an online pathway for young people to learn and develop their knowledge of the European Union

SO2 UNDERSTAND: Experience your European citizenship

- Create situations to enable young people and youth workers to understand and experience their European citizenship.
- Create spaces for young people from different countries and backgrounds, including those with fewer opportunities, to meet and talk about Europe
- Promote Europe in actions through European programmes for youth, volunteering and commitment (Erasmus+ and ESC in particular)
- Promote the exchange of good practice and the networking of different experiences of information and education about Europe

SO3 TAKE ACTION: Acting and experiencing European citizenship

- Supporting young people's involvement in European education initiatives at local level
- Promote
- Promote information and education on Europe for young people among stakeholders, decision-makers and other young people
- Express your expectations and desires, and talk to decision-makers

METHODOLOGY

The **methodology** applied at the European Citizenship Academy is based on a concept that makes up the method: you can only act on what you understand; you can only understand what you know.

Knowing, understanding and acting are the 3 stages that make up our method, which translates into the following stages of the project:



1.

Know: creating learning modules and activities on the European Union to give people an idea of what the Union is, how it works, what is at stake and what it brings to our daily lives.



2.

Understand: become familiar with EU subjects and issues, express and share/exchange expectations and understand the realities of other young Europeans, also during the project's youth exchanges.



3.

Take action: The experience gained through the ECA pathway places young people in the position of potential actors. Armed with the knowledge they have acquired and their understanding of European issues, they are encouraged to share what they know with other young people by taking action to raise awareness of the EU at local level, including online.

METHODOLOGY

As an educational project, **ECA** is also based on experiential learning (learning by doing), taking into account what Dale's work has shown: we remember 90% of what we do as opposed to 30% of what we see, read and hear.

This is the reason for hybrid courses. In the first phase, with the knowledge phase, we offer young learners an interactive online experience that allows them to read, hear and see, but also to do, in order to build their knowledge. This is why the e-learning courses we offer are so interactive: participation is a much more effective way of grasping the subjects covered.

In the second phase of these courses, the exchange phase between young Europeans, the learning is put into practice, with analysis, definition and creation, which according to the cone of learning constitutes the doing, i.e. the level where learning has the greatest impact.

Another point about our methodological approaches is the motivation of young people in subjects that are not considered to be particularly engaging. Our educational approaches are non-formal, as learning by doing implies, but also playful. Learning while having fun is essential if we are to offer engaging experiences and make education about the European Union and the development of citizenship accessible and interesting at the same time. Our activities, both in e-learning and in exchanges, will therefore be based on dynamic interactivity, games, challenges and quizzes (...) and will ensure that young people are engaged in these subjects.

The aim of **ECA** is first and foremost to build and strengthen young people's capacity for judgement, rather than simply to integrate knowledge. For us, it's about helping young people to develop their sense of citizenship.

With **ECA**, we're talking about skills: integrating knowledge, understanding it and using it (taking action) to enhance their own capacity for judgement in order to solve everyday problems and build their own thinking.

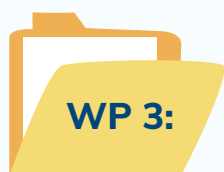
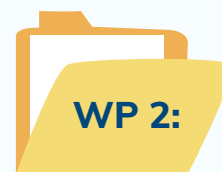
WORK PLAN

Structured in 3 stages for development and implementation, our work plan includes a total of **5 work packages**:



Coordination, monitoring and evaluation. This is the general management of the project, involving financial management, regular communication between partners, task distribution, monitoring of overall progress in terms of implementation of activities and the communication plan, and assessment of the results achieved. General management will also be supported by ongoing communication and coordination, with 12 meetings (9 online and 3 in-situ) spread throughout the project's lifecycle.

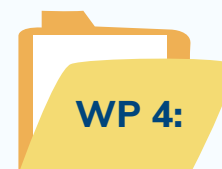
Know: the European Citizenship Academy. This is the stage for creating learning content and a method for working with young people to develop their knowledge of the European Union and a sense of civic belonging to the union. In this work package, e-learning modules and a guide will be created, and the ECA pathway method will be formalized. This WP2 serves as the basis for the following 3 WPs.



Understand: experience your European citizenship. These are non-formal education activities (youth exchanges) with a European dimension, starting at local level (ECA e-learning and preparation for exchanges), continuing with cross-border activities (youth exchanges in each of the countries involved) and ending at local level with assessments. The activities are youth-oriented, not only in the sense that young people are the target group, but also because the young participants will play an active role in the design, preparation and implementation of the initiatives. In fact, each participant will be accompanied and trained to be an information relay on the EU to their peers at local level (action in WP4), and to share their own experience in terms of activism and participation with other participants in international youth exchanges.

WORK PLAN

Take action: linking your daily life to your European citizenship. Based on research into what already exists, and in particular good practices in European education, a training program for Youth Leaders will be set up. It draws on these good practices, the pedagogical developments achieved in WP2 and the feedback, interests and opinions of young people gathered during and after the WP3 youth exchanges. It aims to train young people to become peer educators on European education and to initiate local actions. This work will give rise to a Policy Paper aimed at raising awareness among decision-makers and stakeholders to the reality of education for Europe in youth work and to show the potential of young people as actors in this field.



Visibility, communication, and exploitation. This WP refers to the overall communication strategy planned to promote the activities and initiatives (at local, national and European level) implemented during the project, and to disseminate the results. Communication includes the production of documents (videos and website) and the use of media tools such as press releases, social media and websites. It will give visibility not only to the project, but also to Erasmus+ support and programs.



The **ECA work plan** will:

- Guarantee spaces for the active participation of young people and for their voices to be heard (WPs 3 and 4)
- Provide access to reliable, high-quality information (WPs 2, 3 and 4)
- Providing all young people with access to opportunities, with particular attention to social inclusion and the participation of young people with fewer opportunities (WPs 3, and 4)
- Strengthen the connection of young people and local communities to EU institutions and programs (WPs 2, 3, 4 and 5)

WORK PACKAGE 1

Coordination, Monitoring & Evaluation

Lead : pistes solidaires

Project management and coordination are the responsibility of Pistes-Solidaires, ECA's coordinator.

As a continuous, cross-functional activity throughout the project and throughout its duration, this WP's overall aim is to **Achieve the project's objectives, on time and within the budget and quality requirements set.**

Its **specifics objectives** are:

- Oversee the administrative and financial management and guarantee the Programme's frameworks
- To coordinate the pedagogical and technical aspects of the project and promote a quality approach within ECA
- Ensure smooth internal communications and local and European implementation.

LIVRABLES

D1 : Project Manager Guide

Guide to project management procedures and sound financial management. The guide will consist of 3 parts:

- coordination and management,
- monitoring and financial rules,
- impact measures (KPIs) and evaluation.)

It will be a complete vade mecum for the project. Documents about 25-30 pages in English

D2 : Evaluation and Quality Report

Technical and financial report including impact assessment; definition of key performance indicators. Format: Electronic (20p approx). Language : English

WORK PACKAGE 2

Know: The European Citizenship Academy

Lead : pistes solidaires

Create an e-learning & hybrid information and learning pathway on the European Union for young people and youth workers

Specific objectives:

- Create e-learning content on 5 topics: 1) What is the European Union? 2) How does the European Union work? 3) What does the EU bring to our daily lives? 4) What is at stake for the EU? and 5) The Green deal
- Developing an LMS platform
- Creating the UX
- Integrating the e-learning approach and tools into hybrid activities and events

LIVRABLES

D3 : Learning Module 1 : What is the European Union ?

An interactive e-learning module made up of videos, infographics and various visual resources to provide a fun experience of discovery and basic learning about the EU.

The module is made up of different parts which are "assembled" on the LMS platform to form a complete course.

These parts include an introduction in the form of text and video support, the development of the module itself, quizzes and a conclusion

D4 : Learning module 1 : How does the European Union work?

An interactive e-learning module made up of videos, infographics and various visual resources to provide a fun experience of discovery and basic learning about the EU.

The module is made up of different parts which are "assembled" on the LMS platform to form a complete course.

These parts include an introduction in the form of text and video support, the development of the module itself, quizzes and a conclusion

WORK PACKAGE 2

Know: the European Citizenship Academy

Lead : pistes solidaires

D5 : Learning module 3: What does the EU bring to our daily lives?

An interactive e-learning module made up of videos, infographics and various visual resources to provide a fun experience of discovery and basic learning about the EU.

The module is made up of different parts which are "assembled" on the LMS platform to form a complete course.

These parts include an introduction in the form of text and video support, the development of the module itself, quizzes and a conclusion

D6 : Learning module 4 What is at stake in the EU?

An interactive e-learning module made up of videos, infographics and various visual resources to provide a fun experience of discovery and basic learning about the EU.

The module is made up of different parts which are "assembled" on the LMS platform to form a complete course.

These parts include an introduction in the form of text and video support, the development of the module itself, quizzes and a conclusion

D7 : Learning module 5: The Green Deal

An interactive e-learning module made up of videos, infographics and various visual resources to provide a fun experience of discovery and basic learning about the EU.

The module is made up of different parts which are "assembled" on the LMS platform to form a complete course.

These parts include an introduction in the form of text and video support, the development of the module itself

WORK PACKAGE 2

Know: the European Citizenship Academy

Lead : pistes solidaires

D8 : LMS platform

The platform is the medium on which the learning paths will be created and the modules made accessible to young people and youth workers. It will be in English and integrated/accessible through the project website

D9 : Platform UX

A full-scale piloting (UX) will be carried out with young people from all the partners, as part of their preparation for the exchanges in year 1 of the project (ECA class of 2024).

It will take the form of a functional test and will capitalise on feedback using a dedicated analysis grid. The conclusions of the UX will be compiled in a report of 10-15 pages max, in English

D10 : ECA activity booklet

The booklet is a guide for youth workers offering them a range of activities based on European education, combining experience and the use of online e-learning resources with face-to-face activities. The guide will include a minimum of 5 modules, 1 per e-learning module, and will be available in English. It will be an about 50 pages guide

WORK PACKAGE 3

Understand : experience your European citizenship



- To enable young people and youth workers to understand and experience their European citizenship.
- Promote Europe in actions through European programmes for youth, volunteering and commitment (Erasmus+ and ESC in particular)
- Create spaces for young people from different countries to meet and talk about Europe.
- Involving young people from disadvantaged backgrounds in international mobility schemes.
- Involving local communities in Erasmus+ non-formal education activities
- To promote the exchange of good practice and the networking of different experiences of information and education about Europe.

D11 : Young people's recommendations and expectations regarding the European Green Deal policy

This report is presented in the form of an infographic in English. It is the contribution and expectations of young people from the two exchanges on this theme (2024 and 2025 editions of the ECA). This document is an appendix to the recommendations

D12 : Young people's recommendations and expectations regarding the promotion and defence of European values and the European way of life

This report is presented in the form of an infographic in English. It is the contribution and expectations of young people from the two exchanges on this theme (2024 and 2025 editions of the ECA). This document is an appendix to the recommendations

WORK PACKAGE 3

Understand : experience your European citizenship



D13 : Young people's recommendations and expectations regarding information and education about Europe in youth work

This report is presented in the form of an infographic in English. It is the contribution and expectations of young people from the two exchanges on this theme (2024 and 2025 editions of the ECA). This document is an appendix to the recommendations

D14 : Young people's recommendations and expectations Europe's place in the world and its foreign policy

The booklet is a guide for youth workers offering them a range of activities based on European education, combining experience and the use of online e-learning resources with face-to-face activities. The guide will include a minimum of 5 modules, 1 per e-learning module, and will be available in English. It will be an about 50 pages guide

WORK PACKAGE 4

Take action: Linking your daily life to your European citizenship



- To make a state of the art of European education in the youth field.
- Train Youth Leaders to develop actions to raise awareness and educate other young people about Europe
- Encourage and initiate actions by young people to provide information on the European Union at local level.
- Promote the interest, impact and feasibility of education about Europe, in Europe to European and local political decision-makers

LIVRABLES

D15 : Guide to good practice in European education

It will be a PDF document in 2 parts: an overview of the realities of education for Europe in the partner countries (questionnaire and analysis of responses), followed by a collection of existing practices in the field, both in the partner countries and in Europe.

The good practices will be presented in a standardised way so that readers can easily use them as a source of inspiration in their work if necessary.

This guide will have about 40 pages. It will be in English

D16 : Policy Paper

A summary document available in all the languages of the project's partner countries as well as in English, the policy paper will take the form of a 10-15 page document. It will include a manifesto for education about Europe

WORK PACKAGE 5

Visibility, communication and exploitation

Lead :  PORAKA NOVA

- To promote, at local level, participation in the 2024 European Parliament elections.
- To promote a broad knowledge, at local and national level, of the European Union among young people.
- To promote and publicise the European Citizenship Academy project to as many youth organisations as possible (particularly those active at European level).
- Raise awareness at local and European level for education about Europe (including decision-makers and civil servants involved in the management of European youth policies and programmes).
- Make the voice of young Europeans heard in the institutions and ensure the dissemination of their ideas within civil society

LIVRABLES

D17 : Website

The project website will include a public area where all relevant information and documents will be available. The site will be in English, but with automatic translation available in other languages. It will provide access to all the e-learning resources, research results and best practices - in short, to all the project resources.

D18 : Videos

8 short videos on youth exchanges, available in EN and in the language of the exchange country (with subtitles)

IMPACT & EVALUATION

Lead :



AMBITION

ECA's ambitions are relatively high, as through this project we hope to produce not only tangible results such as the e-learning platform and the methods for education about Europe, but also intangible results such as changes in youth work, with education about Europe being taken more fully into account and, as a result, young people taking greater ownership of their active citizenship.

As mentioned above, we will be equipping ourselves with a tool to measure impact, and Cazalla, who is responsible for evaluation, will be in charge of this task.

Our aim is to have the following impacts:



On the project's youth organisations:

- The integration of European education into their working practices
- The strengthening of activities to promote/discover citizenship among young people
- The dissemination of these practices within their local/national and European networks

On youth workers:

- Awareness of the importance of working with young people on European issues
- Development of knowledge about the EU
- Acquiring skills in European education
- The ability to develop local or transnational projects around European citizenship.

IMPACT & EVALUATION

Lead :



For young people:

- Discovering the European Union
- Developing knowledge about the EU and how it works
- Appropriation of European values
- Conscious and motivated participation in the 2024 European elections
- Developing a sense of European citizenship

On the European youth work sector (associations active in youth exchanges and activities such as the European Solidarity Corps):

- Knowledge of the ECA platform
- Awareness of the benefits of education about Europe for young people taking part in European actions
- The use of resources and good practice as a working tool and source of inspiration for projects with their target audiences.

On political decision-makers:

- Awareness of the importance of education about Europe in promoting our values and respect for the rule of law and democracy
- Enhancing the profile of organisations involved in explaining and educating young people about Europe
- Supporting actions and initiatives that promote active citizenship among young people

In the medium and longer term, our aim is to make education about Europe a real part of the youth sector, and in doing so to contribute to a more European youth

QUANTITATIVE KPIS

Quantitative KPIS	Target
Raising young people's awareness of the European elections	10 000
Number of young people made aware of ECA	1000
Number of young people trained via the ECA platform	300
Number of young people completing an ECA pathway	200
Number of youth exchanges set up	8
Number of good practices collected in European education for young people	10
Number of e-learning modules created	5
Number of European education activities implemented locally	40
Number of participants in the meeting with decision-makers in Brussels	24
Number of stakeholders and decision-makers made aware of the project (and recipients of the policy paper)	160
Number of youth leaders trained	48
Number of youth organisations receiving our products (curriculum, guide, platform and policy paper)	400

QUALITATIVE KPIS

Qualitative KPIS	Cible
Young people with a better understanding of the European Union	80%
Young people feeling more like European citizens	90%
Level of satisfaction with youth exchanges	80%
Rate of motivation of young people to take action for Europe	70%
Satisfaction rate of young people with the ECA programme	80%
Percentage of young people who would recommend ECA to others	80%
Rate of youth workers having acquired knowledge enabling them to set up European education activities with young people	70%
Percentage of youth organisations that include education about Europe in their activities	90%
Percentage of decision-makers and stakeholders who become aware of the importance of European education	70%
Percentage of youth leaders who feel able to work on European citizenship with other young people	90%
Rate of general satisfaction with the project among partners	90%

DISSEMINATION

High-quality, high-impact communication is an integral part of **ECA's** strategy, both at the start of the project, during its development and once the results and activities have been achieved. The actions that will be carried out in this area will vary according to the progress and development of the project and thus its audiences. Our communication will be coherent and focused on the project's audiences.

ECA's target audiences are: young people, youth organisations and youth workers, but also key people in youth policy, stakeholders and political decision-makers.

The means we will use for dissemination are :

- Social networks such as Instagram, TikTok and YouTube to reach young people
- Facebook to reach youth organisations
- LinkedIn to promote the results of the main projects to professionals and stakeholders alike.

The project's communication will be based on the platform that we will have developed, which will be a central **ECA** tool for the project and the subject, as well as for accessing the resources and activities offered as part of the **European Citizenship Academy**.

Project communication will be carried out in English at the European level of the project and duplicated and passed on in the partner countries in the languages of the 8 project countries.

ECA will benefit from a dedicated platform and website.

DISSEMINATION

In terms of objectives and guidelines, our communication will aim to :

- Raise young people's interest in and understanding of the European Union
- Involve young people in the opportunities offered throughout ECA (local actions, training courses, participation in exchanges, etc.)
- Promote the commitment and initiatives of young people in this field and encourage exchanges of practice
- Identify ECA, its website, its platform and its pathway as accessible, high-quality and fun resources that can be easily used in youth activities.

Inclusive communication



- The use of subtitles for all messages in EN so that they can be translated and understood by as many people as possible, but also to take account of people with hearing difficulties
- The use of automatic translation plug-ins for the website, which will include languages not covered by the consortium of partners
- Compliance with inclusive website standards (design, formatting, content and layout)

Quantitatively, we are aiming for



- 3000 responses to our research on European education in the youth field in Europe
- More than 500 organisations in Europe informed by the project
- More than 50,000 young people in Europe made aware of the European Union with a view to the European elections and beyond
- Over 300 young people using our platform at the end of the project (200 within ECA and 100 outside ECA)
- Dissemination of our research findings and recommendations to over 100 European stakeholders, including members of the European Parliament's CULT Committee, DG EAC and the EACEA
- Dissemination of the results to 800 national stakeholders, 100 per country: youth organisations active in hosting and sending young Europeans (ESC, youth exchanges), local authorities, national Erasmus+ Youth agencies, etc.

MANAGEMENT

The project coordinator is responsible for overall management of the project and all matters connected with the financial account of the project budget and communication with external bodies including EACEA. The project coordinator of ECA is **Pistes-Solidaires** represented by **Mathieu Decq**.



The Project Coordinator

Responsibilities:

- Achievement of objectives and outputs 'coordination';
- Agreement and money flow with partners;
- To provide tools/templates for reporting to partners;
- To support the partners in terms of administration and finance when needed;
- Distribution of tasks (WP leaders and follow up);
- To provide access/time/tools for online meetings -> respect deadlines;
- Internal and external communication
- Monitoring of project implementation
- Contact / agreement / reporting with EACEA



Role of partners

Partners are responsible for project implementation at the national level in their countries.

They work in close cooperation with the Project Coordinator, the other partners, and their local associated partners, if any.

Partners must deliver the tasks planned in the application form and detailed in the Basecamp's todo's and /or minutes of the project meetings.

Matching the deadlines is a must have throughout the duration of the project.

Partner financial managers are responsible for keeping the accounts of the project in each partner organization and providing the coordinator with all the requested any needed documentation.

Partners are committed to disseminate the project and make know the action widely at their national levels.

MANAGEMENT

WP leaders role

Each WP leaders will assure the coordination of this tasks by creating

- A work-plan of structure / organization of the WP
- A toolkit (if needed) with documents and supporting tools that may be helpful for partners
- A WP evaluation in detail
- Run the Basecamp discussions
- WP leaders shall also report on a monthly basis on basecamp. This is to communicate the progression, the development of the work and difficulties if any.



COMMUNICATION

Internal communication basecamp

Basecamp is our common tool to communicate, store and exchange document and keep the tracks of the tasks.

External communication

Pistes-Solidaires is the only to report queries from the consortium to the EACEA





According to the article 20 of the Grant Agreement “ The beneficiaries must — at least until the time-limit set out in the Data Sheet (see Point 6) — keep records and other supporting documents to prove the proper implementation of the action (proper implementation of the work and/or achievement of the results as described in Annex 1) in line with the accepted standards in the respective field (if any); beneficiaries do not need to keep specific records on the actual costs incurred.

Indeed, the project finance system works on the lump sum contribution base. It means beneficiaries have to prove they have realised the actions set in the proposal, but also used the project budget following the EC rules, that means we must have the capacity to show there were no benefit made by the organisation on the European grant, that expenses were made for the project and there was no subcontracting beside what is planned,

It implies we will organise a reporting system to show in crystal clear way that all partners strictly comply with the financial reporting rules, the recording of expenses and the non-benefit rule.

Staff costs

That shall lead the coordinator to ask for proof of the accuracy of staff dedicated to the project by requesting contract, payment slips and any other justifications that would ensure the project was implemented really by the beneficiaries' organisations staff.

Regarding **transport and subsistence**, partners will have to be able to prove clearly that the lump sum reported correspond to the reality through providing the coordinator with Boarding cards, attendance sheets, hotel or other subsistence invoices that will help prove the place, the date and the numbers of people reported.

KPI's are part of the measurement of the accuracy of the project and must be considered as a full part of the financial report.

The bilateral contracts indicate the kind of documents that shall be asked to you. All reporting will be made by Pistes-Solidaires to EACEA and follow the planed delivery dates.