

## TRANSNATIONAL ACTIVITY Bilbao (9-14 January 2016)

### ACTIVE CITIZENSHIP

Active citizenship refers to the participation of individuals in life and public affairs. This can take place locally, nationally or internationally. It refers to citizens who are aware of belonging to a local and global community and are actively involved in community life by discussing their problems as well as promoting and supporting changes and improvements or confronting unwanted changes.

The aim of the transnational activity carried out in Bilbao from the 9th to 14th January 2017 was to promote active citizenship between students and teachers through the presentation and study of innovative examples as well as sharing the experiences of each of the participating schools.

#### 1. ACTIVITIES PRIOR TO TRANSNATIONAL ACTIVITY

The educational centre responsible for organizing the activity (IES Botikazar BHI, Bilbao, Basque Country, Spain) produced a list of activities that were sent out two months prior to the meeting in Bilbao. Each of the schools belonging to the Erasmus association had to complete these documents. The contents of each dossier are explained and attached below:

- A) **STUDENTS' DOSSIER:** The object was to gather information about the municipal government of each city / town where the educational centres are located. In addition to general information about the city (population, middle age, socioeconomic level ...), they had to analyze form, contents, information of the municipal plenary meetings, paying special detail to citizen participation and transparency of the decisions taken.

The document is available in the project web page.

- B) **TEACHERS' DOSSIER:** The purpose of the activities included in the file was to reflect on the role of teachers and schools in the development of skills relating to active citizenship.

The document is available in the project web page.



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Teachers in Gernika

Both student and teacher dossiers were used as a basis for workshops held in Bilbao.



Students in Bilbao

## 2. ACTIVITIES DURING MEETING IN BILBAO

The accompanying figure shows the program of activities. Each activity is explained together with links to the final outcomes. The most important conclusions are also listed.



## Small Towns in Europe: identity, challenges and opportunities

### STUDENTS Bilbao Meeting- ACTIVE CITIZENSHIP

Monday 9 <sup>th</sup>	Tuesday 10th	Wednesday 11th	Thursday 12th	Friday 13th	Saturday 14th
	<b>ACTIVE CITIZENSHIP AGAINST STEREOTYPES</b>	<b>ACTIVE CITIZENSHIP IN PEACE AND FREEDOM CULTURE</b>	<b>ACTIVE CITIZENHIP IN CITIES GOVERNMENTS (POLITICS)</b>	<b>ACTIVE CONSUMERS AND DIGITAL CITIZENS</b>	<b>MEETING PORTFOLIO</b>
<b>Arrival Date</b>	08:05 Meet at school 08:15 Official welcomed (Library) 09:00-9:55 Attending to lessons 9:55-10:50 Lets go to dance (Gym) 10:50-12:15 Break (Twit, Facebook, Instagram your opinions) 12:15-14:55 Antirumour active citizens <b>Workshop 1</b>	8:05 Meet at school 8:30: Departure for Gernika Gernika Gogoratuz <a href="http://www.gernikagogoratuz.org">www.gernikagogoratuz.org</a> <ul style="list-style-type: none"> <li>Peace Museum <a href="http://www.museodelapaz.org">www.museodelapaz.org</a></li> <li>Guided tour</li> <li>Casa de Juntas de Gernika <a href="http://www.jiggbizkaia.eus">www.jiggbizkaia.eus</a></li> </ul> 13:00: Lunch in ASTRA <a href="http://www.astragernika.net">http://www.astragernika.net</a> 14:30-16:30 <b>Workshop 2</b> 18:30 Back to Bilbao	8.05-11:00 <b>Workshop 3</b> (pre-meeting research will be used) 11:00 Break (Twit, Facebook, Instagram your opinions) 11:15 Depart to Azkuna Zentroa 12:00-14:00 Guided tour to Azkuna zentroa <a href="http://www.azkunazentroa.eus/az/cast/inicio">http://www.azkunazentroa.eus/az/cast/inicio</a> 14:00-14:55 Follow <b>Workshop 3</b>	8:05 Meet at school 8:05-09:30 LECTURE Active Digital Citizenship by Noah (German student) 9:30-10:30 Finish the previous workshops (if necessary) 10:30 Depart 11:12:30 Visit to "Basque Competitiveness Agency" <a href="http://www.competencia.euskadi.eus">http://www.competencia.euskadi.eus</a> 13:30-15:00 <b>Workshop4</b>	09:00-13:00 Evaluation. Summary <b>Workshop5</b> Afternoon Departure

## WORKSHOP 1: ANTIRUMOUR ACTIVE CITIZENS WORLD CAFÉ

January 10th, 2017

Time: 2 hours and a half

Participants: 24 students, a teacher and a council's worker

Drawing on seven integrated design principles, the World Café methodology is a simple, effective and flexible format for hosting large group dialogue. This World Café aimed to raise awareness about rumours towards foreign population, to show students what activities are organized in Bilbao and Basque Country fostered by citizens, and to share ideas among students in different rounds of questions. In each round, students' groups changed, as explained in the slides, in order to have the opportunity to talk to everyone.

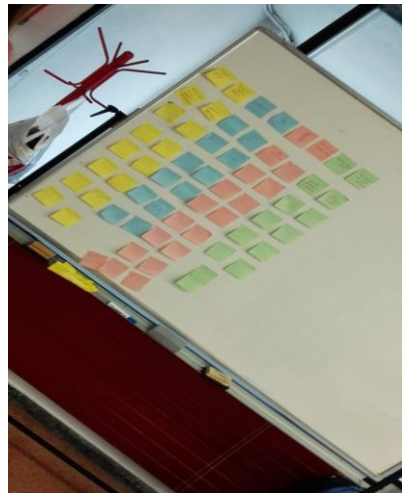
The session was organized in five stages:

1. **Setting**: before the session, we created a "special" environment after a central table covered with coloured pens, water, biscuits, cardboards... Five tables were arranged with sticky papers to write down the ideas coming up in the different rounds. On each table there were four or five students.  
There was also a ball for each group. The one speaking had the ball in their hand, so that they realized how long they were speaking for, and not to monopolize the time. When one student wanted to talk, he/she asked for the ball.
2. **Welcome and Introduction**: the teacher introduced the topic with the support of the slideshow. She explained how ordinary citizens can organize activities to bring down rumours.
3. **Small group rounds**: The process began with the first of four ten-minute rounds of conversation for the small groups seated around the tables. At the end of the ten minutes, each member of the group moved to a different new table. Each group chose one person as the "table host" for the next round, who welcomed the next group and briefly filled them in on what happened in the previous round.

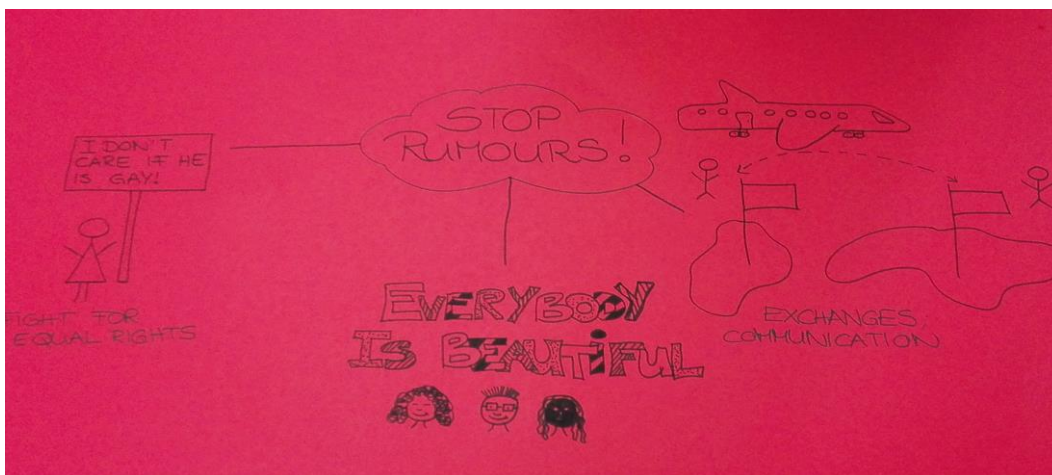


1. **Questions:** each round was prefaced with one or two questions specially crafted for the specific context and desired purpose of the World Café. You can find the questions in the slideshow. The host of each group had to write down on the sticky papers the main ideas. One round, one colour.

2. **Harvest:** After the small groups, the hosts were invited to share insights or other results from their conversations with the rest of the large group. These results were visually reflected on a whiteboard, where the hosts stuck the coloured papers.



In addition, some of the students uploaded their opinions, conclusions... to the social networks (Instagram, Facebook, Twitter...). The teacher also wrote a post on the Twitter account of the school, and other students were invited to visually summarize (visual thinking) the session.



The council's member came because they are specially interested in following the activities developed by citizens' initiative. She wrote the main ideas and proposals made by the students, and kept once and again whatsapping one of the leaders of *Amekadi*, an organization that encourages this kind of activity.



## WORKSHOP 2: ACTIVE CITIZENSHIP IN PEACE AND FREEDOM CULTURE

**GERNIKA**  **GOGORATUZ**

Centro de Investigación por la Paz. Bakearen Aldeko Aztertegia. Peace Research Center.  
Fundación Gernika Gogoratu. Gernika Gogoratu Iraskundea. Gernika Gogoratu Foundation.

Visit to Gernika 2017 – Wednesday, January 11

9:45	Arrival Bus Station Gernika	
	Students	Teachers
9.45-11:15	Discovering Gernika “Memorial Historical Architecture of Gernika <a href="#">(by small groups of students (5 groups) on their own with a map and some instructions</a>	Guided Tour
11:15 – 11:20	Meeting Point Foru Plaza	
	<a href="#">ALL TOGETHER</a>	
11.30 -13.00	Visiting ASTRA (former Arms Factory, today selfmanaged Cultural Center)  Bringing together information on Gernika – Work of Gernika Gogoratu	<a href="#">We'll see whether we split up in two groups .</a>
13:00 – 14:30	Lunch Break (in ASTRA)  (Vegeterian Menu by Catering <a href="#">Ortutik Ahora</a> , Sergio will say a few words on this project)	
14:30 – 16:30	Workshop Peace and Conflict transformation – Active Citizenship  (dynamic workshop in order to reflect on the concepts of Peace/Conflict (Violence) transformation, relationship individual/society)	<a href="#">The teachers will participate in the workshop</a>



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## **THE BOMBING OF GERNIKA. PEDAGOGY OF MEMORY**

For more than 20 years, the Gernika Gogoratrutz Remembering Gernika Peace Research Association, has coordinated activities and published different works related to recovering the testimonies of the collective of the men and women, survivors of the bombing of Gernika. This memory, silenced for so long, today forms a part of the collective memory of an historic event such as the bombing of Gernika.

It is these peoples wish that their memories and life experiences be their legacy by contributing to peace for future generations. Their memory is reflected in the testimonies they have given, as much in schools as in academic and social spheres. Their presence and narrative has contributed to the idea of memory as being pedagogy of peace.

The following web is full of stories, told first hand by their protagonists united with the portrait of a life, their lives.

Let's not lose the art of story telling, because stories are our History.  
[http://www.bombardeodegernika.org/en/index\\_en.php](http://www.bombardeodegernika.org/en/index_en.php)

### WORKSHOP 3: ACTIVE CITIZENHIP IN CITIES GOVERNMENTS (POLITICS)

Students were split of in groups. Each group had a student from each country. They compare the results they researched before.

#### GROUP 1

##### PART 1: DEMOGRAPHIC PROFILE

We can see, on the one hand, that Norway has the highest average age of population comparing to the countries we are meeting here (54), and on the other hand, we have Denmark and the Basque Country, with an average age of around 40. Answering to question 2, in the north of Europe, Norway, Sweden, Denmark and Netherlands, there are more people who are graduated from high school (or even higher) than in the south of Europe, such as in the Basque Country or Italy. However, comparing our countries is a hard work, as we have different lifestyles and also we use different currency (euro, Danish, Norwegian and Swedish crowns, polish zlotys), so that the value of money changes. We can also that the percentage of graduating has influenced the poverty of the country, for instance, a lot of families in Spain faces the poverty, as a result of the unemployment they live since the crisis started in 2008. Northern countries have the lowest percentage of families living below the poverty level, which is a reason of the economic plan these countries have and the high percentage of people graduated from high school or higher.

##### PART 2: POPULATION CHANGE

In towns like Frombork and Bilbao the population is declining, as a result of the emigration they live. In addition, they move to countries where there is a bigger chance to get a job and better lifestyle, such Denmark, Germany; Austria, Sweden Italy and Norway, and that's why Alzey, Hilleroed, Ronneby, Breukelen, Piazzola, Schaerding and Hoyanger's population is growing. From our point of view, the growing of population in countries is both good and bad; it is good because the economy grows, creating more employment and richness, but it is also bad, since it may create fight between races, and furthermore, in countries like Denmark there won't be enough living space and jobs.

##### PART 3: LOCAL GOVERNMENT INFORMATION SEARCH

Except from Ronneby and Breukelen (where they have council manager and municipal council), all the other small towns have a mayor-council. The meetings are held, mostly, in the town hall, once a month, and they are opened to the public (however, they are sometimes closed, such as in Germany, Austria and Norway, because of security reasons). The members of the local government are selected by district; Ronneby (49 and 21 women), Hillerod (26, and 14 women), Hoyanger (21) and Frombork (15, and 11 women, where the mayor is also woman), and directly; Breukelen (23, 10 women) and Schaerding (31 and 11 women). The average ages among the members of all the local governments are between 40 and 53, and



the youngest member's age is between 20 and 30, except from Poland and Netherlands, where all the members are almost around the same age.

#### PART 4: OBSERVING LOCAL GOVERNMENT

We only could find information in this part about Denmark, Germany, Poland, Sweden and the Basque Country.

The person in charge of the meeting is in Bilbao, Hillerod and Alzey the mayor, and the chairman in Frombork and Ronneby, and those are the ones in charge of deciding who speaks. The quantity of citizens attending the meeting is between 7 and 25. All of them began with a little introduction and then they started with the proposals. Those proposals had been declined or accepted, by different voting systems (standing up, with bottoms...). None of them involved a testimony from any outside agency or an expert. All of them had concluded by a little speech of the person in charge of the meeting, thanking the members' assistance and wishing them the best. The room layout is kind of similar in all the towns, where the mayor and the chairman are sitting in front of all the group and the others are sitting in tables at both sides of him. They are mostly sat by parties. We would describe these meetings as formal in context, but sometimes they have some jokes. The topics and issues were discussed similarly; all the groups had the chance to speak out and explain their opinions. All the citizens have access to the meetings, and if they want, they are available on the website of each town, to watch them online.

To sum up, we conclude that our countries, and also the towns, have different lifestyles, which can be seen in the answers we wrote. We believe that it is hard to compare the different answers because of the differences of culture, economy and also society.

#### GROUP 2:

The average age of the population is very equal. The middle age of all of our countries is 45 years: Sweden 44; Norway 34; Italy 46; Denmark: 40; Austria: 51; Germany 45, Basque: 40; Poland 40; Netherlands 45 years.

The percentage that graduated from high school or higher is very different among the cities. The highest percent is from Netherland (92%). The lowest percent is from Poland (14.3%)

All of our cities increased their population between 2000 to 2016. Some of the reasons that made the cities grow are: immigration, the employment that develops economic activities created, new job opportunities and many people move to study.

All of the cities got a mayor-council except Sweden (council-manager) and Netherland (municipal-council). Most of the cities got a meeting one time each month and it takes often place in the city hall or council house. All of the meetings are open to the public.

The term for the members at the local government is 4 years, except for Italy (10 years) and Austria (6 years). All of the members in each city are elected by district. It's a big difference between the numbers of member in each city. The highest number is 49 (Sweden) and the lowest number is 15 (Poland). The number of women members is high in each city except for Germany that got 4/32. The age average among the members is between 40-50 years in each country. The youngest members are between 20-35 years in each city. There is between 3-11 parties represented in each city. The most common is 5 parties.

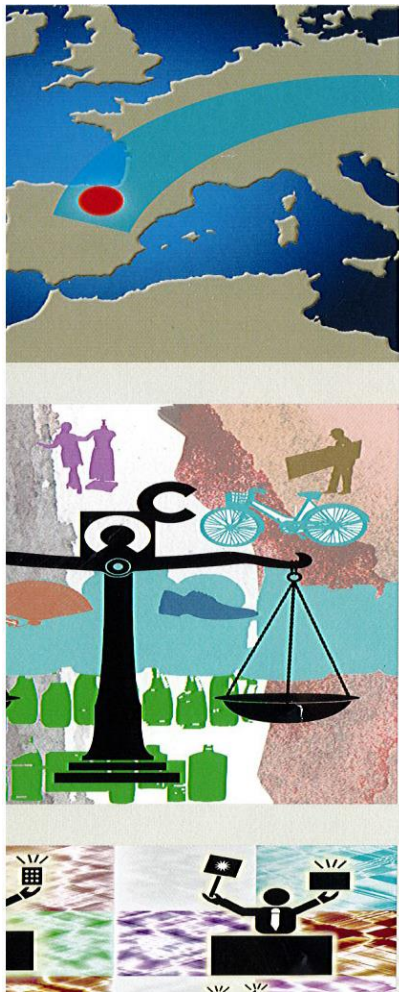
Observing local government in Ronneby, Sweden: The meeting was a regular meeting with an agenda available. The chairman is in charge of the meeting, he also decides who speaks. It was about 25 citizens attending at the meeting. The meeting began after they had welcomed everyone and took presence of the politicians. The votes are conducted by an audience response system.

Observing local government in Bilbao, Basque Country: The meeting was a regular meeting with an agenda available. The major is in charge of the meeting, he also decides who speaks. It was about 28 citizens attending at the meeting. The meeting began after the date, where is being hold is said and the major introduces the first topic. The votes are also conducted by the major, Juan Mari Aburto.

Observing local government in Maarssen, in Denmark: The meeting was a regular one. The agenda of the meeting was available online. The mayor was in charge of the meeting and it is also her who decides who can speak next. Seven civil people attended the meeting. The meeting commenced with the mayor ringing a bell and the mayor also introduced the resolutions and bills. The vote was done by the members hands count. There was no testimony from outside agencies



## WORKSHOP 3: BASQUE COMPETITION AUTHORITY (ACTIVE CONSUMERS)



**Basque Country**

**Basque Competition Authority**

The Basque Competition Authority is an administrative autonomous body attached to the Tax and Finance Department of the Basque Government that develops its activity with organic and functional independence in the territorial scope of the Basque Country (Spain).

**Mission**

The Basque Competition Authority has the objective of promoting, guaranteeing and improving free trade and transparency conditions in the market, regarding the economic activities carried out in the territorial scope of the Basque Country.

**Functions:**

The AVC [Spanish initials] applies the Act 15/2007 that prohibits:

- Agreements or cartels between companies that falsify market competition (fixing of prices, sharing of markets, limiting of production...) if these do not generate benefits for the consumers or the market.
- The abuses of dominant position of companies.
- Disloyal practices affecting public interest.

Therefore, it has two main functions:

- Research and resolution
- Promotion of Competition (above all in relations with the Administration both in its contracting role and as Regulator).





## Small Towns in Europe: identity, challenges and opportunities

### TEACHERS Bilbao Meeting- ACTIVE CITIZENSHIP

Monday 9 <sup>th</sup>	Tuesday 10 <sup>th</sup>	Wednesday 11 <sup>th</sup>	Thursday 12 <sup>th</sup>	Friday 13 <sup>th</sup>	Saturday 14 <sup>th</sup>
	<b>ACTIVE CITIZENSHIP AGAINST STEREOTYPES</b>	<b>ACTIVE CITIZENSHIP IN PEACE AND FREEDOM CULTURE</b>	<b>ACTIVE CITIZENSHIP IN CITIES GOVERNMENTS (POLITICS)</b>	<b>ACTIVE CONSUMERS AND DIGITAL CITIZENS</b>	<b>MEETING PORTFOLIO</b>
ARRIVAL DAY	<p>08:05 Meet at school</p> <p>08:15 Official welcomed (Library) GER, SWE, NOR, NETH, POL</p> <p>09:00-9:55 Attending to lessons</p> <p>9:55-10:50 Lets go to dance (Gym)</p> <p>10:50-12:15 Break (Twit, Facebook, Instagram your opinions)</p> <p>12:15-14:30 <b>Activity 4 and 5</b></p>	<p>8:05 Meet at school (all)</p> <p>8:30: Departure for Gernika Gernika Gogoratuz <a href="http://www.gernikagogoratuz.org">www.gernikagogoratuz.org</a></p> <ul style="list-style-type: none"> <li>Guided tour</li> <li>Casa de Juntas de Gernika <a href="http://www.jiggbizkaia.eus">www.jiggbizkaia.eus</a></li> </ul> <p>13:00-14:30: Lunch in ASTRA <a href="http://www.astragernika.net">http://www.astragernika.net</a></p> <p>13:30-16:30</p> <p><b>Workshop 1 for teachers</b></p> <p>18:30 Back to Bilbao (meet host students)</p>	<p>8.05-12:00 <b>Activity 1, 2,3</b></p> <p>12:00 Depart to Guggenheim Museum</p>	<p>8:05 Meet at school (LIB)</p> <p><b>8:05-10:30 Activity 6, 7</b></p> <p>10:30 Depart</p> <p>11:12:30 Visit to "Basque Competitiveness Agency" <a href="http://www.competencia.eus">http://www.competencia.eus</a> <a href="http://www.kadi.eus">kadi.eus</a></p> <p>13:30-14:30 Evaluation. Summary (LIB)</p> <p><b>Workshop 2 for teachers</b></p>	<p>09:00-13:00</p> <p><b>Workshop3 EVALUATION AND SUMMARY</b></p>

## TEACHERS WORKSHOPS SUMMARY

### Q1

#### Student council/student union

In general, each school has a student council that varies slightly from each other. In any case they learn how to develop democratic skills and how to deal with issues they want resolved.

Sweden:

We have a student council in school and a student union. In every class, two students are elected and they have to choose a school representative. The school council discusses issues / changes they encounter. For example: the school council made sure there were more vegetables available during lunch break for the vegetarians. These kinds of things influence them to become better citizens and learn democratic skills. The students from the council can sit in during the process of hiring new teachers and ask the candidates questions.

Austria:

In Austria there is also a student council. The school representative even has to do an election speech in front of the entire school. Students can give subjects of discussions to the Teachers Committee.

Italy:

Each class has its own representative and there are four representatives for the entire school. These students also meet with regional political representatives. In small towns, representatives of the student council can go to the town hall and discuss problems they encounter in the school or their direct environment. This is a good opportunity to show them how the democratic process works.

Germany:

Student council is also meeting with up with teachers to discuss several issues that come up.

Spain:

In Bilbao there is also a student council and they can meet up with the teachers, they don't always take that opportunity.

The Netherlands:

In the school there is a student council and they meet up with the parent council, as well as the teachers meetings. Depends on the subjects and the things they want to change. Also, when teachers propose changes, they are asked about their opinion in a non-binding way.

Denmark:

Student councils are in place and there are also joint meetings with teachers.

Poland:

Per class there are three representatives and there is an institution spokesman. They can mediate between student/teacher issues. Students can announce problems to the teachers committee.

### **Shadow elections**

Norway: During national election time, the students are also involved in school elections, it's in the form of a competition. The outcome of the school elections is a good predictor for the outcome of the national elections. They discuss statistics and actual political subjects.

The Netherlands:

In the Netherlands there are also shadow elections to bring political awareness to the students. They have to give their vote and it is compared later to the national outcome of political parties.

### **Voluntary work**

The Netherlands:

All students in the fourth year have to do 20 hours of voluntary work in a non-commercial environment. For example, they work with the elderly or disabled people. This makes them aware of the world around them and teaches them that work can be satisfying without payment.

Spain:

In the school in Bilbao there are several committees working on several issues of their interest. For example, there is a committee on woman rights and they start different campaigns in school around the 25<sup>th</sup> of November and the 8<sup>th</sup> of March. Furthermore, there is a Bask Language Group to promote and enhance the use of Bask language in everyday life. Another group of students work for a project in India, for example, they make sure that bicycles can be purchased for girls so they can go to school. All these committees are self managed, but can get teachers help if needed.

Austria:

There is an exchange program in place with Albania. Both in school and in Albania projects are in place. Students earn money for the project and other students travel to Albania to build small houses, do reparations and so on.

Denmark:

In the Danish schools they work with the project 'a days work' . It is discussed on a yearly basis if they participate that year.

## Q2

The Netherlands:

We would like more parent interaction in our school. Parents turn more and more into clients who want to purchase a product, instead of working together with the school and the students towards a diploma. It's become increasingly difficult to motivate students towards a long-term goal.

In general all representatives from the European schools noticed more students with anxiety and depression in their schools. This is a tendency in the entire Western world and cannot be solved in school alone. There is no 'instant happiness' and we have to be able to teach them that the reward of school work may take a lot of time and that making mistakes is part of the process.

Schools have to be able to arrange their own time tables, very important to leave this to the teachers and it should not to be on the political agenda.

## Q5

The topics discussed will be addressed in the form of a few questions.

### **Do the several schools have alternative classes to for example religion classes?**

In Spain one hour of Catholic religion has to be organized. Students however, have the ability to choose a different class if they do not want to attend. In the rest of the European schools, the power of the Catholic church is less prominent. World orientation or religions of the world have a place in the other schools, a much wider perspective on the world and religion.

Government does influence the curriculum of each school. It depends on the form of the exams how detailed this is. For example, if literature is part of the final exams, the books that have to be read are more or less prescribed. If literature is part of the school tests, teachers and students have a lot more freedom in choosing the literature books of their choice.

In Sweden the system is slightly different from the rest. There are no final exams, but national tests. These tests have less to say about who succeeds the final year, since they are not binding. It's more of an instrument to calibrate and see if the school is headed for the right direction compared to other schools.

We recognize that the test of exam at the end of the year unfortunately becomes a hidden curriculum in a lot of countries. Teachers often do not have a lot of freedom within the curriculum.

### **How do the exams work in several different countries and are there barriers on the way to University?**

In Italy the universities have admission tests. Only the best students are allowed to enter. The University have lists of schools that give the best preparation for the different Universities. In The Netherlands this is completely different. There is a possibility to get into a University even

if your grades are mediocre. There are equal opportunities, which in a way is probably fair, but it works out really weird if one of these students gets a place at practicing to become a doctor towards a student who had excellent grades and can't come in. This results in a so-called '6-culture', where 6 out of 10 points is sufficient to do what you want. This is being addressed by a lot of schools, who can get the predicate 'excellent school' from government when they try to do something about this and try to bring out the best in students.

### **How about cross curriculum projects?**

Every school has cross curriculum projects. The importance and value is known. However, the cross curriculum projects highly depend on the effort individual teachers make. It should be part of the basic curriculum and it often is. The willingness to make an extra effort of teachers is important, but endangered by the increasing administration European teachers have to keep up with. School management and politics are more concerned about administration and finance than put the emphasis on these cross curriculum projects.

### **Which of the issues endanger the ability for teachers to excell in what they do?**

Time and money are problems in any school. Cooperation among teachers is key to increase opportunities, but they are stretched by time and limited by the amount of money given to them to explore new opportunities.

The teachers who do cross curriculum projects (for example these Comenius projects) are responsible for bringing their enthusiasm back into the school and management should back this up to the best of their abilities.

### **Question 14**

What can you as a teacher, do to encourage student involvement and participation in active citizenship in your school?

Encourage them to participate in these Erasmus projects.

Including their own heritage and history in the curriculum of teaching to enhance their familiarity with the area they live in. This will also enhance empathy for other cultures as they value their own.

Work in student councils, so they experience immediate influence in their small society.

In tests, we should include texts about citizenship and environmental issues.

Make them aware of their own responsibility in their direct surroundings, making them responsible for public spaces. A lot of students do not feel responsible for public things.

Taking all these things into account, we also acknowledge that there is also a large responsibility for the authorities and society as a whole.

### **Question 15**

What skills are needed and used by active student citizens working on a school or local issue?



Empathy is the most important skill, together with feeling responsible. Finding the right role models will help them get the courage to be able to speak up for their opinions. Pro-active problem solving is important, not just complain about things, act.

On average our students are happy and not very willing to take a lot of action. We have to install some ideas in their mind sometimes and tell them they can solve some of the problems they encounter themselves.

Stop being anonymous, curiosity is extremely important when being an active citizen in society.

### Question 17

The things that will enhance the citizenship skills of our students are:

Cross curricular exercises combining for example social sciences with languages.

Including texts about citizenship in course books including activities.

Reading literature on social topics.

Offer philosophy and psychology as part of the educational curriculum.

Teach them in practical terms. Let them experience enhancing citizenship skills instead of just telling them about it.

Do teachers have influence on the life of their students? Yes of course, but most of the time they remember us by the things that we find very logical, but are very special to them.