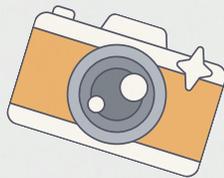




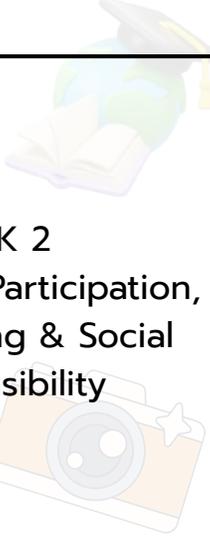
DIGITAL CITIZENSHIP IN EUROPEAN COMMUNITY



SOCIAL CITIZENSHIP CURRICULUM

(6 WEEKS – 2 HOURS/WEEK)

Digital Citizenship Culture in European Community – KA220-YOU

Week	Objectives	Activities
 <p>WEEK 1 Introduction to Social & Digital Citizenship</p>	<ul style="list-style-type: none"> • Define social and digital citizenship. • Understand rights & responsibilities in the digital age. • Recognize common European citizenship values. 	<ul style="list-style-type: none"> • Brainstorming: “What makes a good citizen?” • Analysis of social responsibility projects shown in the e-book (Turkey section). Dijital Citizenship in European... • Poster activity: Characteristics of a good digital citizen.
 <p>WEEK 2 Community Participation, Volunteering & Social Responsibility</p>	<ul style="list-style-type: none"> • Explain the importance of volunteering. • Recognize examples of community support from partner countries. 	<ul style="list-style-type: none"> • Discussion: Volunteering in daily life. • Examining “The Light Within Our Hearts” & Hatay Disability Entrepreneurship Center. Dijital Citizenship in European... • Group activity: Designing a simple school-based volunteer idea.

SOCIAL CITIZENSHIP CURRICULUM

(6 WEEKS – 2 HOURS/WEEK)

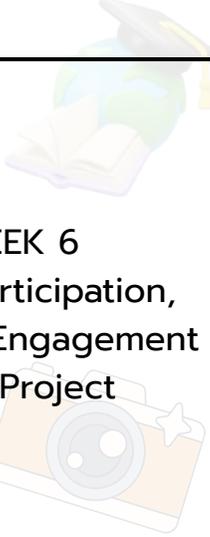
Digital Citizenship Culture in European Community – KA220-YOU

Week	Objectives	Activities
 <p>WEEK 3 Digital Competencies, Media Literacy & Online Safety</p>	<ul style="list-style-type: none"> • Understand misinformation and digital footprint. • Learn safe internet practices. 	<ul style="list-style-type: none"> • Fact-checking workshop. • Scenario analysis about online risks. • Studying North Macedonia's "Digitalization for Social Impact" examples. <p>Dijital Citizenship in European...</p>
 <p>WEEK 4 Social Entrepreneurship & Digital Technologies for Social Good</p>	<ul style="list-style-type: none"> • Learn how technology can solve social problems. • Examine European and Turkish best practices. 	<ul style="list-style-type: none"> • Case study: HayatHatay Women Cooperatives & Disability Entrepreneurship Center. <p>Dijital Citizenship in European...</p> <ul style="list-style-type: none"> • Workshop: Designing a simple digital social responsibility idea.

SOCIAL CITIZENSHIP CURRICULUM

(6 WEEKS – 2 HOURS/WEEK)

Digital Citizenship Culture in European Community – KA220-YOU

Week	Objectives	Activities
 <p>WEEK 5 European Identity, Cultural Diversity & Inclusion</p>	<ul style="list-style-type: none"> • Appreciate cultural diversity in Europe. • Understand inclusive citizenship. 	<ul style="list-style-type: none"> • Mapping cultural features of partner countries. • Drama activities on intercultural understanding. • Studying Inclusive Youth projects. <p>Dijital Citizenship in European...</p>
 <p>WEEK 6 Youth Participation, Democratic Engagement & Final Project</p>	<ul style="list-style-type: none"> • Explore youth participation opportunities. • Create a social citizenship project. 	<p>Students work in groups to design and present a project such as:</p> <ul style="list-style-type: none"> • A digital awareness campaign • A volunteering action plan • An inclusion/solidarity project <p>Evaluation through presentation + peer review.</p>



TÜRKİYE

- 1) The Light Within Our Hearts Project
- 2) Hatay Social Entrepreneurship Center for People with Disabilities
- 3) HayatHatay Project



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European Community



The project has been developed to provide both material and moral support to children who were orphaned or lost one or both parents, especially as a result of the earthquakes on February 6, or due to any other reason. All expenses of the children included in the scope of the project are covered through donations made to the YİDER Association, which was established specifically for this initiative.

The Light Within Our Hearts Project



As part of the project, various activities have been organized with the participation of the Governor, Mr. Mustafa MASATLI, and his wife, Mrs. Esra MASATLI. These activities include home visits, career planning seminars, holiday celebrations, outdoor events (such as kite flying and picnics), swimming courses, sports activities, cultural trips to various cities, visits to TEKNOFEST, nature walks, educational workshops, and camping activities.

Hatay Social Entrepreneurship Center for People with Disabilities



As the Hatay Center for Social Entrepreneurship for People with Disabilities, we not only enable individuals with disabilities to participate in production, but also develop solutions that facilitate their lives through prosthetic and orthotic support.

Hatay Social Entrepreneurship Center for People with Disabilities



The aim of the project is to provide medical, psychosocial, rehabilitation, and recreational support, as well as assistance for an independent life, especially for children who lost limbs during the February 6 earthquakes and other individuals with various disabilities in the region. With our prosthetic and orthotic services, we aim to improve their quality of life and make their daily lives more comfortable.

Hatay Social Entrepreneurship Center for People with Disabilities



The center's areas of activity include:

- Sculpture, Clay, Origami, and Mosaic Workshop
- Wooden Toy Design and Traditional Games Unit
- Library and Audio Library
- Discovery and Workshop Activity Area
- Cinema and Theater Halls

Hatay Social Entrepreneurship Center for People with Disabilities



- Orthotics, Prosthetics, and Rehabilitation Center
- “If I Were in Your Place” Experience Unit and Museum
- Sports Skills and Coordination Unit
- Production Hub for Women with Disabilities and Mothers of Children with Disabilities

The center, aiming to contribute to social inclusion, stands out not just as a rehabilitation space, but also as a social entrepreneurship-based model that encourages the participation of individuals with disabilities in production.

HayatHatay Project



The "HayatHatay Project," initiated by the Governorship of Hatay, is a social responsibility project designed to heal the wounds in the region and support economic recovery after the earthquake. This project aims to increase women's employment, promote women's cooperatives, and strengthen the economic independence of women by supporting them. It seeks to contribute to the region's social and economic development by enabling productive and working women to participate in the economy.

HayatHatay Project



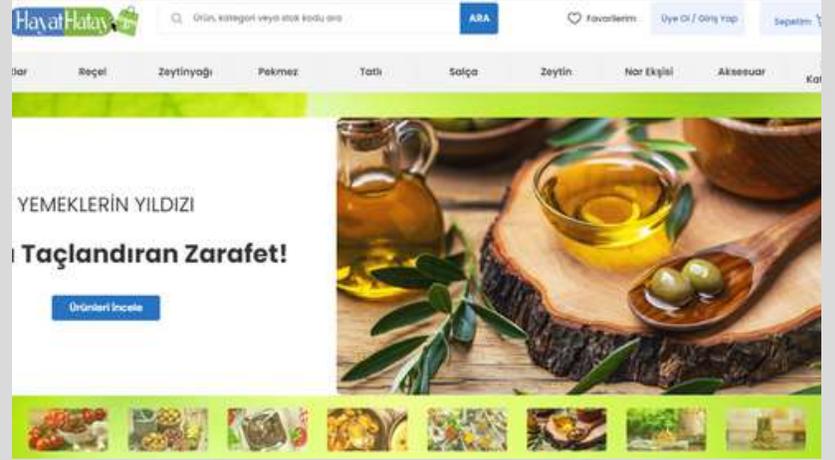
Before the earthquake, there were 35 women's cooperatives; with the establishment of 17 new cooperatives afterward, this number has increased to 52. A total of 600 strong women who produce, work, and contribute to the economy have been included in the production process. Our HayatHatay Logistics Center hosts local products from 52 women's cooperatives across our 15 districts.

HayatHatay Project



We have also launched our e-commerce platform under the HayatHatay brand at www.hayathatay.com. This is not just a shopping website—it is an important step we have taken in the name of social responsibility in a digitalizing world.

HayatHatay Project



We established the HayatHatay umbrella brand and organized regular thematic meetings focused on production and marketing for our women. Currently, our logistics center holds a total of 105,987 products in stock, classified under 18 different categories.



- 1) Digitalization for Social Impact
- 2) Inclusive Youth – Shaping a Participatory Future
- 3) KIGO Kids on the go



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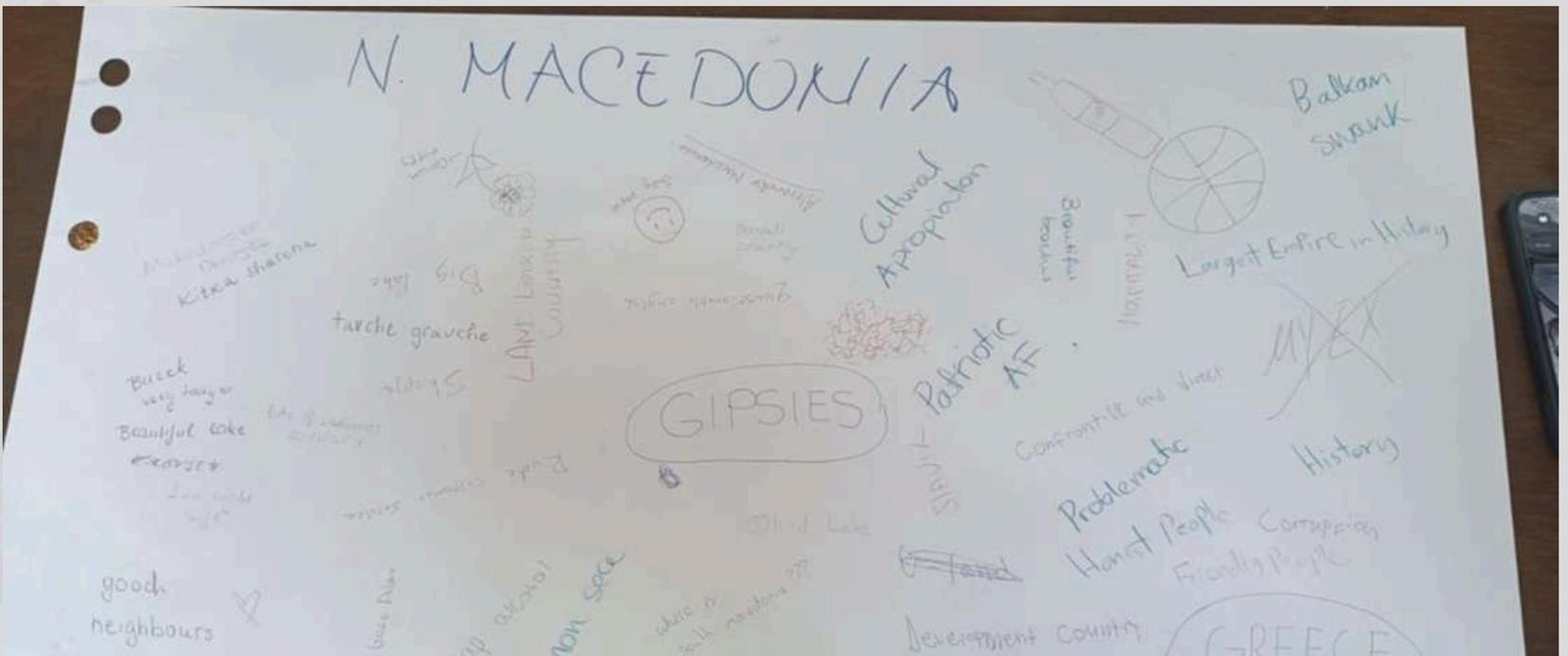
Digitalization for Social Impact



Project- Digitalization for Social Impact

The “Digitalization for Social Impact” project aimed to empower young people by equipping them with essential digital skills and fostering a mindset of social responsibility. The project created a dynamic learning environment where participants developed both the technical competencies and the values needed to navigate and shape a digital society, with a strong focus on creating positive change within their communities.

Digitalization for Social Impact



Project Goals and Focus

The project sought to prepare youth for a future where digitalization and social responsibility are closely linked, both in personal development and career pathways. Participants engaged in practical learning activities, gaining skills in areas such as:

- Data analysis
- Web development
- Social media marketing
- Digital advocacy

Through these activities, participants not only enhanced their employability but also explored how technology can be leveraged to address social challenges.

Digitalization for Social Impact



Key Outcomes

Increased Digital Competencies: Young people improved their competitiveness in the job market by acquiring practical digital skills relevant to today's economy.

Socially Driven Initiatives: Some participants launched social ventures and projects aimed at improving community well-being and addressing societal challenges.

Broadened Networks: The project facilitated meaningful connections among peers, mentors, and social impact organizations, enabling future collaborations and partnerships.

Tangible Social Impact: The initiatives developed led to improved community engagement, better access to information, and stronger local support networks.

Youth Advocacy: Participants became confident digital advocates, using technology and digital platforms to raise awareness for social causes and influence change.

Digitalization for Social Impact



Lifelong Learning & Cultural Awareness: The experience fostered a lifelong learning mindset, helping participants stay up to date with digital trends and become more adaptable in their personal and professional lives. It also encouraged appreciation for cultural diversity and social inclusion.

Long-term Impact

Participants will continue to act as ambassadors for digitalization and social responsibility, sharing their knowledge within their communities and inspiring others to use technology for the greater good. Some may pursue further social impact projects, contributing to sustainable community development and fostering innovation for positive change.



Project Inclusive Youth – Shaping a Participatory Future

The project “Inclusive Youth: Shaping a Participatory Future”, co-funded by the Cyprus Life Long Learning National Agency and the Erasmus+ Programme, aimed to empower young people to become active participants in society. The initiative provided opportunities for youth to engage in meaningful discussions and activities addressing key contemporary issues such as environmental protection, education, employment, economic challenges, cultural awareness, and volunteerism.

Throughout the project, participants took part in various seminars covering topics like the economy, European history, sports, environmental concerns, and career opportunities. In addition to educational activities, young people actively contributed to their communities through volunteer work, such as park clean-up actions, and by organizing cultural events designed to foster engagement and inclusion.

Inclusive Youth – Shaping a Participatory Future



A key focus of the project was the implementation of bi-communal activities, promoting dialogue and cooperation between communities. Initiatives such as round table discussions, cultural festivals, and joint youth projects helped build bridges of understanding and coexistence, contributing to long-term peacebuilding efforts.

Project Context and Impact

The project successfully created a platform for developing a generation of well-informed, empowered, and socially responsible young individuals. Participants gained essential skills and motivation to engage in civic life, both at the local and international levels. They developed a deeper understanding of youth engagement strategies and embraced the values of active citizenship and global responsibility.



Project Objectives

- Foster an inclusive environment that encourages participation from all young people, regardless of their background, by promoting diversity and equity.
- Improve civic literacy among youth, equipping them with the knowledge, skills, and confidence to engage with governance structures and contribute to policymaking processes.
- Raise awareness about the importance of youth engagement, especially for young people from underrepresented and diverse communities.
- Promote intercultural dialogue and cooperation among young people from various countries, enhancing mutual understanding and respect.

Inclusive Youth – Shaping a Participatory Future



Conclusion

The project aligns with the vision of creating a more inclusive and participatory society. Its activities contributed to empowering youth voices, strengthening community engagement, and fostering cross-cultural understanding. The outcomes reflect a significant step towards building cohesive and active societies where young people play a vital role in shaping the future.

KIGO Kids on the go



KIGO's overarching goal was to promote healthy lifestyles among children by encouraging them to participate in basic sports on a daily basis. This is in accordance with the WHO's recommendations, which, in collaboration with the European Commission, have issued a warning and a monitor against childhood obesity and sedentary lifestyles.

KIGO Kids on the go



Based on these presumptions, the project's goals were to encourage kids to ride their bikes every day for enjoyment, socialization, and sustainable transportation. In order to produce a physical-didactic toolkit that can be replicated at the European level, the second project objective was to establish a European network enabling the consortium partners to exchange best practices.



PORTUGAL

- 1) Website of the AESAS Parents' Association (APesas)
- 2) AESAS Environmental Projects and Social Responsibility
- 3) Christmas Market



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Website of the AESAS Parents' Association (APesas)

The AESAS Parents' Association is a representative body that works to bring families, the school, and the community closer together, promoting the values of citizenship, inclusion, and social responsibility.

Social responsibility is a core pillar of its mission. Through concrete actions, the association seeks to strengthen the spirit of solidarity and active participation among parents, students, teachers, and the local community.

Their page reflects all this work and commitment.:

Community supporting projects: Coordinating and promoting solidarity campaigns



Feirinha do Bem

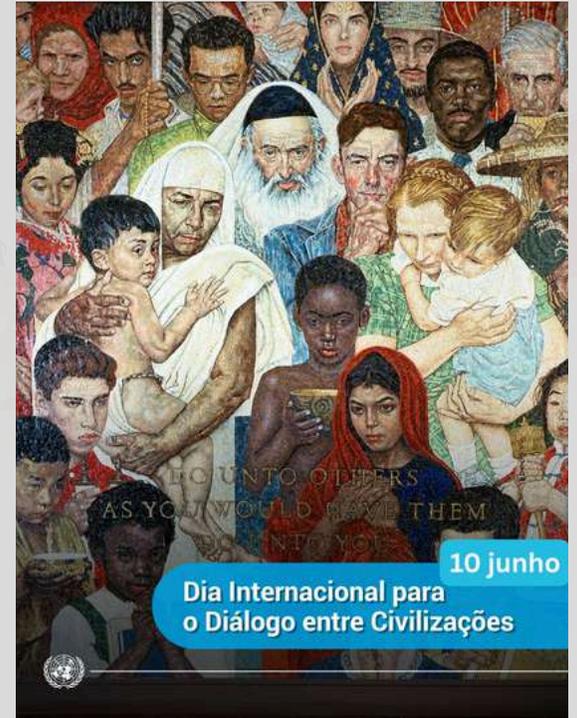
Compre com o coração.
Preços simbólicos.
Um evento com propósito.

- Roupas
- Calçados
- Bolsas
- Carrinhos de Bebê
- Cadeiras para carro
- E muito mais...

Dia: 28/06/2025
Horário: Dás 10hs as 13hs
Local: Vap Virar a Página
R. Dr. Francisco Machado Owens., 188

Website of the AESAS Parents' Association (APesas)

Inclusive programmes: Promotion and dissemination of activities that foster inclusion, respect for differences, and equal opportunities for all.



Citizenship Education: Publication of events that promote a fairer, more participative, and better-informed society.

17 DE JUNHO
14h30

LITERACIA FINANCEIRA

PARA JOVENS (15-17 ANOS)

Facilitador:
José Paulo Brito
Rede de Apoio ao Consumidor Endividado (RACE)

Org.
Anabela Leonor
(BLCS)

Duração: 60 minutos
Metodologia: Exposição teórica recorrendo a situações práticas do dia a dia

Inscrição gratuita através do e-mail seec@blcs.pt, até 2 dias úteis de antecedência

15 de junho

DIA MUNDIAL DA CONSCIENCIALIZAÇÃO DA VIOLÊNCIA CONTRA A PESSOA IDOSA



Eco-Schools Initiatives Summary

Alberto Sampaio School Cluster has been part of the Eco-Schools Programme since 2006/2007, promoting a consistent set of environmental actions involving the entire educational community. Among these initiatives are the implementation of the TO-BE-GREEN project, which promotes the collection and recovery of end-of-life clothing through textile circular economy practices; environmental study visits to local infrastructures (Water and Wastewater Treatment Plants, Braval Landfill, and the source of the Este River), offering practical learning experiences on the water cycle and waste management; and the regular Eco-Schools activities such as waste separation, the creation of Eco-Codes, school gardens, awareness campaigns, environmental audits, and the monitoring of recycling points.

Aims

- Promoting environmental education and sustainable development in the school context.
- Engaging students, teachers, families, and local partners in ecological practices.
- Encouraging conscious consumption, circular economy, and the preservation of natural resources.
- Fostering active, informed, and responsible citizenship.



Main Focus

Hands-on environmental education applied to everyday school life, enhancing curricular learning, critical thinking, and civic engagement in themes such as waste, water, energy, and biodiversity

Link to Social Responsibility

These initiatives foster a culture of ecological citizenship, collective responsibility, and intergenerational solidarity. By encouraging community participation, they promote a shared commitment to sustainability, environmental justice, and the building of a fairer, more balanced future.





Action on Picoto Hill – Combating Invasive Species Summary

12th-grade students, along with international exchange students, took part in a clean-up and invasive species removal activity at Monte do Picoto, guided by Braga City Council. The initiative included environmental awareness and hands-on action.

Aims

- Identifying and removing invasive plant species.
- Raising awareness about the importance of local biodiversity conservation.
- Promoting international cooperation in support of environmental protection.

Main Focus

Preserving biodiversity and controlling invasive species.



Link to Social Responsibility

This project empowers young people as active agents in ecosystem protection and encourages environmental volunteering as an expression of civic commitment to the common good.



Erasmus+ GREENLIGHT Project Summary

This European project promotes energy literacy among students aged 15 to 17. It develops innovative digital materials and educational games on renewable energies, with a strong STEM component, in partnership with institutions from Türkiye, Greece, North Macedonia, and Portugal.

Aims

- Raising awareness about energy use and its environmental impact.
- Encouraging the adoption of renewable energy sources.
- Developing green skills among young people.



Main Focus

Education for sustainable energy and the promotion of renewable resources.

Link to Social Responsibility

The project equips students to make responsible energy choices, preparing them to face environmental challenges and contribute to the achievement of the United Nations Sustainable Development Goals (SDGs)





Erasmus+ KA122 – Know the Land, Preserve Life Summary

This teacher mobility project offered training in zero waste, sustainability, cultural heritage, and diversity, allowing educators to exchange best practices and apply innovative methods in their schools.

Aims

- Enhancing teachers' skills in environmental and intercultural topics.
- Incorporating innovative and sustainable methodologies in teaching.
- Promoting European exchange and inclusive education.



Main Focus

Teacher training in sustainability and cultural diversity.

Link to Social Responsibility

By empowering teachers, this project contributes to building more inclusive and sustainable schools, directly impacting the development of environmentally responsible and culturally aware citizens.





Family Week – 'Families and Students Together for Water' Summary

During Family Week, 7th-grade students and their families participated in interactive educational activities focused on water: videos, quizzes, games, and awareness posters, fostering environmental awareness within the family setting.

Aims

- Involving families in students' learning process.
 - Promoting literacy about the water cycle and resource conservation.
- Strengthening bonds between school, students, and the wider community.

AESAS Environmental Projects and Social Responsibility

WEBINAR SEMINAR OF THE GREENLIGHT (2023-2-TR01-KA220-SCH-000180691)
ERASMUS+ PROJECT, COORDINATED BY MUGLA SITKI KOCMAN UNIVERSITY

ZOOM Meeting ID: 924 8906 3247
ZOOM Meeting Password: 631893

#ERASMUS DAYS

DATE: 16 OCTOBER 2024
CET TIME: 14:30

MSKU
Erasmus Days Introduction
(Associate Professor Dr. Gürçan Çetin)

GreenLight Project Introduction
(Prof. Dr. Hülya Kara Subaşat)

Türkiye Renewable Energy Example Applications
(Özay Eroğlu/ Hanife Şeval Dere)

LIOFYLLO
Greece Renewable Energy Example Applications
(Maria Tzola)

MINHO University
Portugal Renewable Energy Example Applications
(Prof. Dr. Laurinda Leite)

AESAS
Portugal Renewable Energy Example Applications
(Cláudia Sousa)

DSU - BCSOO NIKOLA KAREV STRUMICA
The North Macedonia Renewable Energy Example Applications
(Murgja Kankarova)

SARAJ
Kulturno-egipsoni projekti
(Sanica Agić)

6 days
to
enlighten Europe!

@ulusajlans

MSKU
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DSU - BCSOO NIKOLA KAREV STRUMICA

ZOOM Meeting ID: 924 8906 3247
ZOOM Meeting Password: 631893

#ERASMUS DAYS

DATE: 16 OCTOBER 2024
CET TIME: 14:30

Main Focus

Intergenerational education for water conservation.

Link to Social Responsibility

This project reinforces shared responsibility between schools and families in protecting the planet, encouraging sustainable behaviour within the school community.





Christmas Market



Putting young people's solidarity to the test

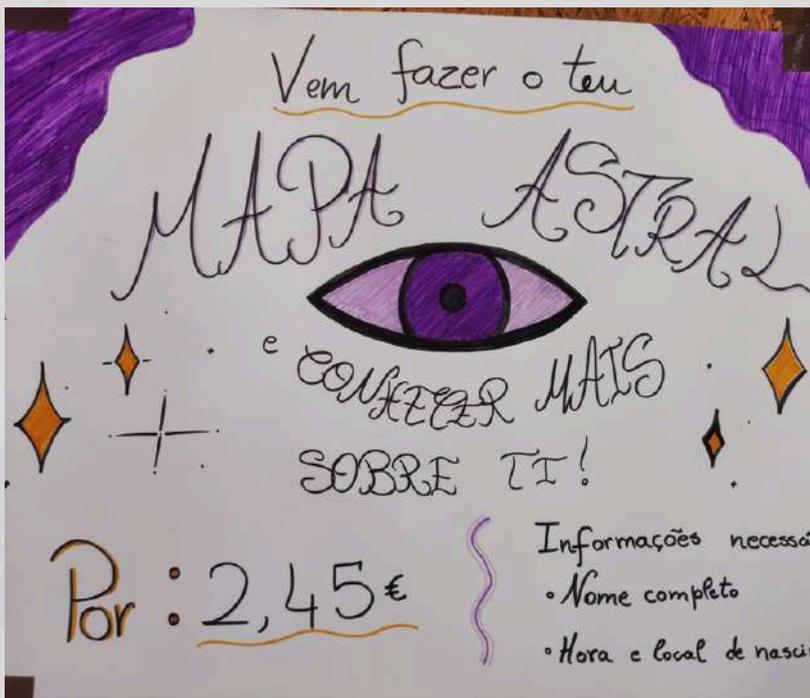
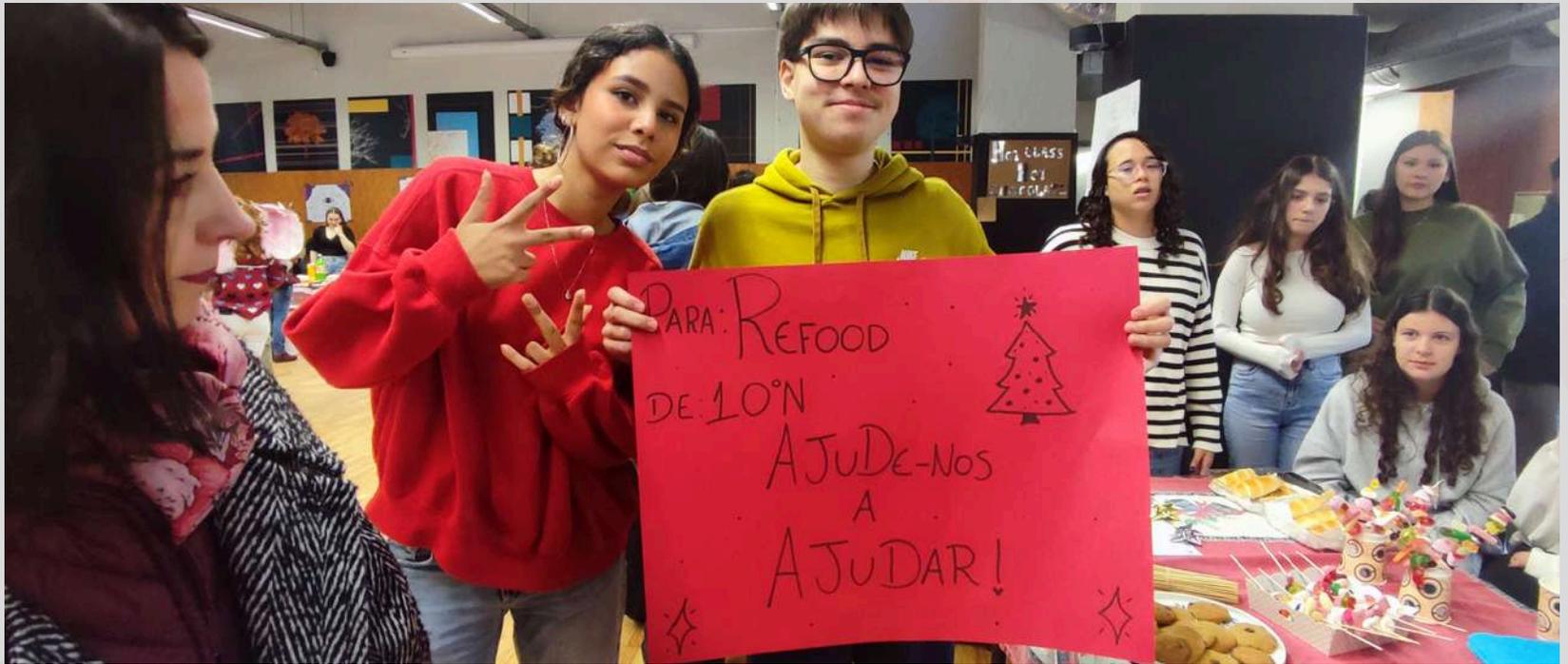
The students were invited by their language teachers to organise a Christmas market, where they could sell books, goods, food, and anything else they found interesting.

Christmas Market

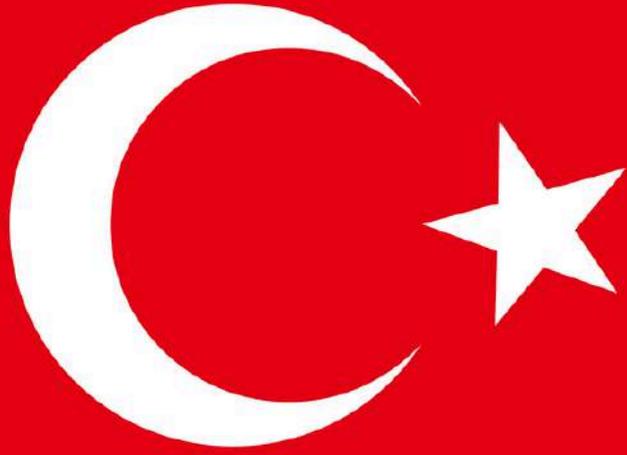


What made this market a truly remarkable event was the fact that all the money raised would be donated to institutions chosen by the participating classes. Each class was responsible for organising and preparing its own sales.

Christmas Market



The aim was to foster a spirit of sharing and to raise awareness of social causes. The funds raised were donated to two organisations: one that supports abandoned animals, and another that helps victims of violence.



TÜRKİYE

- 1) Blue-Green School Project
- 2) Not a Discussion, But a Negotiation Project
- 3) PI Day Project



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Blue-Green School Project



Blue-Green School Project, coordinated across schools in Söke, is a sustainability-driven social responsibility initiative aimed at cultivating environmental awareness and lifelong eco-conscious habits among students from an early age.

This project encourages environmentally responsible behaviours by focusing on key pillars such as energy efficiency, recycling, water conservation, and mindful consumption. By participating in this district-wide movement, students are not only learning about environmental concepts in classrooms but are also actively implementing green practices in their daily routines—thus becoming change agents for a more sustainable future.

Blue-Green School Project



Schools engaged in the Blue Green School Project have implemented various hands-on eco-friendly activities. These include the establishment of dedicated recycling stations, school-wide composting efforts, organic gardening practices, and classroom challenges that promote waste reduction. Visual tools and posters outlining principles such as “Reduce, Refuse, Reuse, Recycle, Rot” have been integrated into school spaces to keep sustainability at the forefront of everyday learning.

Blue-Green School Project



One of the project's core messages—"Small Steps, Big Changes"—emphasizes the long-term impact of even the smallest eco-conscious actions. Through this lens, students have gained a deeper understanding of how daily behaviours can affect broader ecological systems. Lessons on compostable materials, resource preservation, and zero-waste alternatives have been turned into creative, student-led initiatives.

By embedding sustainability into the school culture, the Blue Green School Project aims not only to protect natural resources but also to foster responsible citizenship. The project reflects Söke's commitment to raising a new generation of environmentally literate individuals who can adapt to and lead in a climate-conscious world.



"The Not A Discussion, But A Negotiation Project", implemented by the Söke District Directorate of National Education, is a social responsibility initiative designed to foster a culture of peace, dialogue, and constructive conflict resolution among students in secondary schools.

This project aims to promote communication-based problem-solving skills and empower students to act as peer mediators in resolving interpersonal disagreements in a peaceful and equitable manner. It seeks to contribute to a healthier school environment by encouraging students to take an active role in addressing conflicts through dialogue rather than confrontation.

Not a Discussion, But a Negotiation Project



Throughout the academic year, trained school counselors provided structured peer mediation training sessions for students from schools with guidance departments. The program focused on enhancing students' skills in empathy, active listening, emotional regulation, and collaborative decision-making.

By the end of the training period, students who successfully completed the program were officially recognized as peer mediators. These students took an oath and received their badges and certificates in a ceremony organized under the leadership of the district education authorities. They are now assigned as mediators within their schools, responsible for supporting the resolution of conflicts among their peers.

Not a Discussion, But a Negotiation Project



The Not A Discussion, But A Negotiation is part of a broader effort to build a peaceful and inclusive school culture where students are encouraged to communicate, negotiate, and understand each other. The project not only aims to prevent instances of violence or exclusion but also to transform negative emotions—such as resentment, hostility, and alienation—into opportunities for personal and social growth.

As part of the program's initial implementation, dozens of students have been trained and certified. The project continues to expand its reach, with the goal of integrating peer mediation practices into the everyday culture of all participating schools in the district."



In celebration of Pi Day (March 14), students across the district participated in a variety of engaging activities designed to promote a love of mathematics, interdisciplinary learning, and civic consciousness. The project centered around a district-wide Pi-themed T-shirt Design Contest, encouraging students to visualize mathematical concepts through art and design. Winning designs were printed on t-shirts and sold within the school communities.

More than just a celebration of numbers, the project aimed to foster students' creativity, self-confidence, and sense of initiative. By participating in both the design and promotion phases, students experienced the full cycle of idea development—from concept to product to community engagement.

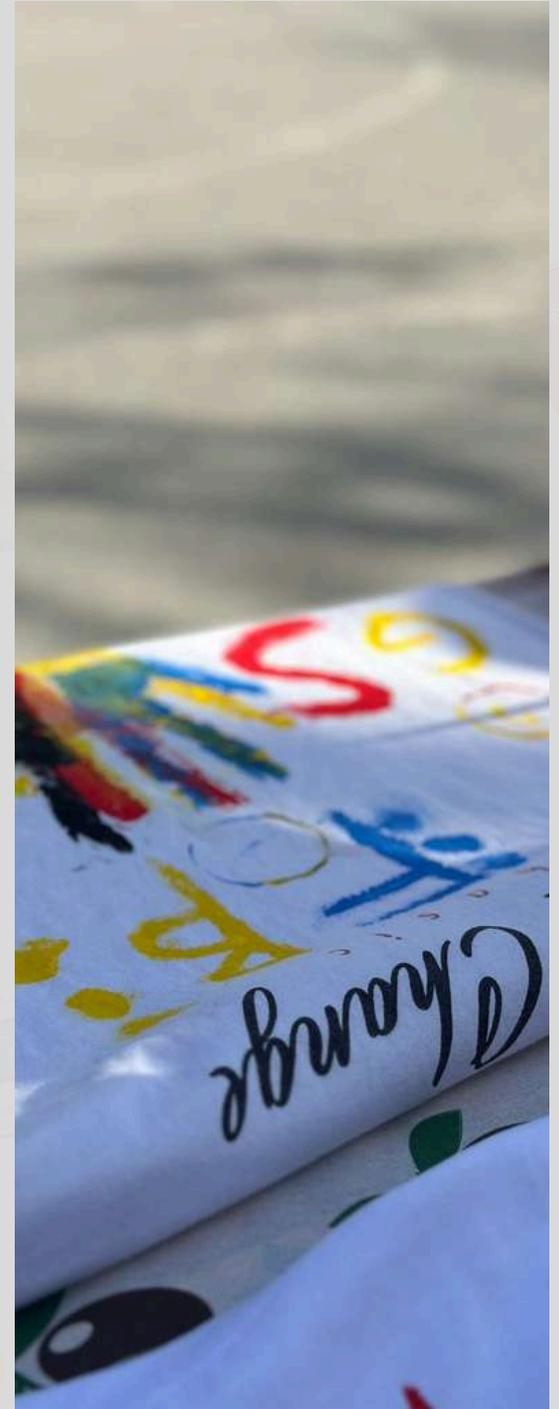


Pi Day Project



As part of the project's social responsibility component, proceeds from t-shirt sales were allocated to support a local cause [e.g., purchasing books for disadvantaged schools / supporting environmental initiatives / donating to earthquake relief campaigns]. This not only reinforced the value of collective action but also allowed students to see how academic events can make a tangible impact on the world around them.

Pi Day Project



In addition to t-shirt activities, schools organized Pi-themed exhibitions, interactive math stations, trivia games, and poster displays. These events were coordinated by mathematics teachers and supported by school administrations, creating a festive atmosphere that made learning both meaningful and memorable.

The Pi Day for Social Impact Project is part of Söke's broader educational vision to link curriculum with real-world values—merging knowledge with empathy, and celebration with contribution.

HOLLAND

- 1) International HILS Project
- 2) National Youth Service
- 3) Student Council



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Another strong example is our participation in the international HILS Project (Healthy Inclusive Learning Spaces). This initiative blends classroom education with hands-on activities focused on health, sustainability, and well-being. Students evaluate the school's health practices, promote cycling, reflect on the impact of social media, and work together on solutions that improve daily school life. The project encourages student leadership and fosters a safe, inclusive, and supportive learning environment.



We also take part in the National Youth Service (MDT – Maatschappelijke Diensttijd), which allows students to contribute to real-life internships such as helping in elderly care homes, organizing community events, or coaching sports activities. This program connects students with people from different backgrounds, encourages social engagement, and helps them discover their personal strengths. MDT promotes empathy, initiative, and a stronger connection to the community.

Healthy Inclusive Lifestyle through Schools (HILS)

Pallas Athene College

SECONDARY EDUCATION



One key initiative is our Student Council, where students represent their peers and take part in school-wide decision-making. Council members engage in dialogue with school leadership about everything from classroom facilities to student schedules and school policies. They even help in the selection of new staff members and collaborate with regional and national student organizations. Through this experience, they learn to listen, debate, take responsibility, and make the difference.



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Follow the details of our Erasmus+ projects on social media!



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