



Funded by the Erasmus+ Programme of the European Union

Addressing the Regional Labour Market Needs through Development and Certification of New Programs for Adult Education

Project Reference: 2015- 1-MK01-KA204-002828



Intellectual Output 9

Adult Education Programme for South West Region in Romania

Civic education for a successful open mind on the labor market

Skopje, Bucharest, Bonn

2017



Contents

Introduction	3
Description of the programme	4
Modules and Learning outcomes	4
Target groups.....	5
Modules.....	6
Introduction-Civic Education at global level, analyses and perspectives.....	6
<i>Perspectives from Asia and the United States on Civic Education.....</i>	9
<i>European prospect on issues of civic education</i>	9
<i>Approach to Civic Education and Human Rights in Romania.....</i>	9
The development of social personality and social awareness of active persons on the labor market.....	10
<i>Process of adaptation at the work place made more easily, and the way in which we can empower social integration in this space.....</i>	13
<i>The development of social security, the understanding and the acceptance of individual differences in this particular space</i>	13
<i>Stimulation through education in order to have an active participation in the labor market.</i>	13
<i>Education for a sustainable development.....</i>	14
The development of creativity and artistic expressions for an open mind society.....	14
<i>The development of an open society through arts.....</i>	17
<i>Rapid development of creativity.....</i>	17
<i>Personal development on the medium duration.....</i>	18
Rights, responsibilities and civic attitude	18
<i>Rights and individual responsibility in society.....</i>	21
<i>Rights and responsibilities at the place of work.....</i>	22
<i>How to create a more open and more accountable society through the establishment of the individual objectives.....</i>	22
<i>Rules and regulations relating to employment and the society in general</i>	23
Methodology applied on programme level.....	24
Equipment needed on programme level	24
Assessment to be utilised on programme level	25

Entry criteria for participants	25
Timetable for implementation of the program.....	26
Bibliography.....	27

Introduction

The Adult Education programme *Civic education for a successful open mind on the labor market* was developed as an intellectual output in the frame of the project Addressing the Regional Labour Market Needs (Adult – Reg) through Development and Certification of New Programmes for Adult Education, funded by the Erasmus+ Programme of the European Union. The project is part of the KA2 Strategic Partnership Programme delivered through National Agency for European Educational Programmes and Mobility in Macedonia.

The project is implemented by Lifelong Learning Center from Skopje Macedonia in partnership with Euro Adult Education Association from Bucharest, Romania, DVV International from Bonn, Germany, Community Development Institute from Tetovo, Macedonia, Open Civic University Joska Svestarot from Strumica, Macedonia, "Gheorghe Sincai" Bihor County Library from Oradea, Romania, and Popular Art School from Ramnicu-Valcea, Romania.

The Adult Education programme *Civic education for a successful open mind on the labor market*, is one of eight Adult Education Programmes which were developed as a result to prior assessment of labour market needs in four regions in Macedonia and Romania including the South West Region in Romania, which this programme is aimed for. The assessment has provided on time and reliable inputs in identification of the Adult Education Programmes relevant to the specific requirements for the labour market needs in South West region.

Development of this Adult Education Programme is done by professionals from three countries Macedonia, Romania and Germany. Their role was to structure, develop, review and finalise the programme.

The programme is in piloting phase and certification process.

The expertise on development of civic education programme was provided from Prof. Doina Ganescu and Dan Diaconu. The development of the final programme including reviews, improvements and completion was provided by the expertise on Adult Education from Lifelong Learning Center, Euro Adult Education Association and DVV International.

I	Programme Title		Civic education for a successful open mind on the labor market	
Description of the programme				
<p><i>"Civic education" means all the processes that affect people's beliefs, commitments, capabilities, and actions as members or prospective members of communities.</i></p> <p>Searching for equity and social ties was a key priority which is growing in recent years at national and European level. To encourage citizens, especially young adults, to participate actively in social and political life was regarded as one of the principal means to address these issues; therefore, civic education has been identified as a very important foothold in this regard.</p> <p>It is recognized that the importance of promoting active citizenship has become one of the main objectives for youth and adults work in European Union.</p> <p>Moreover, the European reference framework on key competences for lifelong learning proposed that young people can be helped to develop social skills and civic competencies. This competency-based approach requires new ways of organizing teaching and learning in many fields of study, including civic education.</p> <p>Such a program of adult education; "Civic education for a successful open mind on the labor market" was realized as follows:</p>				
Modules and Learning outcomes				
Module			Outcomes	
III	1	Introduction-Civic Education at global level, analyses and perspectives.	<ul style="list-style-type: none"> • Prospects of Civic Education in four different key states. • Practices in the Civic Education and rights of the Citizen. • European perspective on problems of Civic Education. • Democratic tradition in European Community. 	

IV	2	The development of social personality and social awareness of active persons on the labor market	<ul style="list-style-type: none"> • Perspectives of Romania about Civic Education. • Ideals and educational challenges in Romania. • How to make the process of adapting at the work place more easily, and the stimulation of the social integration in the working environment. • Stimulating the social integration at personal level and inter-human consumption. • The development of social security, the understanding and the acceptance of differences and individual racial differences. • Stimulation through civic education of the society, to have an active participation in the labor market. • Overall assessment of the civic powers. • Education for a sustainable development.
	3	The development of creativity and artistic expressions for an open mind society	<ul style="list-style-type: none"> • The development of an open society, by means of art • Rapid development of creativity. • Personal Development on the medium duration.
	4	Rights, responsibilities and citizenship on the labor market.	<ul style="list-style-type: none"> • Individual rights and responsibilities in society. • Rights and responsibilities in the workplace. • Rules and decisions of the local council and laws regarding the subject • Perceptions and attitudes about civic involvement.
	Target groups		
			<ol style="list-style-type: none"> 1) Person seeking employment or who are trying to find a better job; 2) People who want to get more involved in the development of the social environment;

- 3) SWT (school to work transition) - young people in the transition: school to the place of employment;
- 4) People who want to develop their own skills (soft-skills) through civic education;
- 5) Persons who did not have managed to attend this type of courses in the past, but do want to find out more about civic education;
- 6) People who want to develop their personal creativity and seek a social-personal perspective more open.

V

Modules			
1	Title of the module 1		
	Introduction-Civic Education at global level, analyses and perspectives		
1.2	<p>Learning outcomes</p> <p>Participants will be able:</p> <ul style="list-style-type: none"> ✓ to understand the successes, in the plan of the socio-economic impact, of civic education in other countries; ✓ to describe the vision of the European Union about the rights and obligations of the citizens; ✓ to understand the discussions and problems about democratic traditions in Romania and Europe; ✓ to distinguish the civic action in the social national environment and the European one; ✓ to recognize the challenges or handle personal manipulation; ✓ to assess the challenges and citizen's obligations at national and European level. 		
1.3	<p>Indicators</p> <ul style="list-style-type: none"> - At least 15 trainees will be more interested in this theme, and will put more questions related to the subject. 		
1.4	<p>Time required</p> <p>Module's time expressed in hours:</p> <table border="1" style="width: 100%; margin-top: 10px;"> <tr> <td style="background-color: #d9d9d9;">Practical input</td> <td style="background-color: #d9d9d9; text-align: right;">4,5 hours</td> </tr> </table>	Practical input	4,5 hours
Practical input	4,5 hours		

Theoretical Input	4,5 hours
Evaluation	1 hour
Total Number of Hours:	10 hours (study hour is 45 min)

1.5 Compulsory	<ul style="list-style-type: none"> - Yes (presence in the proportion of 75%) - Participation in assessment
----------------	--

Methodology:

<input checked="" type="checkbox"/> Lecture	<input checked="" type="checkbox"/> Exercises in small groups and pairs	<input checked="" type="checkbox"/> Practical problems solving	<input checked="" type="checkbox"/> Debate	<input type="checkbox"/> Individual lessons
<input checked="" type="checkbox"/> Presentations	<input type="checkbox"/> Individual work	<input type="checkbox"/> Exposition method	<input type="checkbox"/> Group discussions	<input type="checkbox"/> Home learning
<input type="checkbox"/> Visualisation	<input type="checkbox"/> Case studies	<input type="checkbox"/> Practical learning on the spot	<input type="checkbox"/> Classification exercises	<input type="checkbox"/> Production of essays
<input type="checkbox"/> Video Presentations	<input type="checkbox"/> Role play	<input type="checkbox"/> Workshops	<input type="checkbox"/> Identification exercises	<input type="checkbox"/> Laboratories
<input type="checkbox"/> Peer reviews	<input checked="" type="checkbox"/> Analyses of examples	<input type="checkbox"/> Testimonials of practitioners	<input type="checkbox"/> Mentoring provided by professionals	<input type="checkbox"/> Quiz
<input checked="" type="checkbox"/> Curriculum	<input type="checkbox"/> Interactive board	<input type="checkbox"/> Monitoring	<input type="checkbox"/> Simulations	<input type="checkbox"/> Self-directed learning
<input type="checkbox"/> Survey	<input type="checkbox"/> Electronic testing			

Equipment and materials

<input checked="" type="checkbox"/> LCD-projector	<input checked="" type="checkbox"/> Computer	<input type="checkbox"/> Tablets	<input checked="" type="checkbox"/> Internet connection	<input checked="" type="checkbox"/> Flipchart
<input checked="" type="checkbox"/> Markers in different colours	<input checked="" type="checkbox"/> A4 sheets	<input type="checkbox"/> Metaplans	<input checked="" type="checkbox"/> Pens	<input checked="" type="checkbox"/> Whiteboard
<input type="checkbox"/> Tape	<input type="checkbox"/> Folders	<input type="checkbox"/> Cards	<input checked="" type="checkbox"/> Internet	<input type="checkbox"/> Paper clips
<input type="checkbox"/> Pictures/ Drawings	<input type="checkbox"/> Textbooks	<input type="checkbox"/> Brochures	<input type="checkbox"/> Workbook/ diary	<input checked="" type="checkbox"/> teaching materials prepared by the trainer
<input type="checkbox"/> Magazines and brochures	<input type="checkbox"/> Interactive board	<input type="checkbox"/> Stickers		

Assessment

<input checked="" type="checkbox"/> Knowledge/ proficiency tests	<input type="checkbox"/> Electronic test	<input checked="" type="checkbox"/> Final test
<input type="checkbox"/> Problem solving	<input type="checkbox"/> Working in groups and simulations	
<input type="checkbox"/> Application of knowledge through practical examples		
<input type="checkbox"/> Onsite skills testing	<input type="checkbox"/> Simulations	<input type="checkbox"/> Homework
<input type="checkbox"/> Group exercises	<input type="checkbox"/> Questionnaires	<input type="checkbox"/> Practical exercises
<input type="checkbox"/> Expert hearings	<input type="checkbox"/> Projects	<input type="checkbox"/> Spoken examination
<input type="checkbox"/> Role play	<input type="checkbox"/> Logs	<input type="checkbox"/> Simulations

Teaching sheets

Personal interviews

Quiz

1.6

Topic 1

Perspectives from Asia and the United States on Civic Education

Description:

In this section we will address the following themes:

- ✓ Comparative analysis of good practices in the teaching of civic education to address the issues of four social key environments: Korea, China, Japan and the United States of America;
- ✓ Analysis of experts Kennedy, Lee and Grossman (2010);
- ✓ Curricula as national law in Korea, indifference to the principles promoted by this and the negative results at the level of the socio-economic impact;
- ✓ Integration of civic education in the framework of the classes of Social Studies and Humanistic, to lead to the development of a well informed and with correct civic skills, done by United States of America;
- ✓ Context of the historic-social of Japan in the relationship with the civic education, and the avoidance of over politicization;
- ✓ Successful implementation of civic education in China (Hong Kong) across a medium of open training and positive teaching, and the direct benefits to the economy;
- ✓ Direct results on the socio-economic environment of the four key countries analyzed produced by civic education.

1.7

Topic 2

European prospect on issues of civic education

Description:

In this section we will address the following themes:

- ✓ Dissemination of common democratic values in Europe post-1989;
- ✓ Democratic-European Perspectives;
- ✓ The importance of the EDC\HRE programs, of the European Council into an European society, more tolerant;
- ✓ Recognition of the importance of civic education , at European Union level , as the catalytic converter of social and economic symbiosis;
- ✓ The democratic tradition of the E.U. Community and the democratic contemporary thinking.

1.8

Topic 3

Approach to Civic Education and Human Rights in Romania

Description:

In this section we will address the following themes:

- ✓ Ideals and educational problems in Romania;
- ✓ Mistakes identified by the experts' analyzes of E.U. in an approach to civic education in Romania. (Bunescu,1999), (Torney-Puerta,2001);
- ✓ The importance of placing civic education and liberal non-racist mentalities, at the base of an European opened society, and with a trans-national labour market in continuous development;
- ✓ Knowledge of the fundamental rights (H.R. E.- Human Rights Education) on the labor market in U.E. and the avoidance of exploitation of Romanian workers by employers in other European countries (The Italian case .Ex.).

2	Title of the module 2	The development of social personality and social awareness of active persons on the labor market
2.1	Learning outcomes	Participants will be able: <ul style="list-style-type: none"> ✓ to adapt to the working environment more easily; ✓ to identify possibilities to stimulate the social integration; ✓ to accept the social differences; ✓ to evaluate individually the possibilities to participate actively on the labor market; ✓ to know the powers of the civic and the social consciousness , and their benefits at the level of the socio-economic impact; ✓ to know how to develop local a rich society , liberal-progressive and open minded.
2.2	Indicators	At least 15 trainees will begin to develop their social consciousness and will begin to understand the importance of this type of education for the society in general, and the labor market in particular.

2.3 Time required

Module's time expressed in hours:

Practical input	4,5 hours
Theoretical Input	4,5 hours
Evaluation	1 hour
Total Number of Hours:	10 hours (study hour is 45 min)

2.4 Compulsory

- Yes (presence in the proportion of 75%)
- Participation in assessment

Methodology

- | | | | | |
|---|--|---|--|---|
| <input checked="" type="checkbox"/> Lecture | <input type="checkbox"/> Exercises in small groups and pairs | <input type="checkbox"/> Practical problems solving | <input checked="" type="checkbox"/> Debate | <input type="checkbox"/> Individual lessons |
| <input checked="" type="checkbox"/> Presentations | <input type="checkbox"/> Individual work | <input type="checkbox"/> Exposition method | <input type="checkbox"/> Group discussions | <input type="checkbox"/> Home learning |
| <input type="checkbox"/> Visualisation | <input checked="" type="checkbox"/> Case studies | <input type="checkbox"/> Practical learning on the spot | <input type="checkbox"/> Classification exercises | <input type="checkbox"/> Production of essays |
| <input checked="" type="checkbox"/> Video Presentations | <input checked="" type="checkbox"/> Role play | <input type="checkbox"/> Workshops | <input type="checkbox"/> Identification exercises | <input type="checkbox"/> Laboratories |
| <input checked="" type="checkbox"/> Peer reviews | <input checked="" type="checkbox"/> Analyses of examples | <input type="checkbox"/> Testimonials of practitioners | <input type="checkbox"/> Mentoring provided by professionals | <input type="checkbox"/> Quiz |
| <input type="checkbox"/> Curriculum | <input type="checkbox"/> Monitoring | <input type="checkbox"/> Simulations | <input type="checkbox"/> Self-directed learning | |

Equipment and Materials:

<input checked="" type="checkbox"/> LCD-projector	<input checked="" type="checkbox"/> Computer	<input type="checkbox"/> Tablets	<input checked="" type="checkbox"/> Internet connection	<input checked="" type="checkbox"/> Flipchart
<input checked="" type="checkbox"/> Markers in different colours	<input checked="" type="checkbox"/> A4 sheets	<input checked="" type="checkbox"/> Metaplans	<input checked="" type="checkbox"/> Pens	<input type="checkbox"/> Whiteboard
<input type="checkbox"/> Tape	<input type="checkbox"/> Folders	<input type="checkbox"/> Cards	<input checked="" type="checkbox"/> Stickers	<input type="checkbox"/> Paper clips
<input type="checkbox"/> Pictures/ Drawings	<input type="checkbox"/> Textbooks	<input type="checkbox"/> Brochures	<input type="checkbox"/> Workbook/ diary	<input checked="" type="checkbox"/> Teaching materials prepared by the trainer
<input type="checkbox"/> Magazines and brochures	<input type="checkbox"/> Interactive board			

Assessment

<input checked="" type="checkbox"/> Knowledge/ proficiency tests	<input type="checkbox"/> Electronic test	<input checked="" type="checkbox"/> Final test
<input type="checkbox"/> Problem solving	<input checked="" type="checkbox"/> Working in groups and simulations	
<input type="checkbox"/> Application of knowledge through practical examples		
<input type="checkbox"/> Onsite skills testing	<input type="checkbox"/> Simulations	<input type="checkbox"/> Homework
<input type="checkbox"/> Group exercises	<input type="checkbox"/> Questionnaires	<input type="checkbox"/> Practical exercises
<input type="checkbox"/> Expert hearings	<input type="checkbox"/> Projects	<input checked="" type="checkbox"/> Spoken examination

- | | | |
|---|--|--------------------------------------|
| <input checked="" type="checkbox"/> Role play | <input type="checkbox"/> Logs | <input type="checkbox"/> Simulations |
| <input type="checkbox"/> Teaching sheets | <input type="checkbox"/> Personal interviews | <input type="checkbox"/> Quiz |

2.5

Topic 1

Process of adaptation at the work place made more easily, and the way in which we can empower social integration in this space

Description:

In this section we will address the following themes:

- ✓ The process of adapting to the working environment;
- ✓ Important steps in the process of guidance and integration of the employee;
- ✓ Policies and internal procedures – details about the structure and culture of the general organizational structure of a company;
- ✓ The allocation of tasks and responsibilities within the framework of a commercial company;
- ✓ The main mistakes to be avoided, as a new employee.

2.6

Topic 2

The development of social security, the understanding and the acceptance of individual differences in this particular space

Description:

In this section we will address the following themes:

- ✓ The ability to work and to succeed in an activity within a group which is not homogeneous from the point of view of ethnics, religion or of age;
- ✓ How to develop the capacity to bring an outstanding contribution to a group project or from an idea, activity or task carried out together with others;
- ✓ Cohabitation and performance in a multi-cultural society.

2.7 Topic 3

Stimulation through education in order to have an active participation in the labor market.

Description:

In this section we will address the following themes:

- ✓ How to effectively evaluate the capabilities of the individual;
- ✓ How to have an active participation in the labor market and to have a flexible vision;
- ✓ Vocational guidance in terms of sources of search and identification of employment;
- ✓ Perseverance, the accumulation of several qualifications and diversified education, as well as the strategies of success in the labor market;
- ✓ Passive attitude, discouraged and pessimistic: determinants and the way of combating them;
- ✓ Your own skills (soft-skills, what does make an employee to be more desirable, by the employer).

2.8 Topic 4

Education for a sustainable development

Description:

In this section we will address the following themes:

- ✓ Sustainable Development - The primary requirement of the development of the Romanian society, within the framework of the non-formal education;
- ✓ The sustainable development as a concept, and participative methods at personal level;
- ✓ Education - The key factor in the process of sustainable development and to the personal development (know-how).

3

Title of the module 3

The development of creativity and artistic expressions for an open mind society

3.1 Learning outcomes

Participants will be able:

- ✓ to develop their own creativity and innovative learning;
- ✓ to learn how to create a working environment beautiful through the means of fine arts;
- ✓ to establish the personal objectives for the future;
- ✓ to create an open atmosphere of work by means of music;

- ✓ to learn how to create an open society using literature and oratory;
- ✓ to plan the means by which to achieve the objectives proposed;
- ✓ to assess the opportunities for the future, and how to develop at the place of work;
- ✓ to create a friendly working environment and creative;
- ✓ to avoid overworking and stress at the place of work, by means of artistic works.

3.2 Indicators

- Wide requirement of the trainees, and their curiosity manifested toward this subject.

3.3 Time required

Module's time expressed in hours: 9 hours (optional sessions of 2 hours or 1 hour)

Practical input 6 hours

Theoretical Input 2,5 hours

Evaluation 0,5 hours

Total Number of Hours: 9 hours (study hour is 45 min)

3.3 Compulsory

No.
Optional module

Methodology:

<input type="checkbox"/> Lecture	<input type="checkbox"/> Exercises in small groups and pairs	<input type="checkbox"/> Practical problems solving	<input type="checkbox"/> Debate	<input type="checkbox"/> Individual lessons
<input checked="" type="checkbox"/> Presentations	<input type="checkbox"/> Individual work	<input type="checkbox"/> Exposition method	<input type="checkbox"/> Group discussions	<input type="checkbox"/> Home learning
<input checked="" type="checkbox"/> Visualisation	<input type="checkbox"/> Case studies	<input type="checkbox"/> Practical learning on the spot	<input type="checkbox"/> Classification exercises	<input type="checkbox"/> Production of essays
<input checked="" type="checkbox"/> Video Presentations	<input checked="" type="checkbox"/> Role play	<input checked="" type="checkbox"/> Workshops	<input type="checkbox"/> Identification exercises	<input type="checkbox"/> Laboratories
<input type="checkbox"/> Peer reviews	<input type="checkbox"/> Analyses of examples	<input type="checkbox"/> Testimonials of practitioners	<input type="checkbox"/> Mentoring provided by professionals	<input type="checkbox"/> Quiz
<input type="checkbox"/> Curriculum	<input type="checkbox"/> Monitoring	<input checked="" type="checkbox"/> Simulations	<input type="checkbox"/> Self-directed learning	

Equipment and Materials

<input checked="" type="checkbox"/> LCD-projector	<input checked="" type="checkbox"/> Computer	<input type="checkbox"/> Tablets	<input checked="" type="checkbox"/> Internet connection	<input checked="" type="checkbox"/> Flipchart
<input checked="" type="checkbox"/> Markers in different colours	<input checked="" type="checkbox"/> A4 sheets	<input checked="" type="checkbox"/> Metaplans	<input checked="" type="checkbox"/> Pens	<input type="checkbox"/> Whiteboard
<input checked="" type="checkbox"/> Tape	<input type="checkbox"/> Folders	<input type="checkbox"/> Cards	<input checked="" type="checkbox"/> Stickers	<input type="checkbox"/> Paper clips
<input checked="" type="checkbox"/> Pictures/ Drawings	<input type="checkbox"/> Textbooks	<input type="checkbox"/> Brochures	<input type="checkbox"/> Workbook/ diary	<input type="checkbox"/> Teaching materials prepared by the trainer
<input type="checkbox"/> Magazines and brochures	<input type="checkbox"/> Interactive board			

Assessment

<input type="checkbox"/> Knowledge/ proficiency tests	<input type="checkbox"/> Electronic test	<input type="checkbox"/> Final test
---	--	-------------------------------------

<input type="checkbox"/> Problem solving	<input type="checkbox"/> Working in groups and simulations	
<input type="checkbox"/> Application of knowledge through practical examples		
<input type="checkbox"/> Onsite skills testing	<input checked="" type="checkbox"/> Simulations	<input type="checkbox"/> Homework
<input type="checkbox"/> Group exercises	<input type="checkbox"/> Questionnaires	<input checked="" type="checkbox"/> Practical exercises
<input type="checkbox"/> Expert hearings	<input type="checkbox"/> Projects	<input type="checkbox"/> Spoken examination
<input type="checkbox"/> Role play	<input type="checkbox"/> Logs	<input type="checkbox"/> Simulations
<input type="checkbox"/> Teaching sheets	<input type="checkbox"/> Personal interviews	<input type="checkbox"/> Quiz

3.4 **Topic 1** *The development of an open society through arts*

Description:

In this section we will address the following themes:

- ✓ The working environment, as it should be the office arranged, in order to encourage the creativity and work efficiency.
- ✓ The breaks: the relaxation means of artistic to do not reach the fatigue and stress.
- ✓ The role of the music in creating a relaxed climate at work.

3.5 **Topic 2** *Rapid development of creativity*

Description:

In this section we will address the following themes:

- ✓ The innovative learning and progress understanding, and the development of the cleverness and of the spirit of the inventive, as solutions to solve the unusual situations which confront us at the place of work.
- ✓ Creative process developed in four phases: Preparing, Incubation, Lighting, Checking;
- ✓ The creative spirit and the brainstorming as useful tools in work.

3.6

Topic 3

Personal development on the medium duration

Description:

In this section we will address the following themes:

- ✓ How can we establish the objectives for the future;
- ✓ How to identify opportunities for the future;
- ✓ How can we plan and put in practice the personal objectives.

4

Title of the module 4

Rights, responsibilities and civic attitude

4.1

Learning outcomes

Participants will able:

- ✓ to understand the rights and responsibilities a person has in a free society;
- ✓ to recognize and understand the problems faced by the community;
- ✓ to know what rights has a person in the local community;
- ✓ to know what obligations has a person in the local community;
- ✓ to understand what shall mean the authority, and local community;
- ✓ to identify the needs of civic involvement at local, national and European level;
- ✓ to carry out their responsibilities at the place of work;
- ✓ to know what rights has a person at the place of work;
- ✓ to know what obligations has a person at the place of work;
- ✓ to know how to act in the case of emergencies, as a responsible civic attitude .

Indicators - At least 15 trainees will acquire theoretical and practical knowledge about rights, responsibilities and civic attitude

4.2 Time required

Module's time expressed in hours:

Practical input	5,5 hours
Theoretical Input	5 hours
Evaluation	0,5 hour
Total Number of Hours:	11 hours (study hour is 45 min)

4.3 Compulsory - Yes (must be present to 75 % of course)
- Participating in the evaluations.

Methodology:

- | | | | | |
|---|--|---|---|---|
| <input checked="" type="checkbox"/> Lecture | <input type="checkbox"/> Exercises in small groups and pairs | <input type="checkbox"/> Practical problems solving | <input type="checkbox"/> Debate | <input type="checkbox"/> Individual lessons |
| <input type="checkbox"/> Presentations | <input type="checkbox"/> Individual work | <input type="checkbox"/> Exposition method | <input type="checkbox"/> Group discussions | <input type="checkbox"/> Home learning |
| <input type="checkbox"/> Visualisation | <input type="checkbox"/> Case studies | <input type="checkbox"/> Practical learning on the spot | <input type="checkbox"/> Classification exercises | <input type="checkbox"/> Production of essays |
| <input checked="" type="checkbox"/> Video Presentations | <input type="checkbox"/> Role play | <input checked="" type="checkbox"/> Workshops | <input type="checkbox"/> Identification exercises | <input type="checkbox"/> Laboratories |

- | | | | | |
|---------------------------------------|---|---|--|--|
| <input type="checkbox"/> Peer reviews | <input type="checkbox"/> Analyses of examples | <input checked="" type="checkbox"/> Testimonials of practitioners | <input type="checkbox"/> Mentoring provided by professionals | <input checked="" type="checkbox"/> Quiz |
| <input type="checkbox"/> Curriculum | <input type="checkbox"/> Monitoring | <input type="checkbox"/> Simulations | <input type="checkbox"/> Self-directed learning | |

Equipment and Materials:

- | | | | | |
|--|---|---|---|--|
| <input checked="" type="checkbox"/> LCD-projector | <input checked="" type="checkbox"/> Computer | <input type="checkbox"/> Tablets | <input checked="" type="checkbox"/> Internet connection | <input checked="" type="checkbox"/> Flipchart |
| <input checked="" type="checkbox"/> Markers in different colours | <input checked="" type="checkbox"/> A4 sheets | <input checked="" type="checkbox"/> Metaplans | <input checked="" type="checkbox"/> Pens | <input type="checkbox"/> Whiteboard |
| <input type="checkbox"/> Tape | <input type="checkbox"/> Folders | <input checked="" type="checkbox"/> Cards | <input type="checkbox"/> Stickers | <input type="checkbox"/> Paper clips |
| <input type="checkbox"/> Pictures/ Drawings | <input type="checkbox"/> Textbooks | <input type="checkbox"/> Brochures | <input checked="" type="checkbox"/> Workbook/ diary | <input checked="" type="checkbox"/> Teaching materials prepared by the trainer |
| <input type="checkbox"/> Magazines and brochures | <input type="checkbox"/> Interactive board | | | |

Assessment:

- | | | |
|---|--|--|
| <input checked="" type="checkbox"/> Knowledge/ proficiency tests | <input type="checkbox"/> Electronic test | <input type="checkbox"/> Final test |
| <input checked="" type="checkbox"/> Problem solving | <input type="checkbox"/> Working in groups and simulations | |
| <input checked="" type="checkbox"/> Application of knowledge through practical examples | | |
| <input type="checkbox"/> Onsite skills testing | <input type="checkbox"/> Simulations | <input type="checkbox"/> Homework |
| <input type="checkbox"/> Group exercises | <input type="checkbox"/> Questionnaires | <input type="checkbox"/> Practical exercises |

- | | | |
|---|--|--|
| <input type="checkbox"/> Expert hearings | <input type="checkbox"/> Projects | <input checked="" type="checkbox"/> Spoken examination |
| <input checked="" type="checkbox"/> Role play | <input type="checkbox"/> Logs | <input type="checkbox"/> Simulations |
| <input type="checkbox"/> Teaching sheets | <input type="checkbox"/> Personal interviews | <input type="checkbox"/> Quiz |

4.4 Topic 1

Rights and individual responsibility in society

Description:

In this section we will address the following themes:

- ✓ The main individual rights:
 - Civil rights (the right to equality of rights, the right to life, liberty and personal security, inviolability of the right to privacy, the right to protection of honor and good name etc.
 - Political rights determine the possibility of participation of people in state administration and society, citizenship (the right to association, the right to hold meetings, to create trade unions, the right to participate in demonstrations, rallies, the right to elect and to be elected etc.)
 - Economic human rights (the right to private property, the right to possess, use and dispose of their wealth etc.)
 - Cultural rights (the right to education, freedom of literary, artistic, scientific, the right to use their mother tongue etc.)
 - Social rights reflect the development of materials in a state concretely in a given society and their ability to provide human a decent life and social protection, such as the right to work, social security, right to housing, right to recreation and health care.
- ✓ What is community? Images of the different idea of community (local communities, community of interests, opinions, culture);
- ✓ Types of problems facing the community (absence of a community life, lack of education, poverty, lack of organization of civil society);
- ✓ Concept of civic involvement;
- ✓ Attitudes on the civic involvement (participative involvement, volunteering, social role in society, political thinking part of the concept of civic involvement). Generally the political thinking is missing from the meaning of the concept of civic involvement. With the exception of a vote

taken, the civic involvement is not seen as a front of political activism. Consequently, the participants did not consider that the civic involvement may also relate to the supervision of the government, for correct the deviations of the state institutions.

The present-day society seems to value rather individualism, to the detriment of the civic involvement, rumours, selfishness and envy at the expense of behaviour associative array. Community life almost there-very few are those who identify those elements that are common to give meaning to the concept of the Community. Discussions are centred on the individual, on individually, so that the participation of the individuals that make up the Community in the decision-making process is missing altogether.

Civic involvement in the full meaning of the term works very well in the countries and in the companies where the civil society is organized, where the whole process has reached a certain maturity. In Romania it is considered that the civil society is too little to be structured in order to carry out a public participation in the real meaning of the expression. Lack of initiative and association groups, insufficient or inconsistent represented, are some of the elements that lead to a faulty exercise of the process of public participation to a definition ambiguous of common interest between various groups and the ways to fight for these interests.

4.5 Topic 2

Rights and responsibilities at the place of work

Description:

In this section we will address the following themes:

- ✓ Rules of safety and health at work;
- ✓ Legal provisions relating to emergency situations;
- ✓ Identifying of the sources of pollution of the environment;
- ✓ Protection against the adverse effects of pollution;
- ✓ The application of the rules of the fire prevention and fire-fighting equipment - *Seminary delivered by an expert in the field.*
- ✓ Application of emergency procedures and the emergency exit - *Seminary delivered by an expert in the field.*

4.6 Topic 3

How to create a more open and more accountable society through the establishment of the individual objectives

Description:

In this section we will address the following themes:

✓ Setting targets

A reason key for which a person arrives at this point is that we spend no enough time to think about what he wants in fact out of life, and does not establish clear objectives . It is as if you start in a journey without a precise destination. Setting the objectives is a powerful process of thinking about the future of the ideal and self-motivation to transform the vision of the future into reality. The process of setting the objectives helps you to choose where you want to go in life, you know exactly what you want to try to know where there is a need to concentrated the efforts and how to combati distragerilece can appear on the journey.

Setting targets provides you with a long term vision and motivation on a short-term basis. This process is focused on the acquisition of knowledge to help you organize your time and resources so that you can use it to the full chances offered by life.

Through the establishment of clear targets, well defined you can measure success and you can assume the successes in carrying them. At the same time, each success will consolidate, also confidence in yourself as you will make the ability to transform the aims set out in reality.

4.7 Topic 4

Rules and regulations relating to employment and the society in general

Description:

In this section we will address the following themes:

- ✓ Employment relationships established between the employees and the units to which they are involved (employer), carried out in compliance with the provisions of the laws and under the conditions negotiated by contract of employment.
- ✓ Labor conflicts - conflicts between employees and the institutions that employ them concerning professional, social or economic interests or rights arising from employment relationships;
- ✓ The obligation of the employer and employees to resolve the labor conflicts through better understanding or through the procedures established by law.
- ✓ The means by which is carried out the negotiation, the mediation and arbitration of these conflicts.
- ✓ The law governing the conditions for the establishment of a European Works Council or a procedure for informing and consulting

employees in Community-scale undertakings and Community-scale groups of undertakings to improve the right to information and consultation of employees – Law No. 217 / 2005

- ✓ The discrimination and equality of chances. (Law No. 202 /2002) - *Workshop and open discussion with a lawyer invited.*

VI

Methodology applied on programme level

<input checked="" type="checkbox"/> Lecture	<input type="checkbox"/> Exercises in small groups and pairs	<input checked="" type="checkbox"/> Practical problems solving	<input checked="" type="checkbox"/> Debate	<input type="checkbox"/> Individual lessons
<input checked="" type="checkbox"/> Presentations	<input type="checkbox"/> Individual work	<input type="checkbox"/> Exposition method	<input checked="" type="checkbox"/> Group discussions	<input type="checkbox"/> Home learning
<input checked="" type="checkbox"/> Visualization	<input checked="" type="checkbox"/> Case studies	<input type="checkbox"/> Practical learning on the spot	<input type="checkbox"/> Classification exercises	<input type="checkbox"/> Production of essays
<input checked="" type="checkbox"/> Video Presentations	<input checked="" type="checkbox"/> Role play	<input checked="" type="checkbox"/> Workshops	<input type="checkbox"/> Identification exercises	<input type="checkbox"/> Laboratories
<input type="checkbox"/> Peer reviews	<input checked="" type="checkbox"/> Analyses of examples	<input checked="" type="checkbox"/> Testimonials of practitioners	<input type="checkbox"/> Mentoring provided by professionals	<input checked="" type="checkbox"/> Quiz
<input type="checkbox"/> Curriculum	<input type="checkbox"/> Interactive board	<input type="checkbox"/> Monitoring	<input checked="" type="checkbox"/> Simulations	<input type="checkbox"/> Self-directed learning

VII

Equipment needed on programme level

To implement the programme the equipment required is defined by each module separately. It includes:

<input checked="" type="checkbox"/> LCD-projector	<input checked="" type="checkbox"/> Computer	<input type="checkbox"/> Tablets	<input checked="" type="checkbox"/> Internet connection	<input checked="" type="checkbox"/> Flipchart
<input checked="" type="checkbox"/> Markers in different colours	<input checked="" type="checkbox"/> A4 sheets	<input checked="" type="checkbox"/> Metaplans	<input checked="" type="checkbox"/> Pens	<input type="checkbox"/> Whiteboard

<input checked="" type="checkbox"/> Tape	<input type="checkbox"/> Folders	<input checked="" type="checkbox"/> Cards	<input checked="" type="checkbox"/> Internet	<input type="checkbox"/> Paper clips
<input checked="" type="checkbox"/> Pictures/ Drawings	<input type="checkbox"/> Textbooks	<input type="checkbox"/> Brochures	<input type="checkbox"/> Workbook/ diary	<input checked="" type="checkbox"/> teaching materials prepared by the trainer
<input checked="" type="checkbox"/> Magazines and brochures	<input type="checkbox"/> Interactive board	<input checked="" type="checkbox"/> Stickers	<input type="checkbox"/>	<input type="checkbox"/>

Assessment to be utilised on programme level

VIII

1. Ongoing module assessment

The time allocated to ongoing assessment is max. 30 minutes

- The purpose of the ongoing assessment is to identify situations where the student encounters a difficulty
- monitors whether the proposed specific objectives were achieved
- aims to verify the knowledge, skills and teaching methodologies used are appropriate in order to acquire the learning outcomes for each student

The assessment is conducted through:

- ✓ Questionnaires developed at the level of each module;
- ✓ Worksheets;
- ✓ investigation through questions according to learning outcomes as are defined in each module;
- ✓ Observation, open discussions.

2. Final assessment

At the end of the programe the final assessment is based on a written test. All participants are required to take part in the final assessment process and to pass the written test to obtain a diploma.

The recommended duration of the written test is between 45-60 minutes.

IX

Entry criteria for participants

Number of participants within a group is: min 15 - max 20.

Timetable for implementation of the program

	Module 1	Module 2	Module 3	Module 4	Total
Practical input	5 hours	5 hours	6 hours	5,5 hours	22
Theoretical Input	4,5 hours	4,5 hours	2,5 hours	5 hours	16,5
Evaluation	0,5 hours	0,5 hours	0,5 hours	0,5 hours	1,5
Total Number of Hours:	10	10	9	11	40

X

Bibliography:

Labor legislation, labor relations (in Romania):

- Order no. 539/28.04.2009 of the ministry of Labor, Family and social protection for the approval procedure concerning the declaration of the state of insolvency of the borrowers natural or legal persons in accordance with the provisions of Article 176 of the Executive Ordinance no. 92/2003 on a Code of tax procedure (M.O. nr 328/18.05.2009)
- Law no. 53/2003 - Republished (the Labor Code)
- Law No 52/15.4.2011) concerning the exercise of activities of a casual carried out by day
- Order No. 1439/1930 of 29 April 2011 for approval of the detailed rules for the application of the Law no. 52/2011 regarding the exercise of activities of a casual carried out by day
- Judgment no 500 / 18.05.2011 On The general of employees
- Law No 7/09.01.2008 on the approval of the emergency decree of the government no. 115/2007 for the modification and completion of the emergency decree of the government no. 116/2006 on social protection accorded to made available by collective redundancies effected as a result of the restructuring and reorganization of the national companies(, regies autonomes, national companies and commercial companies(with major state capital, as well as the companies and regies autonomes subordinated to the authorities of the local public administration
- Law 67/2006 on the protection of the rights of employees in the event of the transfer of the undertaking, business or parts thereof
- Law 217/2005 concerning the setting up, organization and functioning of the European Works Council
- Law no.168/1999 on the settlement of the labor conflicts
- Law no.130/1996 republished, on the collective The workplace
- decree no.92/1976 on the workbook
- Collective Labor Contract unique at national level on years 2007-2010
 - o Appendix No.1 - The Regulation on the organization and functioning of the Commission for the implementation and monitoring of the collective employment agreement at national level
 - o Annex No.2 - quotas of contribution to be borne by the employees of the beneficiaries by references to the spa and rest recuperatorie with tickets by the syndicate
 - o Appendix No.3 - individual employment agreement
 - o Annex No.4 - the list of the branches to conclude collective agreements
 - o Appendix No.5 - methodological provisions applicable to the accounting operations to the formation of the fund for the activities arising from the collective

- negotiations, drawn up by the Ministry of Public Finance - the general direction of the Accounts
- Annex No.6 - the list of branches and sectors in which, by the Convention of the parties at the level of the collective employment agreement at national level, it may apply the provisions of Article 111 of the Labor Code relating to the reference periods of more than 3 months, but which does not exceed 12 months
 - Appendix No.7 - component of the of the negotiation commission Regulation on the organization and functioning of the Commission for the implementation and monitoring of the collective employment agreement at national level

General Bibliography and Credentials:

- **VHS DVV International** (2014) No 81: Adult Education and Development „Communities“.
- **The European Institute**(2013) **Soitu L.**: Special Educational requests for everyone.(Guide of practices).
- **Almond G and Verba S** (1963) *The Civic Culture: Political Attitudes and Democracy in Five Nations*. Princeton, NJ: Princeton University Press.
- **Avery P** (2007) Civic education in diverse contexts: challenges and opportunities. Paper presented at the Citizenship Education in an Age of Worldwide Migration Conference, September, 2007, Munster, Germany.
- **Barker C** (2005) The rise of Solidarnosc. *International Socialism*, 108. Available at: <http://www.isj.org.uk/index.php4?id=136&issue=108>
- **Barnett T** (1989) Why Ceausescu fell: his silent war against the Romanian people backfired. *The Christian Science Monitor* 28 December: 19.
- **Buk-Berge E** (2006) Missed opportunities: the IEA's study of civic education and civic education in post-Communist countries. *Comparative Education* 42(4): 533–548.
- **Bunescu G, Stan E, Albu G, Badea D and Oprica O** (1999) Cohesion and diversity in national identity: civic education in Romania. In: Torney-Purta J, Schwille J and Amadeo J (eds) *Civic Education Across Countries: Twenty-Four National Case Studies from the IEA Civic Education Project*. Amsterdam: International Association for the Evaluation of Educational Achievement, 505–521.
- **Burroughs S, Hopper P, Brocatim K and Sanders A** (2007) Teaching for and about citizenship in a democratic society: comparative views of selected civic educators in the United States, Europe, and Latin America. *International Journal of Social Education* 22(2): 49–69.
- **Campbell D** (2005) Voice in the classroom: how an open classroom environment facilitates adolescents' civic development. CIRCLE Working Paper 28. The Center for Information and Research on Civic Learning and Engagement (CIRCLE) University of Maryland.
- **Center for Information and Research on Civic Learning and Engagement** (CIRCLE) (2003) *The Civic Mission of Schools*. New York: Carnegie Corporation of New York.

- **Central Intelligence Agency** (2008) *World Factbook: Poland and Romania*. Available at: <https://www.cia.gov/library/publications/the-world-factbook/geos/pl.html> and <https://www.cia.gov/library/publications/the-world-factbook/geos/ro.html>
- **Central Intelligence Agency** (2010) *World Factbook*. Available at: <https://www.cia.gov/library/publications/the-world-factbook/>
- **Ciobanu M** (2008) Teaching history and building a democratic future: reflections from post-Communist Romania. *Democracy & Education* 17(3): 58–62.
- **Cook B** (2001) *Europe Since 1945: An Encyclopedia*. Abingdon: Taylor & Francis.
- **Easton D** (1965) *A Framework for Political Analysis*. Englewood Cliffs, NJ: Prentice-Hall.
- **Finkel S** (2003) Can democracy be taught? *Journal of Democracy* 14(4): 137–151.
- **Georgescu D** (1998) Contemporary involvement in political and civic life: trends and implications of the Romanian case. Paper presented at the International Conference on Engagement in Political and Civic Life: Citizenship in Twenty-First Century Democracies, Valley Forge, PA, 4–9 October.
- **Janowski A** (1997) Specific nature and objectives of civic education in Poland: analysis and reflections. In: Fraczek A (ed.) *State and Perspectives of Citizenship Education in Poland*. Warsaw: University of Warsaw and Ministry of Education, 117–125.
- **Kiraly B** (ed.) (2004) *The Hungarian Minority's Situation in Ceausescu's Romania*. New York: Columbia University Press.
- **Kjellin M and Stier J** (2008) Citizenship in the classroom: transferring and transforming transcultural values. *Intercultural Education* 19(1): 41–51.
- **Lau SK, Kuan HC and Wan PS** (1991), Political attitudes. In: Lau SK, Kuan HC and Wan PS (eds) *Indicators of Social Development: Hong Kong 1996*. Hong Kong: Hong Kong Institute of Asia-Pacific Studies, the Chinese University of Hong Kong, 173–205.
- **Linz J and Stepan A** (1996), *Problems of Democratic Transition and Consolidation: Southern Europe, South America, and Post-Communist Europe*. Baltimore, MD: JHU Press.
- **Niemi RG and Junn J** (1998), *Civic Education: What Makes Students Learn*. New Haven, CT: Yale University Press.
- **Oppenheim A and Torney J** (1974), *The Measurement of Children's Civic Attitudes in Different Nations*, New York: John Wiley & Sons.
- **Organisation for Economic Cooperation and Development** (2001), *The Well Being of Nations: The Role of Human and Social Capital*, Paris: OECD.
- **Patterson M** (1996), The road to Romanian independence. *Canadian Journal of History* 31(2): 329–330, Remy R. and Strzemieczny J. (1997) Education for democratic citizenship in Poland. *International Journal of Social Education* 12(2) 38–61.

- **Remy R, Strzemieczny J and Woyach R** (1993), Building a foundation for civic education in Poland's schools. National Endowment for Democracy, Washington, DC.
- **Roper S** (2000), *Romania: The Unfinished Revolution*. London: Routledge.
- **Slomczynski K. and Shabad G.** (1998), Can support for democracy and the market be learned in school? A natural experiment in post-Communist Poland. *Political Psychology* 19(4): 749–779.
- **Stanowski K** (2008) Education for Democracy Foundation. Available at: <http://www.tolerance-net.org/news/podium/podium073.html>
- **Steiner-Khamsi G.** (2002) Spheres of citizenship. In: Steiner-Khamsi G, Torney-Purta J and Schwille J (eds) *New Paradigms and Recurring Paradoxes in Education for Citizenship: an International Comparison*. Oxford: Elsevier Science, 179–206.
- **Torney J, Oppenheim A and Farnen R** (1976), *Civic Education in Ten Countries: An Empirical Study*. New York: John Wiley & Sons.
- **Torney-Puerta J, Barber C, Richardson W** (2005) How teachers' preparation relates to students' civic knowledge and engagement in the United States: analysis from the IEA Civic Education study. Medford MA: Center for Information and Research on Civic Learning and Engagement (CIRCLE).
- **Torney-Puerta J, Schwille J and Amadeo J** (1999) Mapping the distinctive and common features of civic education in twenty-four countries. In: Torney-Purta J, Schwille J and Amadeo J (eds) *Civic Education Across Countries: Twenty-Four National Case Studies from the IEA Civic Education Project*. Amsterdam: International Association for the Evaluation of Educational Achievement, 505–521.
- **Torney-Purta J., Lehmann R, Oswald H and Schultz W** (2001) Citizenship and education in twenty-eight countries: civic knowledge and engagement at age fourteen. Paper published by the International Association for the Evaluation of Educational Achievement.
- **United Nations Educational, Scientific and Cultural Organization** (2008) UNESCO Associated Schools. Available at: <http://portal.unesco.org/education>
- **Anderson J.**, (2002) (ed.), *Transnational Democracy: Political spaces and border crossings*, London and New York: Routledge.
- **Chrysochoou, D. N.**, (1998) *Democracy in the European Union*, London and New York: I. B. Tauris.
- **Chrysochoou, D. N.**, (2009) *Theorizing European Integration*, 2nd edition, London and New York: Routledge.
- **Dewey, J.**, (1916) *Democracy and Education: An Introduction to the Philosophy of Education*, New York: Macmillan.
- **Eriksen, E. O.**, (2000) 'Deliberative Supranationalism in the EU', in E. O. Eriksen and J. E. Fossum (eds.), *Democracy in the European Union*, London: Routledge.

- **Gollob, R. and Krapf, P.**, (2008) *Living in Democracy – Lessons plans for lower secondary level*, Council of Europe.
- **Habermas, J.**, (1996) 'The European Nation State – Its Achievements and Its Limits. On the Past and Future of Sovereignty and Citizenship', in G. Balakrishnan, and B. Anderson (eds), *Mapping the Nation*, London: Verso.
- **Habermas, J.**, (2000) *The Postnational Constellation: Political Essays*, Cambridge, Polity Press.
- **Huddelston, T.**, (2009) 'Forum on "Civic Partnerships for Citizenship and Human Rights Education"', Council of Europe Report, DGIV/EDU/CIT (2009) 12, January.
- **Ignatieff, M.**, (2000) 'Republicanism, Ethnicity and Nationalism', in C. McKinnon and I. Hampsher-Monk (eds), *The Demands of Citizenship*, London: Continuum.
- **Lavdas, K. A. and Chrysochoou, D. N.**, (2005) 'Public Spheres and Civic Competence in the European Polity: A Case of Liberal Republicanism?', in I. Honohan and J. Jennings (eds), *Republican Theory and Practice*, London and New York: Routledge.
- **Lavdas, K. A. and Chrysochoou, D. N.**, (2007) 'A Republic of Europeans: Civic Unity in Polycultural Diversity', in L. Bekemans *et al.* (eds), *Intercultural Dialogue and Citizenship: Translating Values into Actions*, Venice: Marsilio.
- **Nanz, P.**, (2006) *Europolis: Constitutional patriotism beyond the nation-state*, Manchester and New York: Manchester University Press.
- **Pettit, P.**, (1997) *Republicanism: A Theory of Freedom and Government*, Oxford: Oxford University Press.
- **Pettit, P.**, (2005) 'The Many Meanings of "Demos"?' , University of Crete, mimeo.
- **Scharpf, F.**, (1999) *Governing in Europe: Effective and Democratic?*, Oxford: Oxford University Press.
- **Schmidt, V. A.**, (2006) *Democracy in Europe: The EU and National Politics*, Oxford: Oxford University Press.
- **Schumpeter, J. A.**, 1992 [1943] *Capitalism, Socialism and Democracy*, London and New York: Routledge.
- **Tsatsos, D. Th.**, (2009) *The European Sympolity: Towards a New Democratic Discourse*, Brussels: Bruylant.
- **Viroli, M.**, (2000) 'Republican Patriotism', in C. McKinnon και I. Hampsher-Monk (eds), *The Demands of Citizenship*, London: Continuum.
- **Walker, N.**, (2003) 'Late Sovereignty in the European Union', in N. Walker (ed.), *Sovereignty in Transition*, Oxford: Hart Publishing.