

Comparison and Implementation
of Integration Measures
Promoting Self-Empowerment
and European Values

Integration Course Modules Tool Kit

Co-financed by the European Commission
Freedom, Security and Justice DG

EUROCOMPASS

Contents

Page

Introduction	2
Module 1: European Values	4
Module 2: European Laws, Rights, Duties	6
Module 3: EU Impact On Daily Life	8
Module 4: Perspectives On Identity and Relationships in the EU	11
Module 5: Historical Context, EU and Migration	13
Module 6: Minority Rights and Empowerment	15
The EUROCOMPASS development partnership	17

Introduction

EUROCOMPASS is a new initiative about the integration of Third Country nationals. The project is part-financed by the European Commission- DG Justice and Home Affairs. EUROCOMPASS has been developing tools for supporting the integration of migrants, who are Third Country nationals. EUROCOMPASS has now produced a new curriculum about common European values, based on those described in the draft treaty for European Constitution. These values include "the respect for human dignity, liberty, democracy, equality, the rule of law and the respect for human rights". Instead of changing existing national integration learning, this new curriculum has been designed to complement, rather than replace, existing national activities, such as language, orientation, and citizenship training already being provided nationally in Member States.

European Values

Identifying European values is itself a challenging task. We can fall back upon common ideas, such as the empowerment of migrants, but identifying common European values opens up a rigorous discussion. This was reflected in the results of the initial EUROCOMPASS survey. What are European values? Where is the common ground of human rights and European values compared to national values, and - more important - where are the differences? After discussing these issues, EUROCOMPASS decided to use the draft treaty for the European Constitution as the common ground for the definition of European values, and the Charter of Fundamental Rights (Part II of the Constitution) proved to be a good point of reference.

Empowerment

The empowerment of Third Country nationals is another important topic for EUROCOMPASS. One important way to promote empowerment of Third Country nationals is to help them to participate as active citizens in host countries. Each EU Member State has different systems of participation for its citizens, and to make systems understandable and accessible for this target group is one step towards empowerment. Comparison of European values to the values of country of origin also promotes dialogue in the learning process, so strengthening empowerment. For the host country teacher and the host society as a whole, this demands knowledge and reflection about their own society and the EU itself. This is a process of developing self-awareness, which is necessary for integration.

The Curriculum Development

EUROCOMPASS undertook a survey of those working in the integration field in 2004. The results formed the basis for the development of this series of six teaching and learning modules on different issues related to fundamental EU values. After the development, the modules were tested through piloting sessions in Denmark, Italy, Germany and the UK in different teaching and learning contexts.

Experiences of piloting

Different experiences resulted from the piloting of the course modules. The comparison of values came into focus, in the way that European values compare to the values of each country of origin. The modules were piloted in Denmark, Italy, Germany and UK with different target groups such as highly educated refugees and migrants, students of language, teacher training and women victims of trafficking. The following conclusions may be drawn

- Teacher training about European dimensions is necessary. This refers to information about European issues, as well as to the raising of awareness about their relevance. As the European dimension is not part of the standard national integration measures, it is simply not theme. Some of the teachers did not want to use the modules, claiming Europe to be too complicated a matter or giving priority to the national issues.
- European values and the EU itself are themes of interest to Third Country nationals. This is true at different language and educational levels. What is important is to adapt the EUROCOMPASS material carefully for the learning group, paying particular attention to identification, daily impact and learner centred issues.
- The Tool Kit gives guidelines for teaching and learning, and needs an active user. For the teacher it does not provide a handbook, but rather a framework and information which needs to be adapted to the concrete teaching situation.

The EUROCOMPASS Integration Course Modules Tool Kit

The modules have been designed to be used either unchanged, or as a selection of elements, so they can be combined to meet the specific needs of the learners and the learning environment. They can also be used for individual as well as group study. The modules have been designed to be as flexible as possible and can be delivered as workshops, seminars or short courses, as an additional element of established teaching and learning. The choice of combinations is for the provider.

The demand to be as general as necessary and as specific as possible is difficult. On one hand, the curriculum should be open enough to fit the integration policies of different Member States, on the other hand people working with it should get concrete information and guidance.

- The Integration Course Modules Tool Kit was developed in English then was translated into Danish, German and Italian, so it is available in the languages of the project partners.
- Teaching and learning resources, background information and data sources refer to material available on the Internet, so easy access to detailed information is possible.
- Each module contains teaching exercise examples to offer ideas about how to use the module.

The modules present a framework, which has to be adapted and supplemented to respond to the context of the host country, the needs of learners in target group and integration measures already in place. So the modules depend on the active participation of teachers using the Modules Tool Kit.

Future developments

We see the EUROCOMPASS curriculum as starting point for further discussion about teaching and learning European values in the field of integration. This discussion will be influenced by integration policies on national or European level and the ongoing future of the European Constitution itself.

We are very interested in your reactions to the material and your experiences of using the modules!

Please contact us to let us know!

Module 1: European Values

1. Description of the learning goals:

To learn about:

- Roots and history of European Values
- History of the Constitution of Europe
- Values mentioned in the Constitution (List)

To catch an idea about:

How the declared European Values are realised in every days situation in:

- Social equality and rights
- Laws concerning labour
- Fight against xenophobia, discrimination and poverty
- How these values are adopted in the real situation in the single Member state

2. Suggested learning methods:

The module wants to point out that persons, who stay in the EU do have fundamental rights, guaranteed, not only by national law, but also (in future) by the European Constitution. The learners should understand, that they live in a country, which belongs to the greater context of the EU. The discussion of values is seen as a confrontation of the learners values with the values declared in the EU-Constitution and their application in daily life.

Basic: (teachers in-put)

- Presentation of the existence of the European Constitution and the concept of values

Advanced: discussion groups...

- Listing of own values
- Presentation of the values declared in the European Constitution (*see learning materials in annexe*)
- Confrontation of the two lists

Learner centred discussion: do I feel that those values are really visible and realised in daily life .. Yes: how do I notice No: what could be done about it

- Group work

3. Teaching examples:

Programme: divided in several blocks matching the needs of the teaching schedules:

1. Introduction – clarification of goals of the module

2. Presentation of the European Constitution and its history up to today, as an example how values are declared in the EU
3. Brainstorming, gathering the values presented by the learners
4. Presentation of the European Values
5. Confrontation of the values mentioned by the learners and those presented by the Constitution
6. Ranking of the values through the discussion of their importance (Ranking itself is not important, but merely a tool to stimulate the discussion).
7. Comparison with the ruling national constitution and laws (e.g. on immigration, social inclusion, equal opportunities, non-discrimination, xenophobia, et al.)
8. Group work:
 - a) how do the learners feel that the discussed values are realised and perceptible in their daily live (including examples of everyday life / case studies)
 - b) discussion on personal experiences of the learners on what can be done to enforce the respect of the mentioned values
9. Plenary session and presenting of the discussions in the single work groups

4. Teaching resources:

- European Constitution (Article I-2; Part. II The Charter of fundamental Rights of the Union; see Annex)
- National Constitution
- Examples concerning national laws (e.g. immigration laws)
- EU-Websites

5. Data sources:

The materials should be proposed in the targeted language and main papers also in the learners national languages (where possible)

- European Website:
<http://europa.eu.int>
- Equality and non discrimination
http://europa.eu.int/comm/employment_social/fundamental_rights/index_en.htm
- Executive Summary and Policy Conclusions concerning disability
http://europa.eu.int/comm/employment_social/soc_prot/disable/com406/com_en.htm

- European portal “Your Europe”
http://europa.eu.int/youreurope/index_en.htm
- European Monitoring Centre on Racism and Xenophobia (EUMC)
<http://www.eumc.eu.int/eumc/index.php?lang=EN>
- For diversity against discrimination
www.stop-discrimination.info
- Website of the Italian Constitution (it)
<http://www.quirinale.it/costituzione/costituzione.htm>
- Danish constitutional laws (dk)
<http://www.domstol.dk/showpage.asp?ID=105>
- German Constitution (de)
http://www.bpb.de/wissen/AQEPIM,0,0,Das_Grundgesetz_f%FCr_die_Bundesrepublik_Deutschland.html
- British Laws (en)
http://www.parliament.uk/about_lords/about_lords.cfm
- Website of the European Constitution (en)
http://www.europa.eu.int/constitution/index_en.htm

6. Learning methods and tools:

<http://www.salto-youth.net/find-a-tool> Salto youth learning and teaching resource centre with toolboxes for training materials

Module 2: European Institutions and Legislation

1. Description of the learning goals:

To learn about:

- EU and how European institutions work
- The Constitution of Europe
- Legislation work in EU and how this is done in EU

To raise awareness about:

- How the relations between European laws and member state laws are
- Which rights and duties European citizenship means according to the Constitution of Europe and compare this with the national constitutions
- How migrants rights and duties are in Europe and in the member states

To develop own ideas about:

- How the impact of Europe and European legislation work is on member states law, rights and on daily life of citizens – especially migrants
- How laws work in practice

2. Suggested teaching and learning methods:

- Basic: Presentation of case studies, learner centred examples, concrete examples of 'registered' impact of legislation and EU on participants daily life.
- Advanced: Formation of discussion groups and project work

3. Teaching exercise examples:

A Case studies and examples of concrete European laws and their impact on daily life, e.g. case studies on how European law influences several aspects in the member states:

- institutions (companies, educational institutions)
- production (agriculture, IT, special products)
- politics (environment, migration, terrorism, gene manipulation),
- persons (migrants, minorities)
- own (the workshop participants relation to the topic – which European legislations have impact on their personal life?)

B Discussion groups and project work on

- aspects of transnational legislation : problems, possibilities
- possibilities of influencing legislation
- problems of individuals, member states in relation to European Laws – contradictions
- critical aspects: lobbyism as a mean of legislative work in Europe?

C. Basic example: structure of a one day sessions of the module. Programme:

- Introduction – clarification of goals of the module, the day, activity types, outcome
- Presentation of case-studies, figures, discussion points, lectures
- Discussions
- Formation of groups working on special items – defined or self defined
- Group presentations
- Gathering and conclusions

D. Advanced example: structure of a one day session of the module. Programme:

- Introduction – clarification of goals of the day, activity types, outcome
- Project-work in groups – topic based – choice of the learners.
- Presentation of project-work – posters, stories, cases, outlines
- Conclusions

4. Teaching and learning resources:

General:

Internet, Statistics online, Country and language based Informations on Internet, EU website, European organisations websites, Member states websites about EU, Parliaments websites e.g. Websites on legislative work, Country specific bibliographies.

References:

- Europe in 12 lessons by Pascal Fontaine, European Commission, October 2003 (Catalogue number: NA-46-02-662-EN-C)
- How the European Union works - A citizen's guide to EU institutions, European Commission, June 2003 (Catalogue number: NA-41-01-010-EN-C)
- «What do I know about EU ?» - Teaching material in Danish from EU-commission about structure, organisation, competencies etc. Text in Danish about the book : « Undervisningshæftet fokuserer på EU's grundlæggende konstruktion, på det europæiske samarbejdes fundamentale principper, samspillet mellem EU's institutioner og på kompetencefordelingen mellem EU og medlemslandene » - available from the following e-mail address: eu@europa-kommissionen.dk

Specific:

- European Constitution http://www.europa.eu.int/constitution/index_en.htm
- About EU: http://www.eu2005.lu/en/savoir_ue/index.html

Subcategories:

History of the EU, EU Institutions and bodies, Decision-making process, European Union budget, Member States, Enlargement, Candidate Countries, Glossary, Acronyms

- European institutions: Presidency of the Council, European Council, European Parliament, European Economic and Social Committee, Committee of the Regions, Representation of the European Commission in Rome

5. Data sources:

- European publications: <http://europa.eu.int/comm/publications/>
- http://europa.eu.int/comm/mediatheque/index_en.html : Audiovisual library of the EU
- http://europa.eu.int/comm/publications/index_en.htm General publications of the EU

6. Learning methods and tools:

<http://www.salto-youth.net/find-a-tool> Salto youth learning and teaching resource centre with toolboxes for training materials

Module 3: EU Impact On Daily Life

1. Description of the learning goals:

- a. **To raise awareness** where we do experience European impact on our different daily life situations, in order to make the importance, existence and the influence of European issues more visible
- b. **To learn** how European regulations "work"
- c. **To develop own ideas** about European impacts on our daily life

2. Suggested teaching and learning methodology:

- d. **Basic:** Presentation of case studies as a method to work on the experiences of people instead of discussing theoretical issues
- e. **Advanced:** Formation of discussion groups creating independent solutions for an outlined problem

3. Teaching exercise examples:

- A) (Basic learning example) Consumer protection: Extension of guarantees for consumer goods to 24 months by setting up a European directive.
 - Present a case study, i.e.: a person buys a new TV set which has certain defects after seven months.
 - Present the European directive on consumer goods and associated guarantees.
 - Compare and discuss consumers rights before and after the new directive.

- B) (Advanced, for general discussions) Human rights: The development of human rights in Europe since 1948 and the impact on legislation
 - Present the history and background of the European Convention for the Protection of Human Rights and Fundamental Freedoms
 - Form discussion / research groups on the following issues: How are people forced to follow the Convention? What happens to people who violated any of these "Rights"? Where can you claim for these rights?
 - Hold a plenary session for the presentation of working group findings. Discuss commonalities and differences in the results.

C) (Advanced, for political discussions) Freedom of thought, conscience and religion: European Constitution, Article II-70 says "Everyone has the right to freedom of thought, conscience and religion. This right includes freedom to change religion or belief and freedom, either alone or in community with others and in public or in private, to manifest religion or belief, in worship, teaching, practice and observance..."

- Give a short introduction to the European constitution or hold a pre-seminar, i.e. module 1 (European values) or 2 (European laws and duties).
- Introduce the outlined problem, i.e. the right to form a religious community group.
- Form working groups, discussing the opportunities and limits hidden in this regulation.
- Hold a plenary session for the presentation of working group findings. Discuss commonalities and differences in the results.

4. Teaching resources:

f. General:

- Europe in 12 lessons by Pascal Fontaine, European Commission, October 2003 (Catalogue number: NA-46-02-662-EN-C)
- How the European Union works - A citizen's guide to EU institutions, European Commission, June 2003 (Catalogue number: NA-41-01-010-EN-C)

g. Specific:

- A) DIRECTIVE 1999/44/EC OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 25 May 1999 on certain aspects of the sale of consumer goods and associated guarantees (available in all languages)
- B) EUROPEAN CONVENTION FOR THE PROTECTION OF HUMAN RIGHTS AND FUNDAMENTAL FREEDOMS
- C) EUROPEAN CONSTITUTION, PART II: THE CHARTER OF FUNDAMENTAL RIGHTS OF THE UNION (available in all languages)

5. Data sources:

- h. Consumer protection : European directive and additional information on consumer rights: http://www.europa.eu.int/comm/consumers/cons_int/safe_shop/guarantees/index_de.htm (available in all languages)
- i. Freedom of thought, conscience and religion: "A Constitution for Europe" website, http://www.europa.eu.int/constitution/index_en.htm (available in all languages)
 - European Convention for the Protection of Human Rights and Fundamental Freedoms: http://www.coe.int/T/E/Human_rights (available in all languages)
- j. European publications: <http://europa.eu.int/comm/publications> (available in all languages)
 - <http://europa.eu.int/constitution> : Official website about the European constitution including information material
 - http://europa.eu.int/citizensrights/index_en.cfm : Official website about Dialog with citizens
 - http://europa.eu.int/comm/mediatheque/index_en.html : Audiovisual library of the EU
 - http://europa.eu.int/comm/publications/index_en.htm General publications of the EU
 - <http://www.coe.int/T/E/human%5Frights/Ecri/3%2DEducational%5Fresources> Educational resources of the Council of Europe against Racism and Intolerance
 - <http://www.euro-ombudsman.eu.int/home/en/default.htm> Website of the European ombudsman
 - <http://www.europeanvalues.nl/index2.htm> Study about European values
 - <http://www.mem-volunteering.net> European Project about Migrant and Ethnic Minority Volunteering
 - <http://www.migpolgroup.com> Website of the Migration Policy Group
 - <http://www.ciepiemonte.it/peer/index.html> European project about Paths for Empowerment of EU Residents
 - <http://www.united.non-profit.nl> UNITED for Intercultural Action ,European network against nationalism, racism, fascism and in support of migrants and refugees

6. Learning methods and tools:

- k. <http://www.salto-youth.net/find-a-tool> Salto youth learning and teaching resource centre with toolboxes for training materials

Module 4: Perspectives On Identity and Relationships in the EU

1. Description of learning goals

To learn about identity and relationships in the EU

1. Individual, dual and multiple identities of citizens and residents
2. Different ideas and models of collaboration and partnership working across the EU
3. The enlargement of the EU and changes
4. The member state in relation to countries of origin

To develop ideas about

1. Roles, responsibilities and expectations
2. Members states, regions and communities
3. Common EU values related to
 - human rights and discrimination
 - access to the labour market
 - active participative citizenship
4. The differences between the reality and the rhetoric.

2. Suggested learning methods

This is a discussion module that is planned to help trainees understand, develop and articulate their own identity. Identity is seen as something that is constantly changing, but awareness of change facilitates ability to form effective societal relationships, which, in turn, underpin integration. The discussion starts from the individual experience of third country nations and develops to include how this can be related to wider partnership working and international relations with countries of origin. This is then linked to common EU values.

Suggested discussion prompts might include

1. Discussion of experiences of identity and future expectations
2. Discussion of the experiences of the role of countries of origin and how relations with allies were made- for protection, trade, cultural development
3. Presentation of EU experiences- economic collaboration, social cohesion, subsidiarity, open method of co-ordination
4. Review EU values and their implementation at national, regional and local levels
5. Create a check list for the trainees where living EU may be of individual significance

This module can be flexibly offered either as a day course, or as a series of shorter sessions – possibly 1-1.5 hours, or as a short discussion within another taught programme.

This material needs to be addressed starting from the trainees' own experience of nationality. Refugees are likely to be far more aware of these issues than people from the host country. Material can be built up from the web and other hard sources as hand-outs. The overall aim is to make the trainees more aware and develop a realistic view about themselves and their identity in the EU, rather than ask them to become fluent in a series of factual materials. This is important as much of this area is fluid and ideas are still developing.

3. Resources:

- www.ecre.org.uk
- <http://europa.eu.int/comm/employment>
- <http://www-stop-discrimination.info>
- "Employment Framework Directive".
- www.eu2004.nl
- <http://www.britishcouncil.org/brussels-european-inclusion-index.htm>
- <http://www.refugeecouncil.org.uk>
- Equality and Non-Discrimination Annual Report, 2004, European Commission, Employment and Social Affairs.

Key search words: Identity, citizenship, multiculturalism, migration

Module 5: Historical context, EU and Migration

1. Description of the learning goals

To learn and raise awareness about:

- History of Europe since World War II.
- The founding of the EU.
- Times of new countries enrolment.
- Different countries history since world war II and their relation to EU.
- Institutions in Europe – organisation and structure.
- Processes of democratisation in the different countries and in EU.
- History of Migration to Europe since world war II.
- Migration to different member countries and their relation to EU migration.
- Figures from different countries - Migrants countries of origin in different member countries.
- Regulation of migration.
- Discussions and concerns in relation to migration to Europe – in EU and in different member countries
- Migration to Europe from the viewpoint of migrants.

To develop own ideas about:

- Migration and EU history from different viewpoints: historical, political, global, local, individual, cultural, personal, transnational etc.
- Migration out of Europe throughout history.

2. Suggested learning and teaching methods

Basic: Presentation of case studies

- e.g. personal stories, lives in Europe since world war II in different European countries – and in EU
- e.g. life biographies of different migrants in different member states
- e.g. politicians biographies in EU
- small stories stressing different central points in the history and context
- e.g. pictures, videos, visual materials to illustrate the countries history and the European history

Advanced: Formation of 'research' –groups and project work

- Learners interests and choices in different points of the overall module theme is the basic for formation of groups, who have to end up with a presentation of their research work

Advanced: Group discussion – eventually on the base of a lecture on history and migration, on figures presented e.g.

- Group discussions on the themes
- Participants own relation and thoughts about EU
- Compare migration in and out of Europe in an historical context

3. Teaching examples

1 day session of the module – 'traditional design' - programme:

- Introduction – clarification of goals of the module, the day, activity types, outcome
- Presentation of case-studies, figures, discussion points, lectures on the historical context, EU and migration
- Discussions of the module content
- Formation of groups working on special items – defined or self defined
- Group presentations
- Gathering and conclusions

1 day session of the module – 'project – work design' – programme:

- Introduction – clarification of goals of the day, activity types, outcome
- Project-work in groups – topic based – choice of the learners. (Resources should be available: primarily Internet, but also books, films, pictures e.g.)
- Presentation of project-work – posters, stories, cases, outlines
- Conclusions

4. Teaching resources:

- Internet, Statistics online, Country and language based Informations on Internet, EU website, European organisations websites, Member states websites about EU, Parliaments websites e.g.
- Books in the different languages, - country specific
- Film, director, available languages, - country specific bibliographies

5. Data sources:

- European publications: <http://europa.eu.int/comm/publications/>
- Basic history of Europe since World War II: An Ethnic History of Europe since 1945: Nations, States and Minorities
- Panikos Panayi, ISBN: 0582381347, Publisher: Longman, Format: Paper; 288 pp, Published: 10/18/1999
- Overview of political Institutions in Europe: (<http://www.ebookmall.com/ebook/82292-ebook.htm>)

6. Learning methods and tools

- 6.1. Salto youth learning and teaching resource centre with toolboxes for training materials
<http://www.salto-youth.net/find-a-tool>
- 6.2. Introduction to network-based project learning: <http://www.enable.evitech.fi/enable99/papers/markkanen/markkanen.html>
- 6.3. Lifelong learning - a power point presentation in relation to democratisation http://www.socrates.at/download/aktion3/GR_LLL_Democratic_Citizenship.pdf

Module 6: Minority rights and empowerment

1. Description of learning goals

To raise awareness about:

- The meaning of minorities in an European context. What is an minority according to European standards?
- Protection of minorities in the EU: to learn about the most important laws concerning minorities i.e. anti-discrimination guideline
- self-organisation of migrants as an important way to promote integration

To develop own ideas about:

- European dimension of minority rights
- How migrants can participate as active citizen groups in Europe

2. Suggested teaching and learning methodology

- Basic: learner-centred: case-study, impact on daily life,
- Advanced: formation of discussion groups and project (research) work,

3. Teaching exercise examples

A) Exercises about anti-discrimination legislation and minority rights : Comparison of different European countries, how is European law transferred to national law i.e. through anti-discrimination guidelines and legislation.

Basic: What can I do, if I feel being discriminated ? present a case-study, discuss opportunities

Advanced: What are the differences in legislation? Compare and discuss the practice of two European states. What are the reasons for differences?

B) Exercises about migrants and their organisations as volunteers in the integration process:

- Create a study research: How can migrants organise themselves, what are the possibilities in the state of residence? Who is representing migrants interest in one's country, state, town? Find addresses of local and national migrants organisations. Discussion with members of migrants organisation
- Form discussion groups: What possibilities do I have to participate in society i.e. school, workplace, local government? Discussion of differences and commonalities in participation between country of origin and country of residence.

C) Performance of an anti-discrimination training module: Sensitisation for discrimination by using an horizontal approach. Raising awareness of different forms of discrimination like religion, sexual orientation, ethnic background, gender etc.

4. Teaching and learning resources

General:

"Handbook on Integration for policy-makers and practitioners" November 2004

http://europa.eu.int/comm/justice_home/doc_centre/immigration/integration/doc_immigration_integration_de.htm

Specific:

- Website of the initiative of the European union "for diversity – against discrimination" <http://www.stop-discrimination.info> available in all languages
- Comparative Report: Migrants, Minorities and Legislation" Migrants, Minorities and Legislation: Documenting Legal Measures and Remedies against Discrimination in 15 Member States of the European Union, brochure in English http://www.eumc.eu.int/eumc/index.php?fuseaction=content.dsp_cat_content&catid=3fb38ad3e22bb&contentid=41c83b80d9129
- "PEER Handbook, Path for Empowerment of EU Residents". English, French, German: www.ciepiemonte.it/peer/intro.html
- "MEM-VOL Migrant and ethnic minority volunteering report". English, French, German, summary: Danish, Dutch www.mem-volunteering.net
- "all different-all equal education pack". English, French: www.coe.int/ecri
- Salto youth resource centre with toolbox for training material <http://www.salto-youth.net/find-a-tool>

- "Understanding Human Rights, Manual on human rights education". English, Spanish, German: www.etc-graz.at/human-security/manual
- "What me racist ?!" Cartoon about different kinds of discriminations, available in several languages http://europa.eu.int/comm/publications/young/index_en.htm#whatmeracist

5. Data sources

- Freedom of thought, conscience and religion: "A Constitution for Europe" website, http://www.europa.eu.int/constitution/index_en.htm (available in all languages)
- European Convention for the Protection of Human Rights and Fundamental Freedoms: http://www.coe.int/T/E/Human_rights (available in all languages)
- European publications: <http://europa.eu.int/comm/publications> (available in all languages)
- Official website about the European constitution including information material <http://europa.eu.int/constitution>
- Official website about dialog with citizens http://europa.eu.int/citizensrights/index_en.cfm
- Audiovisual library of the EU http://europa.eu.int/comm/mediatheque/index_en.html
- General publications of the EU http://europa.eu.int/comm/publications/index_en.htm
- Educational resources of the Council of Europe against Racism and Intolerance <http://www.coe.int/T/E/human%5Frights/Ecri/3%2DEducational%5Fresources>
- Website of the European ombudsman <http://www.euro-ombudsman.eu.int/home/en/default.htm>
- Study about European values <http://www.europeanvalues.nl/index2.htm>
- Website of the Migration Policy Group <http://www.migpolgroup.com>
- UNITED for Intercultural Action ,European network against nationalism, racism, fascism and in support of migrants and refugees <http://www.united.non-profit.nl>
- On-line quiz about Europe <http://europa.eu.int/europago/index.htm>

The EUROCOMPASS Development Partnership

The EUROCOMPASS project is a partnership of colleagues from VNB, Barnstorf, Germany; Parsec, Italy; UVI2, Denmark, and the University of Surrey, UK. If you have any further questions or if you wish to contribute to the further development of the modules, please don't hesitate to contact the development partners:

Verein Niedersächsischer Bildungsinitiativen e.V. (VNB) (Lead Body)

**Bahnhofstr. 16
D-49406 Barnstorf**

Anke Egblomassé **anke.egblomasse@vnb.de**
Tel. +49(0)5442-804521

Tino Boubaris **tino.boubaris@vnb.de**
Tel. +49(0)5442-804520

Fax +49(0)5442-804555

www.vnb.de

**School of Arts / Department of Political, International and Policy Studies
University of Surrey
Guildford, Surrey GU2 7XH
United Kingdom**

Nicholas Walters **N.Walters@surrey.ac.uk**
Tel. +44-1483-686199
Fax +44-1483-686191

<http://www.surrey.ac.uk/politics/cse>

**PARSEC Cooperativa sociale
Viale Jonio, 331
I-00141 Roma**

Dr. Ingo Stöckel **ingo.stockel@tiscali.it**
Tel. +39-06-86209991
Fax +39-06-8611067

www.parsec-consortium.it

**uvi*2
Vester Søgårdsvej 15
DK-8230 Abyhøj**

Karen Bjerg Petersen **uvi2@uvi2.dk**
Ib Jespersgaard
Tel. +45 87 46 03 46
Fax +45 87 46 03 23

www.uvi2.dk