

NECE



newsletter

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03/10

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EDITORIAL

Dear readers,

In this summer the initial findings of the International Civic and Citizenship Education Study (ICCS) were published. The evaluation process regarding the detailed study results, especially on international, regional (particularly European) and national level is still going on. David Kerr, Associate Research Director for the ICCS Study, answered our questions on the study and its main results by now. Since this summer not only the yearly NECE conference in Trieste (Italy) took place but two other NECE workshops were conducted, one in Trent (Italy) and one in Berlin. You may find a short summary of both in the section "reports". The online documentations of all these NECE events will be available at www.nece.eu.

"Perm" is the name of Russia's so-called secret capital at the Urals and "Perm-it!" was the title of the 8th International MitOst-Festival in October 2010. A member of the MitOst Association provides an overview of this year's festival topics in the section "reports" as well. Also this October the House for Democracy and the Right of Law was founded in The Hague, the Netherlands. Our NECE correspondent Tatjana Meijvogel-Volk from the House for Democracy, gives an insight in the creation of the House and its future aims. As in every edition you can find here also interesting good practice projects, upcoming events, links and publications.

We hope that you will enjoy reading and are looking forward to your suggestions!

Also, we wish you all a Merry Christmas and a Happy New Year!

We would be pleased to welcome you to our NECE events next year, especially the NECE conference that is going to take place presumably 17-19 November 2011, in Warsaw, Poland. For further information please visit the NECE website regularly.

Best regards,



Petra Grüne & Christoph Müller-Hofstede
Federal Agency for Civic Education (Germany)

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FOCUS

This section highlights current issues on the political agenda of the EU or in the field of citizenship education in Europe.

The 2009 IEA International Civic and Citizenship Education Study (ICCS)

an interview with David Kerr, Associate Research Director for the ICCS Study, with particular responsibility for the ICCS European Report.

NECE:

Please name shortly the most significant results of the current ICCS Study as well as the most significant differences compared to the study of 1999.

David Kerr:

The new ICCS Study assessed the civic knowledge, attitudes and behaviours of more than 140,000 Grade 8 students (age around 14 years old) in 38 countries, including 24 European countries. The main findings were that:

- students' civic knowledge scores varied widely worldwide. Students in European ICCS countries scored higher, on average, in civic knowledge than the international average. They also scored highly in knowledge of basic facts about the European Union (EU), but there was greater variation in their in-depth knowledge about EU laws and policies.
- an overwhelming majority of students endorsed fundamental democratic values, gender equality and equal rights for ethnic or racial groups and immigrants, as well as freedom of movement of citizens in Europe. However, there were also substantial minorities of students, in all countries, who had rather negative attitudes towards equal opportunities and freedom of movement.
- large majorities of students in European ICCS countries had a strong sense of European identity. Most students in EU countries expressed pride that their country was an EU member, though they did not feel an attachment to the EU themselves.
- the vast majority of students (about 80%) expect to vote in elections as adults, but few expect to actively engage in other political activities such as joining a political party or running for office. Students in European countries say they are more likely to vote in national elections than in European elections.
- civic and citizenship education is a policy priority in European countries. School leaders and teachers view the main aim of civic and citizenship education as developing civic knowledge, understanding and skills among young people rather than the promotion of active citizenship and participation.

ICCS builds from CIVED but provides a richer set of findings about civic knowledge, attitudes and behaviours. This is because: there are greater numbers of countries participating in ICCS, compared to CIVED; the ICCS instruments probe in-depth across a wider range of civic aspects and domains; and, ICCS has the new, innovative dimension of regional data on civic and citizenship issues that are particular to Europe, Asia and Latin America.

NECE:

In how far is the research design for ICCS different from the IEA CIVED study of 1999?

David Kerr:

ICCS took account of the considerable change in interest in civic and citizenship education that had taken place in the 10 years since CIVED. The study deliberately adopted the term 'civic and citizenship education' in recognition of the broadening of the concept, processes and practices that have occurred in this area since CIVED. The research design was built on an acceptance of this broadening and the need to focus on students' civic and citizenship knowledge, dispositions to engage and attitudes relating to civic and citizenship education in modern, 21st century, democratic societies. The ICCS assessment framework was based around three dimensions (content, affective-behavioural and cognitive) and four content domains (civic society and systems, civic principles, civic participation and civic identities). These dimensions and content domains addressed the broadening concept, processes and practices of civic and citizenship education and provided a conceptual underpinning for all the study instruments at both international and regional level.

NECE:

The analyses of the ICCS data has shown that immigrant or socio-economic background had little influence on students' interest in political and social issues, whereas reported parental interest in politics and social issues were "somewhat" influential. How can this fact be utilised and re-connected to school in order to strengthen civic participation of young people?

David Kerr:

ICCS shows that a range of influences, both in and beyond schools, impact on students' civic knowledge, attitudes and behaviours. It is important that school leaders and teachers are aware of this and build it into how they structure and approach civic and citizenship education in and beyond the curriculum. The finding about the influences on students' interest in political and social issues suggests that it is vital that schools teach young people how to discuss and debate about topical political and social issues.

They give them the necessary civic knowledge and discussion skills. They can then use this civic knowledge and skills to discuss these issues with parents, peers and others beyond school. At the same time, it may be helpful for schools to make parents aware of the content and process of civic and citizenship education programmes in schools and to encourage them to discuss issues with their children at home.

FOCUS

NECE:

Have you noticed any differences between the study result in European countries and Asian or South American countries? If so, what are the most remarkable ones and what are, in your opinion, the main causes?

David Kerr:

Similarities and differences between Europe and the other regions will become clearer with the publication of the Latin American and Asian regional reports in early 2011. At the moment we only have the European regional report and overarching international comparisons. What is obvious to date is the differences in the ways that regions conceive and approach citizenship education, for example the strong moral dimension to this area in Asian countries. There is also evidence that students in European countries scored higher on the civic knowledge scale, on average, than students in other regions, but it should be noted that a number of Asian countries were among the top performers in ICCS alongside Finland and Denmark.

NECE:

Regarding the results of the study, which challenges and needs for action do you think to be necessary concerning civic and citizenship education? What are your personal recommendations for the future?

David Kerr:

I could spend a long time answering this question given the range and depth of the ICCS findings and evidence base at international, European and national levels. However, to start the ball rolling for others to follow, I will limit my remarks to challenges and actions in relation to three aspects: policy, practice and use of the evidence base (...)

For further details concerning these aspects as well as the complete interview, please visit www.nece.eu

More information is available by contacting David Kerr directly at d.kerr@nfer.ac.uk

Further details about the ICCS Study can be accessed at the IEA website at: www.iea.nl/iccs_press_release.html and also at the ICCS website under 'Reports' at: <http://iccs.acer.edu.au/>

Information about IEA

The International Association for the Evaluation of Educational Achievement (IEA) is an international organisation conducting international comparative studies on educational achievement, reporting on key aspects of education systems and processes for over 50 years. The first study of civic and citizenship education was conducted in nine countries in 1971 and showed that civic-related values were not part of the curricula of every of these countries. The second study was conducted by the association in 28 countries in 1991 and clarified the role of school in preparing young people for their role as citizens. The current International Civic and Citizenship Education Study (ICCS) was conducted in 38 countries around the world in 2009 and was based on the previous studies. It also took place in a context characterised by significant societal change, including the rapid development of new communication technologies, the growth of supranational organisations and the movement of people between countries.

REPORTS

Perm-it! The 8th International MitOst-Festival

by Lisa E. Wagner, MitOst Association, Germany

From 13 to 17 October 2010, Perm in Russia hosted the 8th International MitOst-Festival. More than 200 participants contributed to the events of the educational and cultural programmes, which were bilingual for the first time.

Being an association for language and cultural exchange in Central, East and Southeast Europe, MitOst goes even the far distance: about 200 members and many guests celebrated the yearly MitOst-Festival, this time in Perm at the Urals in Russia. Supported by the Ministry of Culture, Youth Policy and Mass Communication of the Perm Region as well as the Robert Bosch Stiftung, the participants newly discovered this city, which had been banned for foreigners until the dissolving of the Soviet Union and in the recent years has developed to become Russia's secret cultural capital, away from the metropolises of Moscow and St. Petersburg. Two ideas contributed decisively to this: the programme, which was both in Russian and in German and explicitly also addressed the inhabitants of Perm and was thus meant to support the exchange of ideas between 'foreigners' and local activists, as well as the series of events running under the headline 'PIPELINE – under

construction' which had been initiated by MitOst members. For the organisers, 'Pipeline' as a headline provided an opportunity not only to exchange ideas with invited artists about economic East-West networks but furthermore to reflect on connections between artists and civil society activists. The exhibitions, discussions, film presentations and performances which were accordingly realised in the context of the 8th MitOst-Festival in Perm made it possible to take new perspectives by way of dealing with things from an artists's point of view.

However, during its festivals MitOst also stimulates further education. The 'ProjektNetzwerkstatt', in the context of which MitOst members organise workshops for other members, counted more than 35 events. In the course of 90 minutes each time, different topics such as how to apply for funding by foundations, hermetic foreign language teaching, the situation of women's rights, and how to deal with ecologic problems in different societies were discussed. Furthermore, debates on 'Russia's relations to the EU' and 'Alternative culture in the Eastern Block' provided the participants with the opportunity to exchange their views and ideas with experts.

The tendering procedure for the city of the 2011 Festival has already been started – it has not yet been decided where MitOst's 9th Festival will happen, after Pésc, Vilnius, Wroclaw, Temesvar, Görlitz/Zgorzelec, Ushhorod, Danzig and Perm.

More information is available at:
<http://www.mitost.org/festival/festival-2010.html>
(in German language)



REPORTS

NECE Workshop: European Co-operation Projects: Experiences – Strategies – Networking and Follows Up, 4-6 November 2010, Trent (Italy)

by Anita Baschant, lab concepts GmbH, Germany

This workshop was one of NECE's networking events particularly focusing on the promotion of European co-operation projects. 50 participants were invited on the one hand to exchange their experiences in the development of their co-operation projects, to discuss strategies for advancing existing co-operations and including new partners. On the other hand, new co-operations should be encouraged. Furthermore the workshop offered communication and lobbying strategies and possible funding sources for the projects in order to discuss them with the participants.

Martin Taschner from the DG Communication of the European Commission (Belgium) contributed to the workshop by an opening address about the communication strategies of the European Commission. He described different instruments and tools of the European Commission that serve for communicating "Europe" and its policy to its citizens. He also gave an overview of EU communication programmes, which focus on the strengthening of the EU's communication with its citizens.

In the six parallel working groups related to the different projects the participants discussed important issues regarding their projects. The group "Confusing Conversations" (www.confusingconversations.de) reflected on the recent version of the online glossary for fundamental terms of citizenship education in German and English language that aims to overcome linguistic difficulties in regard of the trans-national discourse in the field of citizenship education. They identified further requirements and recommendations concerning the modification of existing contributions. The "GrafStat & Research with GrafStat" (www.grafstat.de or www.bpb.de/methodik/S631IH,0,0,Forschen_mit_GrafStat.html) group used the workshop especially for the further development and implementation of the Italian version of GrafStat. The participants in the group "Citizenship Education Action Days" (www.bpb.de/aktionstage or www.aktionstage.politische-bildung.at) focused on the preparation of the Action Days 2011 and common activities on the European level, such as a common online platform to intensify co-operation and extend the campaign. The "Vote Match Europe" (www.votematch.net) network of co-operation partners evaluated the common European project of 2009 and shared the results and feedbacks of their national projects. They discussed the realisation of a new vote-match in 2014 for the European Parliament Elections and the opportunities of the implementation of a Vote Match Wiki as well as funding and communication strategies. Questions such as "How can we be more effective with

making pupils learn something about Europe?" and "How can we implement co-operation across borders?" were discussed by the "Twin Lessons about Europe" (<http://efe.lett.unitn.it/eng>) group. A really new idea for a co-operation came up concerning the field of participatory budgeting. The participants of this group met for the first time in Trent. So they mainly focused on the exchange of their experiences in participatory budgeting, both practically and in theory. Subsequently they evaluated the opportunities for co-operation in general, thereby discussing possible forms of activities and formats (see also the section "good practice" in this newsletter). Finally, the contributions by Marco Incerti, Head of the Marketing of the Centre for European Policy Studies, CEPS (Belgium) and Christiana Weidel from the World of NGOs (Austria) gave all participants recommendations regarding the communication and funding of their co-operation projects.

The NECE workshop was jointly organised by the Federal Agency for Civic Education (Germany), the University of Trent (Italy) and the IPRASE Provincial Institute of Educational Research and Experimentation (Italy), with the kind support of the Robert Bosch Stiftung (Germany) and the Jean Monnet Programme of the European Commission.

At www.nece.eu you may find the documentation of all NECE events 2010 and more information about existing co-operation projects under the NECE flag.



REPORTS

NECE Workshop: Active Citizens for Europe: The Role of Culture and Citizenship Education in European Migration Societies, 18-20 November 2010, Berlin (Germany)

by Mariana Assenova, Freelance Journalist
and Edu&Cult Manager (Bulgaria)

This European workshop conducted by the NECE initiative in co-operation with the “A Soul for Europe” (ASfE) network brought around 40 participants together to discuss the role of a common European identity and the need for it. After the welcome and introduction by Christoph Müller-Hofstede, the participants shared their expectations and discussed the aims of the workshop. What does the Europe of Migration Societies look like today? Can this Europe provide the basis for a common identity for various ethnic and religious groups and migrants – as it does on the national level for “local” citizens and their national identity?

These and related key issues were to be deeply discussed the next day at several main sessions. After the welcome words by the President of the Federal Agency for Civic Education (Germany), Thomas Krüger, and Rarita Zbranca, Director of the AltArt Foundation and Member of the Strategy Group of ASfE (Romania), the identities in multi-ethnic Europe “appeared” on the stage. The consequences for the concept of citizenship were presented by the inputs of Ivaylo Ditchev, Sofia University (Bulgaria), and Selma Muhic-Dizdarevic, Charles University (Czech Republic). Ivaylo Ditchev focused on the three passions that, according to him, rule

the world – fear, humiliation and hope. “In addition, this is the globalisation that confronts us with the different, the otherness”, Ditchev emphasised. In this first session one common topic for all the following sessions appeared: the Roma. Selma’s input provoked Rami Ousta, CEO of the Black & Ethnic Minorities Infrastructure in Scotland (BEMIS) to claim the missing of two important topics with the discussion: citizenship and equality, and human rights education. The second session focused on the role of citizenship education in European migration societies. In her input Barbara John, former Commissioner for Foreigners of the Berlin Senate (Germany), stressed the fact that today one out of four persons has a migration background.

She talked about all “buts” that surround the “mixed” political climate in Germany. The other input held by Concepción Maiztegui Oñate, University of Deusto (Spain), focused on the idea that citizenship education must be related to the existing social and cultural plurality. “When we speak about citizenship education – it’s about our feeling of inclusion and exclusion, but not only about nationality”, she pointed out. The conclusion can be summarised by three words: trust, tolerance and empathy. The third session concentrated on how we participate: ACCEPT Pluralism Project, presented by Angéline Escafré-Dublet (France), and the Model Project: Youth, Religion, Democracy – New Approaches to Citizenship Education in the Immigration Society, presented by Christoph Müller-Hofstede, Federal Agency for Civic Education (Germany). The last session was dedicated to intercultural education and included the presentation of practical projects by Melita Richter, University of Trieste (Italy) and the making-of of a TV documentary as a tool to give young Roma people in Italy a voice, presented by Davide Tosco, Zenit Arti Audiovisive (Italy).

More information will be soon available at www.nece.eu



INTRODUCING

In every edition we introduce organisations actively involved in the field of citizenship education.

The House for Democracy and the Rule of Law

In autumn this year the Dutch Institute for Political Participation (IPP) merged to the House for Democracy and the Rule of Law in The Hague. Tatjana Meijvogel-Volk, project manager for international politics at the House for Democracy and the Rule of Law and NECE Correspondent, answered our questions concerning the idea, aims and structure of this new institution.

NECE:

How is the centre structured and organised? What will be the central issues and tasks of the House for Democracy and the Rule of Law? Which are the main aims of the centre's work and which are the target groups that might be addressed?

Tatjana Meijvogel-Volk:

On 30 September 2010 the House for Democracy and the Rule of Law was founded in The Hague (the Netherlands). Being an

Huis voor democratie en rechtsstaat

independent foundation, the House is a merger of the Institute for Political Participation (IPP) and the Visitors' Centre of the Dutch Parliament. The House for Democracy and the Rule of Law intends to make people interested in Parliamentary Democracy in general and in the Dutch political system and its historical development in particular, in the EU and its institutions, the Rule of Law and Human Rights. The House does this by way of guided tours and visits to the Parliament, by organising debates and expositions, trainings and lectures. The main target group are pupils. Until today, the predecessor of the House – "The Hague Public Gallery" (a project of the IPP) – has yearly attracted a large amount of secondary level pupils who in the course of one day are guided through the history of Dutch Parliamentarism by help of several interactive programmes in The Hague. In the future, the House will focus on other target groups as well as, for example, newcomers' or representatives of political parties and NGO's. But also tourists will have the opportunity to visit the House and to learn more about (Dutch) Democracy.



2nd Chamber of the Dutch Parliament and Public Gallery

INTRODUCING

NECE:

What were the basic ideas for the foundation of such a centre in the Netherlands?

Tatjana Meijvogel-Volk:

The idea is to have a house in The Hague fully operational by 2014, but already now various projects are taking place at a location in The Hague near the Dutch Parliament. The idea of such a house as an educational centre for democracy came up for the first time in 1994 during the preparations for the celebration of the 750th anniversary of the City of The Hague. Originally, a group of citizens had the idea to establish a new museum of the city that was supposed to show the story of Dutch democracy, the role of the different state institutions and the development of political parties. At the same time the Dutch Institute for Political Participation (IPP) developed a new educational programme for pupils in and around the Parliament in The Hague. Already then the IPP saw the need for an educational centre where in a pleasant and interactive way pupils could learn more about the Dutch political system. In those days, different initiatives were developed which had the belief in common that there was a gap in the ordinary curricula most of all of Dutch secondary schools, concerning the knowledge of the history and development of the Dutch political system.

Due to turbulent political times (among others the fall of Dutch government in 2002), several plans for the establishment of an educational centre on democracy were postponed. In the meantime, the Dutch Centre for Political Participation developed a new project in 2006, called the "The Hague Public Gallery". In co-operation with The Hague Historical Museum the IPP has since then implemented several programmes 'on the spot' for Dutch High School classes on topics like democracy, political institutions and rule of law. Since 2006 these programmes have been further developed and were extraordinary successful. Even if there have not been any extended PR-activities around that project, each year the programmes are completely booked each shortly after the opening of the registration period for schools. In the school year of 2009/2010, 25.000 scholars followed the educational programme in The Hague, and there is the expectation that there will be 50.000 in 2010/2011.

NECE:

Which are the future aims of the House for Democracy and the Rule of Law?



Tatjana Meijvogel-Volk:

The future ambitions of the House for Democracy and the Rule of Law are large. The initiators hope that over several years the House will have 250.000 visitors per year, and of these approx. 175.000 pupils. But not only the knowledge of political and democratic institutions is the aim of the House. Also the participation of citizens from all backgrounds and educational levels in the democratic process is its aim, if it is to increase the turnout of regular elections for Dutch (and European) parliamentary institutions or to increase the number of people entering the political arena or in another ways participating in politics and society. Even if the base of the House for Democracy and Rule of Law will physically be in the Hague, quite near to the "Centre of Political Power", the "Binnenhof" (quarter of the two chambers of parliament and the seat of the government), where visitors and pupils will be welcome, the House will operate on a national scale and will offer certain activities all over the country, apart from the House offering a wide scale of digital tools for pupils and citizens. This way it hopes to reach 300.000 to – in years of elections – even 600.000 visitors annually. And of course in the future the House intends large-scale cooperation with other, similar, institutions not only in the Netherlands but also abroad.

More information on the House for Democracy and the Rule of Law is available at:

www.democratie-rechtsstaat.nl/English/About

or for a short virtual impression on the future House for Democracy and the Rule of Law look at

www.democratie-rechtsstaat.nl/Rechtermenu/Video.

For more information on the activities of the House for Democracy and the Rule of Law please contact Tatjana Meijvogel-Volk directly at: t.meijvogel-volk@democratie-rechtsstaat.nl

PROJECT FUNDING / CALL FOR PROPOSALS

Project Funding / Call for Proposals

Lifelong Learning Programme – 2011 call for proposals published

The general call for proposals for 2011 for the EU's Lifelong Learning Programme has just been launched. Both citizens and organisations in the field of school and higher education, vocational training and adult learning can now apply again for the numerous activities supported by the programme (including Comenius, Erasmus, Leonardo da Vinci and Grundtvig sub-programmes, the Jean Monnet Programme).

More information at:

http://ec.europa.eu/education/llp/doc848_en.htm

http://ec.europa.eu/education/news/news2628_en.htm

Call for Tenders: Study "Youth Participation in Democratic Life"

The contractor is supposed to carry out the study on youth participation in democratic life to analyse the current situation of youth participation in Europe, to explore initiatives, to promote youth participation and to provide conclusions on how young people's participation in democratic life in Europe can be further enhanced. The study should highlight a reasonable number of examples of encouraging youth participation and it should complement qualitative analysis by quantitative elements wherever possible.

Submission deadline is 3 January 2011.

More information at:

http://eacea.ec.europa.eu/about/call_tenders/2010/call_tenders_03_2010_en.php

Summer Academy 2011: Democracy at School

The European Wergeland Centre (EWC) in Oslo, Norway, is calling for participants for the "Summer Academy 2011 Democracy at School" which will take place from 9 to 16 July 2011 in Warsaw, Poland. The Summer Academy (SA) is organised in co-operation of the Polish Ministry of National Education, the Polish Centre for Education Development, the Council of Europe and the EWC. It offers training for head teachers, teachers and NGO/parents' representatives in the field of education for human rights and democratic citizenship.

Submission deadline is 25 February 2011.

More information at:

www.theewc.org/news/view/apply.now.summer.academy.2011.democracy.at.school

Call for Projects: Practice Forum „Learning Moral Courage“

within the framework of the 3rd International Conference on Holocaust Research "Helpers, Rescuers and Networkers of Resistance"

The Federal Agency for Civic Education, the Institute for Advanced Study in the Humanities, Essen and the German Resistance Memorial Center are calling for outstanding educational projects to take part in a Europe-wide contest; the winning contributions will be presented on 29 January 2011 at dbb forum Berlin as part of the practice forum "Learning Moral Courage". This practice forum is part of the 3rd International Conference on Holocaust research, "Helpers, Rescuers and Networkers of Resistance", taking place from 27 to 28 January 2011 in Berlin.

Submission deadline is 20 December 2010.

More information and registration at:

www.bpb.de/veranstaltungen

or directly via E-mail:

konferenz-holocaustforschung@lab-concepts.de

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P. 4, Kiên Hoàng Lê (www.kienhoangle.com)

P. 5, Anita Baschant

P. 6: Angéline Escafré-Dublet

P. 7: Bob Karhof

P. 8: Pieter Kers

P. 10: Website www.begrotingswijzer.nl

GOOD PRACTICE

In this section we introduce projects intended to exemplify and clarify how different target groups could possibly be empowered and qualified by means of citizenship education.

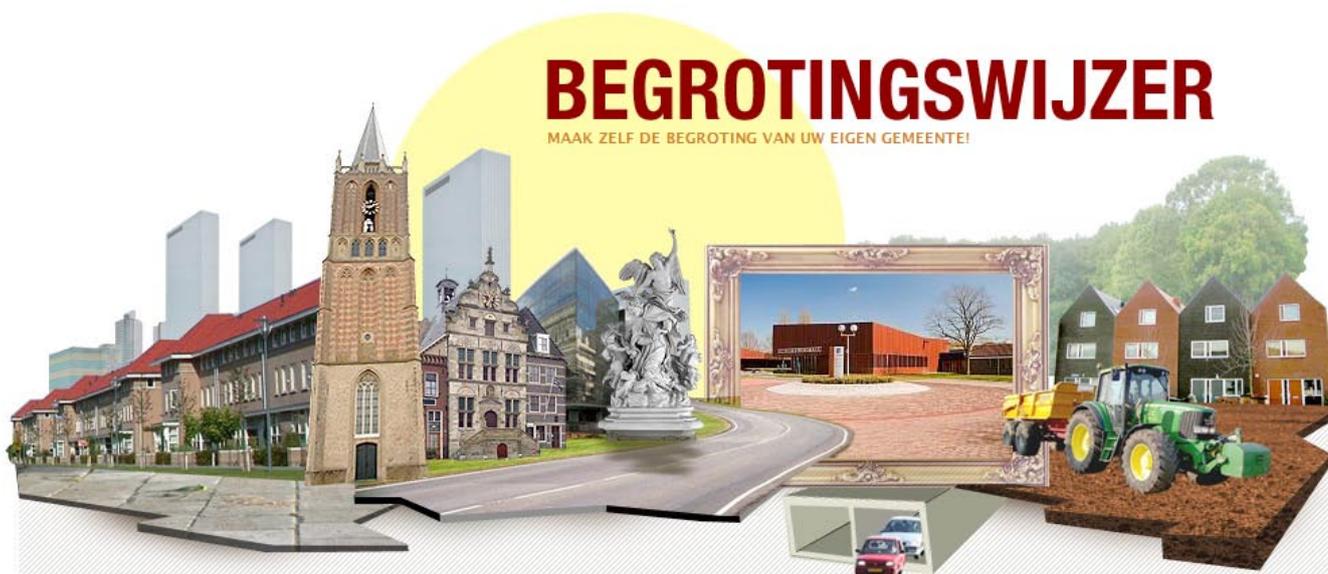
Participatory Budgeting – The Dutch “Budget Maker”

Over the last two years, the Institute for Political Participation (part of the House for Democracy and the Rule of Law) has developed the so-called Budget Maker. By this online method of participatory budgeting, local governments can provide their citizens with the opportunity to express their opinions on the budget. Due to the financial crisis, local governments in the Netherlands are facing deficits and budget cuts. The need to economise is of course accompanied by political debating, and more and more local governments want to involve their citizens in this process because they feel the need to explain the difficulties they face when deciding which budgets to cut, and because they are genuinely interested in what the citizens have to say. The Budget Maker does a great job in meeting those demands. When a municipality buys a Budget Maker, the present budget is simplified and presented in a visually attractive way. With each budget post, a short and easy to read text is provided, along with the amount. The text provides information about which policies are carried out. The same information is shown regarding the revenue of the municipality.

This first section of the Budget Maker has a primarily educational intent. In the second section, citizens can take a look at all the economisation plans the local government has drafted. Each plan consists of a text that describes the consequences of these plans as well as multiple amounts of money. The user can make a choice between these amounts. Usually the larger the amount, the more drastic the consequences of a plan will be. The challenge for the local government is to provide plans that amount to more than the actually need to economise, because otherwise there would be no real choice for the citizens. In this second section, users can make their own decisions about which economisation plans to carry out. Other, optional sections in the Budget Maker include a section in which citizens can choose certain new plans of the government, and a section in which they can describe their own economisation plan. All the information provided by the citizens is analyzed, and a report is written. The local government can use this report for further decision-making.

Within the framework of the NECE Workshop in Trent (Italy), amongst others German and Dutch representatives of participatory budgeting platforms were invited and recommended as a possible future step to initiate under the NECE flag an international exchange of experiences regarding participatory budgeting.

More information is available at: www.begrotingswijzer.nl (only in Dutch) or please contact directly Jan Dirk Gerritsen at: jd.gerritsen@publiek-politiek.nl



KIES UW BEGROTINGSWIJZER

Heeft uw gemeente een BegrotingsWijzer laten maken? Kijk dan rechts of uw gemeente erbij staat en kom erachter welke keuzes uw gemeente maakt bij de begroting. Daarna kunt u zelf de begroting naar uw eigen wensen aanpassen, en een nieuw plan indienen dat de gemeente in overweging kan nemen.

Aalsmeer



Gemeente Aalsmeer

START BEGROTINGSWIJZER

Noordoostpolder



START BEGROTINGSWIJZER

Slochteren



GEMEENTE SLOCHTEREN

Vanaf 7 januari online!

POLICY NEWS

This section provides information about news and political decisions that are relevant for the agenda setting of citizenship education.

Adoption of the EU citizenship report 2010: Dismantling obstacles to EU citizens' rights

On 27 October 2010, the Commission adopted the „EU Citizenship Report 2010“ that outlines concrete measures that the Commission is taking to ensure that European citizens are able to exercise their rights to the full. The report follows a public consultation launched by the Commission in June 2010: „EU Citizens' Rights – The way forward‘: Consultation on how to strengthen the rights stemming from Union Citizenship.

More information at:

http://ec.europa.eu/citizenship/news/news1149_en.htm

Launch of the online consultation on the Europe for Citizens Programme 2014 - 2020

On 27 October 2010 the Commission has launched a broad online consultation on the next generation of the „Europe for Citizens“ Programme. The consultation will be open until 5 January 2011. All interested parties - individual citizens, civil society organisations, public authorities and administrations, research institutions, European and international organisations and others - are invited to participate in this consultation.

More information at:

http://ec.europa.eu/citizenship/news/news1151_en.htm

Parliament Assembly of the Council of Europe (PACE) approves a resolution on the promotion of volunteering

On 12 November 2010 a resolution on the promotion of volunteering was approved. It embraces, among other things, the creation of a legal framework for voluntary work tailored to the multi-ethnic realities of a number of EU member states, including migrant volunteers and the support of the 2011 European Year of Volunteering.

More information at:

<http://assembly.coe.int/Mainf.asp?link=/Documents/AdoptedText/ta10/ERES1778.htm>

Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education - Recommendation CM/Rec(2010)7 and explanatory memorandum

Education plays an essential role in the promotion of the core values of the Council of Europe. More generally, education is increasingly seen as a defence against the rise of violence, racism, extremism, xenophobia, discrimination and intolerance. This growing awareness is reflected by the adoption of the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education (EDC/ HRE) by the organisation's 47 member states in the framework of "Recommendation CM/Rec(2010)7". The Charter was developed over a period of several years as a result of wide-ranging consultations and is non-binding.

More information at:

http://book.coe.int/sysmodules/RBS_page/admin/redirect.php?id=36&lang=EN&produit_aliasid=2552

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INFORMATION

Events

21-25 February 2011, Nationwide (Ireland)
5th Annual AONTAS Nationwide Adult Learners Festival

The Festival is about celebrating adult learning and achievement of adult learners, ensuring that adult education is placed firmly on the political agenda and promoting the work of AONTAS, the Irish National Adult Learning Organisation, and the adult education sector. AONTAS would like as many groups and individuals as possible to get involved in this Festival.

More information at:
www.adultlearnersfestival.com/about

21-27 February 2011, European Youth Centre Budapest (Hungary)
SALTO National Agency, ECTC-HU in Hungary

The training course on European Citizenship aims to support the professional development of youth workers and youth leaders by extending their critical understanding of European citizenship, exploring and experiencing its potential and by enabling them to recognise and integrate European citizenship in their youth work.

More information at:
www.salto-youth.net/find-a-training/1791.html

11-13 March 2011, Prague (Czech Republic)
6th Global Conference: Pluralism, Inclusion and Citizenship

As part of the multi-disciplinary Diversity and Recognition Project, the Inter-Disciplinary.Net network will hold the 6th Global Conference in Prague, seeking to explore new developments and changes of the idea of pluralism and their implications for social and political processes of inclusion and citizenship in contemporary societies.

More information at:
www.inter-disciplinary.net/at-the-interface/diversity-recognition/pluralism-inclusion-and-citizenship

Links

Citizensforeurope.eu

Citizensforeurope.eu is an open forum that lists and highlights citizen organisations and movements, their events and their proposals. It aims to give European civil society a voice and help them to connect and form alliances. The website is geared around three areas: Linking Europe, which lists and describes organisations of European civil society, Citizen's Agenda listing their events and Shaking Europe which features their proposals to further matters of general interest across Europe.

More information at: www.citizensforeurope.eu

Democraticlife.org.uk

The Hansard Society is a governing member of the new Democratic Life coalition of organisations and individuals seeking to strengthen and extend young people's entitlement to high-quality

citizenship education. Democratic Life is calling on politicians from all parties to support citizenship education, so that it will remain a part of the national curriculum and schools will continue to improve the teaching of the subject.

More information at: www.democraticlife.org.uk

Publications

Strategic support for decision makers - Policy tool for education for democratic citizenship and human rights

by David Kerr and Bruno Losito with Rosario Sanchez, Bryony Hoskins, William Smirnov and Janez Krek, published 2010

This policy tool explains what citizenship and human rights education are about and what they mean in terms of policy making in a lifelong learning perspective, namely, in the different phases of education and training - whether formal, informal or non-formal - from general education to vocational training and higher education to adult education. It sets out a policy cycle involving policy design and implementation, as well as policy review and sustainability. This tool aims to provide support to key decision makers in member states - ministers, parliamentarians and government officials.

More information at:
http://book.coe.int/sysmodules/RBS_page/admin/redirect.php?id=36&lang=EN&produit_aliasid=2556

EDC/HRE Volume IV: Taking part in democracy - Lesson plans for upper secondary level on democratic citizenship and human rights education

by Rolf Gollob, Peter Krapf, Wiltrud Weidinger (editors), published 2010

This is a manual for teachers in Education for Democratic Citizenship and Human Rights Education, EDC/HRE textbook editors and curriculum developers. Nine teaching units of approximately four lessons each focus on key concepts of EDC/HRE. The lesson plans give step-by-step instructions and include student handouts and background information for teachers. This manual for higher secondary level focuses on key competences that enable young people to participate in democratic decision-making and to meet the challenges of a dynamic, pluralist society.

More information at:
http://book.coe.int/sysmodules/RBS_page/admin/redirect.php?id=36&lang=EN&produit_aliasid=2561