

NECE



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EDITORIAL

Dear readers,

The European project is experiencing the worst crisis in its history due to the financial crisis and its economic impact. But what does this mean for civic engagement in Europe? The Participatory Citizenship in the European Union study explored the barriers to and facilitators of civic engagement focusing on the effects of the economic crisis. According to Bryony Hoskins, one of the authors of the study, the crisis of the European Union is accompanied by a serious loss of trust in the legitimacy and creative power of democratic institutions on the national and the European level. The study lists a number of proposals how citizenship education on the national and European level should deal with this situation. The European Citizens Initiative (ECI), launched officially in April 2012 and Europe's first experiment with participatory democracy, could be a first step towards real, active citizenship in Europe. But as Carsten Berg, Vice-President of Democracy International e.V., describes in his report, the ECI had a difficult start and there is still a long and challenging way to go until this tool will work properly: „Even when it comes to the very basic task of making Europeans aware of the new right, they are still at the very beginning of this experiment in participatory democracy at the European level.“ Our best practice project „StepIn! Building Inclusive Societies through Active Citizenship“ is a GRUNDTVIG multilateral project coordinated by the Research Group Citizenship Education of Professor Dirk Lange from the Leibniz University Hannover, Germany. Anja Hirsch, project coordinator, explains what the project is about. As in every edition of our newsletter, you may also find interesting conference reports, e.g. of the 'Great Debate' that took place within the framework of the Danish EU presidency.

And we sum up insights and results from our NECE workshop in Madrid, which prepared the NECE conference „Participation now! Citizenship Education and Democracy in Times of Change“ that is going to take place from 21-24 November in Cordoba, Spain. This meeting will provide a platform for dialogue and exchange among scientists, practitioners of citizenship and human rights education, governmental and non-governmental institutions from Europe and Arab countries in transition. We would be pleased to welcome you in the beautiful city of Cordoba - a centre of Islamic culture during the Middle Ages and one of Europe's most interesting historical sites.

We hope you will enjoy reading and look forward to your suggestions.

Best regards,



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

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FOCUS

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

“The Effects of the Economic Crisis on Participatory Citizenship”

by Bryony Hoskins, University of London, University of Southampton & David Kerr, Citizenship Foundation (United Kingdom)

The Participatory Citizenship in the European Union study explored the barriers and facilitators towards civic engagement focusing on the effects of the economic crisis. It was based on the analysis of data on current policies and practices from each of the 27 member states in the EU, interviews with key experts and analysis of data from existing European and international studies. The key findings were that across many European countries the economic crisis has led to an increasing focus on internal national and local political concerns rather than broader European perspectives. The subsequent policy focus has turned almost entirely on economic competitiveness, with policies on education emphasising science and technology above social and political learning. Policies regarding Participatory Citizenship have yet to be placed at the forefront of policy solutions to the economic crisis, and those policies that have emerged are situated in terms of economic benefits, for example the benefits of volunteering on skills for the labour market.

One of the main consequences of the economic crisis in the field of Participatory Citizenship has been the considerable reduction in funding across all levels and dimensions including national, local and private sector contributions. There remains funding for some citizenship integration projects, such as courses for migrants on the learning of languages and on job related skills, but much less funding remains for Participatory Citizenship projects in the broader sense of the term that we have used for this study that include: political civil society, traditional politics, democratic values and other forms of community projects. The strains of the cuts in funding have been noted in civil society across Europe and at the European level, with Europe-wide NGOs stressing the difficulties for national and local NGOs in becoming engaged at the European level, as they are focused on funding merely to keep their organizations afloat. The effects have also been felt on all levels, challenging policies that have previously supported the participation and engagement in decision making of citizens in policies that influence their lives. Although Europe-wide the analyses of the country fiches have indicated that the cuts on civil society activities have been felt most in the newer democracies with fledgling civil societies (e.g. Central and Eastern Europe).

Whilst levels of engagement amongst youth and adults have yet to be consistently influenced by the economic crisis, we can already

see a loss of faith in politicians and political institutions across EU member states. There has been a dramatic reduction in attitudes of trust in national and European institutions, in particular in Spain, Ireland and Greece. Research shows that citizens across European countries are continuing to believe in the democratic process but consider that the current political leaders and political institutions, particularly at the European and the national level, are not engaging with and working for them as ordinary citizens. In the medium- and long-run we could expect that eventually reductions in trust may well lead to lower levels of engagement and disaffection with the political system at all levels. It will be interesting to monitor the turnout levels across EU countries in the 2014 European elections.

In the context of a growth strategy (such as EU 2020) to alleviate the economic crisis, the analysis conducted for this study has shown that Participatory Citizenship, economic competitiveness and social cohesion are interrelated and mutually reinforcing. Thus, countries, which are characterized by being highly competitive tend also to be highly participatory, with high levels of social cohesion, for example the Nordic countries. Speculating from this evidence, we would suggest that focusing only on the short-term economic imperative might miss the broader and long-term perspective. Strategies that include innovative participatory and social cohesive elements that move beyond job related skills could prove a useful balance, particularly for disadvantaged groups and young people, especially in periods of high unemployment.

The study mapped the theory, policy, practices and levels of engagement across Europe into three reports: the Contextual Report, the Analytic Report and the Good Practice Report. A 4th report includes the policy recommendations: these are oriented towards the Europe 2020 strategy for ‘smart, sustainable and inclusive growth’ overall and, more specifically, to policies and actions in the context of developing the new Europe for Citizens Programme 2014 – 2020, and in light of the upcoming 2013 European Year of Citizens, and the 2014 European elections.

All the reports for this study are available on the Europe for Citizens website:

http://ec.europa.eu/citizenship/about-the-europe-for-citizensprogramme/studies/index_en.htm

The Participatory Citizenship in the European Union study* was conducted in collaboration with eight partner institutions in seven European countries and commissioned by the European Commission and the Europe for Citizens Programme.

*The study consisted of four reports: Hoskins, B. et al. (2012) Contextual Report: Participatory Citizenship in the European Union, Institute of Education report for EU. Southampton: Southampton University. Hoskins, B. et al. (2012) Analytic Report: Participatory Citizenship in the European Union, Institute of Education report for EU. Southampton: Southampton University. Krek, J. et al. (2012) Good Practice Report: Participatory Citizenship in the European Union, Institute of Education report for EU. Southampton: Southampton University. Hoskins, B. and Kerr, D. (2012) Final Study Summary and Policy Recommendations report: Participatory Citizenship in the European Union, Institute of Education report for EU. Southampton: Southampton University.

FOCUS

The European Citizens' Initiative – Europe's First Experiment with Participatory Democracy

by Carsten Berg, Vice-President of Democracy International e.V. (Germany)

The idea of giving European citizens a right of initiative is not new and was proposed already by civil society organizations and European institutions more than 20 years ago. But it was only when the European Citizens' Initiative right found its place in what was then called the Constitutional Treaty and today the Treaty of Lisbon that it became more widely known and well accepted. Since April 2012 the ECI is officially and practically available for European citizens. As such, it is the first element of transnational, participatory and digital democracy in history, giving 1 million citizens the right to ask for changes to European law. Once signatures supporting a legal proposal have been collected, within a maximum of one year, and verified by at least one million citizens of at least seven EU member states, the European Commission is obliged to consider the proposal. Expectations attached to the EU's new participatory democracy tool are high. The ECI is seen as the most significant democratic reform in Europe since the introduction of direct elections to the European Parliament in 1979.

In the meantime the game has switched from theory to experience - more than ten ECIs have been inscribed *in the register with the EU Commission*. They cover diverse issues such as securing the right to water, extending voting rights, abolishing roaming fees (for mobile phones), guaranteeing animal protection (against testing), banning research on human embryonic stem cells, increasing exchange programs for students, climate change and, last but not least, a central online collection platform for ECIs themselves. But for all the optimistic pre-implementation debates about the ECI's potential to contribute to the creation of a European public sphere, the EU's new democracy instrument has got off to a difficult start. In the first five months there is only one ECI, the so-called *right to water* ECI, that has actually begun campaigning and collecting signatures. Why is this? The software set up for electronic signature collecting did not work in practice and ECI organizers had troubles with the required server. As a result, almost all the initiative campaigns have struggled, and since old-fashioned signature collection on paper is more costly than online collections, ECI organizers have not even started.

The Commission has acknowledged the problem and decided to let initiative organizers use the Commission's own servers to set up electronic signature collection systems. It has also extended the one-year limit for collecting signatures to assist the ECIs, which had initial problems. *Commission Vice-President Maroš Šefčovič explains*: "During these early stages of what is, after all, the

biggest ever experiment in transnational participatory democracy, the Commission is absolutely determined to make sure that organisers of the first ECIs face no insurmountable stumbling blocks. Since some organisers have been struggling to find suitable host providers on the market for collecting signatures online, the Commission will offer its own servers to them as a hosting environment." But there are still further severe obstacles that will make it difficult for European citizens to campaign for and run a successful ECI. 18 member states ask their citizens for personal identification numbers when signing an ECI. Such intrusive personal data requirements are frequently unnecessary, will deter supporters and raise privacy concerns. Another problem is that the Commission has decided that it will not register ECIs, which propose amendments to EU treaties. This has recently led to the *rejection of several ECIs* from the start, including issues like Atomic Energy, a Basic Income, Esperanto and the European anthem. As the Commission itself is entitled to propose amendments to treaties, it should also be possible to launch initiatives, which relate to treaty amendments. Last but not least, the ECI challenges are connected to the nature of transnational democracy itself. Huge geographic distances in the EU make it difficult and expensive for citizens to meet and plan their actions. More than 20 official languages make it difficult to communicate across borders, and the absence of a strong common public space makes it almost impossible to make one's voice heard Europe-wide through the media. It will therefore be vital to provide adequate practical support to ECI organisers. They should have access to free and comprehensive information on how to conduct an ECI, on legal advice and translation assistance, as is the case for citizens' initiatives in Switzerland, for example.

Clearly there are still significant challenges to be overcome by all stakeholders before this new tool becomes workable. Responsibility lies especially with EU institutions, but also with ECI organizers, the media and those who are working on European citizenship education and democracy building. Given the potential inherent in the ECI for more democracy in Europe, all-round commitment is needed. The investment would bring a healthy return. Even when it comes to the very basic task of making Europeans aware of the new right, we are still at the very beginning of this experiment in participatory democracy at the European level.

More information about the ECI on the Commission's official register:

<http://ec.europa.eu/citizens-initiative/public/welcome>

More information about the ECI from civil society:

<http://www.citizens-initiative.eu/>

NEWS FROM THE NECE INITIATIVE

“Participation Now! Citizenship Education and Democracy in Times of Change”

NECE Conference 2012
21-24 November 2012, Córdoba (Spain)

This year’s NECE Conference will address current phenomena concerning democracy and participation in the face of worldwide processes of change. The developments in the Arab world after the “Arab Spring” in 2011 and the crisis of the EU will be the focus of attention.

The European project is on the one hand experiencing the worst crisis in its history, coming along with a serious loss of trust in the legitimacy and creative power of democratic institutions on the national and the European level. Falling turnouts in European and national elections, among other indicators, seem to reveal symptoms of democratic fatigue. On the other hand, via movements, demonstrations, social networks or online campaigns many citizens of Europe express a strong demand for more direct and different participation and more transparency. At the same time, however, the financial crisis and its economic impact have triggered new waves of national resentment and prejudices, which pose a profound threat to European democracy.

In North Africa we observe tremendous changes in countries like Egypt, Tunisia and Libya. Citizens demanding change organised mass protests that swept over borders and started a development that has the potential to sustainably change the whole region. As a consequence, old authoritarian regimes have been overthrown in some countries and a process of transition has started under the critical observation of many citizens.

Well-known political scientist **Claus Leggewie**, Director of the German Institute for Advanced Study in the Humanities, and **Noha El-Mikawy** from the Ford Foundation in Cairo are going to deliver the keynote speeches with reference to these developments. Further speakers are amongst others **Benjamin Barber**, **Nelly Corbel**, **Ahmed Driss** and **Fernando Vallespin**.

The aim of the conference is to provide a platform for dialogue and exchange among scientists, practitioners of citizenship and human rights education, governmental and non-governmental institutions from Europe and Arab countries in transition. The participants are supposed to analyse the situation on both si-

des of the Mediterranean Sea, by focussing on the question of participation, the relationship between citizens and political institutions and concepts of democracy.

Relevant topics are amongst others:

- History and memory culture and its impact on society and politics
- Democracy between distrust and participation: Re-thinking the relation between citizens and state?
- The relationship between politics and economy: Globalisation and the ‘Repolitization’ of inequality
- Radicalism in politics and society: Reasons and prevention strategies
- Politics and religion: Re-defining the relationship in diverse societies?
- Good Governance and civil society: Perspectives for a new relationship
- Revolts of the youth: Challenges and perspectives
- Chances and risks of Web 2.0: Participation for all?

Furthermore good practice examples will be presented to the following aspects:

- Vote Match/ Voter mobilisation
- Teaching citizenship education in schools
- Participatory peer education – Youth empowerment
- Web 2.0: Digital participation and online tools for citizenship education
- Citizens’ involvement in local and community affairs
- Cooperation projects between Europe and North Africa
- Intercultural learning on human rights and citizenship education

The complete programme is published at www.nece.eu.

Places are limited. Registration is now possible here:
Registration NECE Spain 2012

If you have any questions, do not hesitate to contact the conference management at: nece-spain@lab-concepts.de



NECE CO-OPERATION

Sparks for PoliPedia.eu and beginnings of a fruitful cooperation

*by Tomaž Pušnik, Faculty of Social Sciences,
University of Ljubljana (Slovenia)*

Project PoliPedia: Online Civic Education is currently in its final stage, where the main idea leans towards the establishment of a web 2.0 tool and wiki-based platform for educational purposes in citizenship education. In the course of the project its full potential has emerged, especially with an enthusiastic team of researchers trying to explore the possibilities of ICT in the field of citizenship education. The beginnings of a successful cooperation between project partners can be located in the NECE initiative, whose members are also at the ICT&S Centre of Salzburg University and the Faculty of Social Sciences, University of Ljubljana. At the NECE workshop “Perspectives of Web 2.0 for Citizenship Education in Europe”, which took place in Brno in April 2011, researchers from Salzburg presented an article “Online and Offline – Challenges of citizenship education”. They outlined a good practice case in Austria – a wiki-based online textbook for citizenship education, www.polipedia.at, which has been developed together with the Democratic Centre of Vienna.

At the same workshop, researchers from Ljubljana presented their paper titled “Citizenship Education and Web 2.0 – in search of the active citizen”, in which they stressed the importance of connecting citizenship education and Web 2.0 tools. During the workshop both parties expressed an interest in further cooperation. It was decided that the further cooperation with two other partners, the Slovenian Youth Council and the Democratic Centre of Vienna, should take the form of a collaborative project. It was decided that the project should be submitted to the Youth in Action programme (Youth Democracy Projects).

On the project, youngsters of different ages began to develop new wiki-entries, where trainers assisted them in the process of gaining new knowledge of basic concepts and notions of citizenship education, with an emphasis on EU contents. The project was topically divided into four sections: EU & World, EU Democracy, Identity and Multilevel citizenship. Each partner organisation chose 12-15 youngsters who, together with their trainers, formed a power group, which spent two months working on one of the broad topics and developing wiki-entries. During their work on the entries, these young people used the knowledge and the potential of new information and communication technologies to equip and upgrade the content with multimedia extensions (radio podcasts, videos, etc.). Moreover, the young participants convened at two group meetings in Salzburg and Maribor, where they further developed their knowledge of writing entries, privacy on the internet,



informal learning with the help of Web 2.0., etc. The most visible results of the project are definitely the establishment of the online platform www.polipedia.eu and the wiki based entries by youngsters published on the site. The presentation of the project at the NECE workshop in Madrid 2012 opened up important channels for disseminating the results of the project, as well as for upgrading the project with fresh ideas and perspectives from the participants in the workshops. But for a further development of the project it would be highly beneficial if a certain part of the workshop or the main NECE conference could be reserved for the presentation/elaboration of a new project proposal, joint brainstorming for ideas and making initial steps for establishing a possible mutual cooperation for preparing and submitting projects to national authorities and/or EU institutions.

In this way we could become even better connected with our fellow NECE partners, which would enable us to collaboratively develop new ideas for citizenship education and find solutions for the upcoming challenges. In this regard, it would also be possible to connect PoliPedia and the Intercultural Glossary Project, which is already being developed by NECE and the German Federal Agency for Civic Education and which is, at least with regard to the online platform for citizenship education, very similar to PoliPedia.eu. Cooperation and a common e-encyclopaedia for citizenship education could possibly lead to the realization of the full potential of both platforms (developing of new contents for various age groups, teachers and researchers, consideration of minority groups, etc.). NECE stands for a new potential for cooperation in the sphere of citizenship education, and the [polipedia.eu](http://www.polipedia.eu) project is one of the indicators of this opportunity. Nevertheless, it is very important that members of the NECE network further develop their cooperation and explore new opportunities for cooperation on future projects.

More information about PoliPedia at: www.polipedia.eu

REPORTS

NECE Workshop

Democracy and participation in the face of global changes: The role of citizenship and human rights education

28-30 June 2012 in Madrid (Spain)

by Lucrecia Rubio Grundell, Autonomous University of Madrid, Spain

The NECE Workshop was held in Madrid during the last days of June 2012, in order to make preparations and collect ideas for the upcoming NECE Conference. Under the title "Participation Now! Citizenship Education and Democracy in Times of Change", the conference will be held in Córdoba from 21-24 November 2012. The expert workshop's main objective was to reflect on the role of citizenship and human rights education in the light of the worldwide processes of change that are taking place *hic et nunc*, and the ambivalent position in which they seem to be placing democracy today. By analyzing current events both in theory and practice, a preliminary conclusion was agreed upon: the importance of confronting the matter of citizenship education, participation and political transitions with realism and caution; being aware of the potentials but also the limitations of these new social movements, especially while avoiding all elements of intellectual, conceptual and practical 'colonialism'.

Current changes and citizenship education were thus bridged by the concept of participation, and all three topics – participation, citizenship education and political change – were addressed during the entire meeting. From this starting point, the rest of the presentations introduced other important debates: the role of Human Rights in citizenship education, the important effect of new social media on political participation, and an outlook at teaching citizenship and educational perspective towards citizenship education. In conclusion, the workshop set the framework within which the NECE Conference will take place. Firstly, the importance of avoiding a colonial perspective was stressed once again, and it was therefore concluded that a broad definition of democracy and citizenship – always linked to the Human Rights discourse – has to be the starting point of all discussions.

This will allow an inclusive definition, with a focus on common concerns more than on differences, although common concerns are

constructed out of diversity. Secondly, it was decided that citizenship education should be understood as a practical skill, which is a mechanism of individual and communal empowerment oriented towards the acquisition of certain competences and skills. In this way citizenship education can have a real impact on transforming people's lives. With respect to the topics to be dealt with in Córdoba, it was decided that global change, citizenship education and participation would be the main topics around which the Conference should circle. The expert workshop came out with fruitful results and will definitely lead to a successful conference in Córdoba.

The complete documentation of the NECE workshop Madrid is available here: www.nece.eu



REPORTS

Final Conference – Initial teacher training in Europe

30 May-2 June 2012 in Vienna (Austria)

by Barbara Hollendonner, University of Vienna, Austria

The project “Assessment, tutorial structures and initial teacher education of trainee students in the subjects Political/Civic Education, Social/Cultural Studies and History in Europe – a comparative study” aims at producing the first comparative study on the tenets, structures and standards of initial training for teachers in the above mentioned subjects in Europe. To do so, more than 30 European universities and institutions from East and West, North and South contribute to this project by completing a thorough questionnaire on the situation of initial teacher training (ITT) in their country.

This spring, the final conference of the project took place in Vienna, and among the aims of the meeting there was the discussion of the results of the comparative analysis of the questionnaire. Alois Ecker, the coordinator of the project, introduced the results of his analysis of the answers by two comprehensive presentations, and the accompanying discussions took place at the plenary meeting as well as in smaller working groups. Throughout the project, all partners and experts additionally took part in topical working groups to do qualitative research in different fields of interest connected to initial teacher training in the subjects of Civic/Citizenship Education and History (conflict prevention – conflict analysis, interdisciplinarity – history and civic education, media didactics – media analysis, professional development of trainees of history and civic education). Their reports and outcomes were pre-

sented and discussed amongst all participants of the conference and will also be part of the project’s publications. Another important point on the agenda was the development of a dissemination plan for the project’s outcomes. There will be two publications: the comparative study, consisting of all results, and the working group reports, as well as a smaller booklet, consisting of the most relevant results of the project. Also, the members will disseminate the outcomes of the project by articles, seminars and input at conferences. This way, we hope to sustain the fruitful cooperation within the network of experts in charge of initial teacher training as well as educational management, so that we can establish adequate European standards for assessment, the tutorial and mentor system and initial training for teachers of the subjects of Civic/Citizenship Education and History.

“Assessment, tutorial structures and initial teacher education of trainee students in the subjects of Political/Civic Education, Social/Cultural Studies and History in Europe – a comparative study” is a project in the context of the European Commission’s “Life-long Learning Programme: Transversal Programme KA1SCR (Policy Cooperation and Innovation)” and is co-funded by the ERSTE Foundation, the Austrian Federal Ministry for Education, Arts and Culture and the City of Vienna.

More information about the project is available at: www.che.itt-history.eu/



REPORTS

The “Great Debate”

1-3 June 2012 in Aarhus (Denmark)

by Jesper Erik Hansen, Global Citizen, Denmark

The Great Debate 2050 - Solutions by Re-thinking, was the high visibility event in connection to the Danish EU Presidency during the first six months of 2012. The 400 participants represented organisations, associations, companies, think tanks and universities across Europe.

The speakers included Cradle-to-Cradle and EPEA Founder Michael Braungart, CEO of Re-Define, Sony Kapoor as well as the Danish Minister of European Affairs, Nicolai Wammen. The Great Debate, which was organised by Global Citizen and sponsored by the European Commission and the Danish EU-Board, differed from conventional conferences by its emphasis on workshops, and thereby divided the participants into 35 groups, each dealing with a specific issue. The topics discussed ranged from the economic crisis to environmental issues and social challenges. During the weekend, the problems and possibilities Europe will face towards 2050 were actively discussed in the groups. The objective of the workshops was to create a dynamic atmosphere by involving everyone and thereby developing some innovative alternatives and solutions for real life issues in Europe. Moreover, as a part of the workshops, the participants were challenged to follow ten creative steps, developed by the artist Charlotte Prang, in their attempt to come up with new solutions, which forced the participants to look at their specific issues from new and innovative perspectives.

This process led to some creative solutions for specific problems in a relatively short span of time. An example of one of the specific ideas and proposals for solving the future food crisis was to change the cycle of food production, distribution, consumption and waste management of food. This could be done by introducing a more sustainable food production, as well as by having production cycle information on packaging and outlining the standards of production for every stage of the supply chain. With regard to climate issues and reduction of emissions, one group proposed that the EU should allocate funds for open-source innovations in the green technology, to increase participatory ownership of sustainable energy, while also creating a carbon tax. A final example of the

solutions: under social issues, it was proposed that one way to curb the development of diabetes among EU citizens could be to develop an EU wide interactive online platform, providing information, tailored for different groups of people and with the objective to prevent the increase of diabetes. Furthermore, there was a proposal to develop a mobile App for a healthier lifestyle. A few days after the conference, some of these results were displayed on a large poster, which helped to frame the background at an EU meeting in Horsens, Denmark. Currently, the 35 solutions from the work in Aarhus are being collected into a “Citizens’ Key” paper, which will be personally presented to Danish Prime Minister Helle Thorning-Schmidt and will also be sent directly to decision-makers in the European Commission. The paper will also be available on the Global Citizen’s Facebook site from early August on.

More information about GlobalCitizen at: www.globalcitizen.net, www.facebook.com/GlobalCitizen.net



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.

About StepIn!

by Anja Hirsch, Leibniz University Hannover,
Research Group Citizenship Education,
Prof. Dr. Dirk Lange (Germany)

“StepIn! Building Inclusive Societies through Active Citizenship“ is a GRUNDTVIG multilateral project coordinated by the Research Group Citizenship Education of Professor Dirk Lange from the Leibniz University Hannover, Germany.

The StepIn! project aims at developing, testing and disseminating innovative approaches, methods and materials to promote migrants’ active citizenship. Experts in seven European countries cooperate for 24 months in order to strengthen the civic, social and intercultural competences of

- (1.) migrants and members of ethnic minorities
- (2.) members of receiving countries, esp. stakeholders of public authorities and institutions
- (3.) adult learning professionals.

All materials and methods that are developed in the course of the project will be employed and used by adult education providers, who are the project’s direct target group. However, the final beneficiaries are migrants and staff from core institutions of host countries.

In order to meet the needs of the StepIn! target groups, the project consortium conducted a “Needs Analysis” in all participating countries in April and May 2012. The Needs Analysis provides important insights into the current situation of citizenship education in the participating countries. It also identifies the needs of public institutions and migrants’ organisations regarding citizenship education, the integration and the employment of migrants within these institutions. The Needs Analysis consists of an Overall Needs Report, a Report on National and EU Integration Policies, and a Report on Previous Related Projects. All documents are available at www.stepin-grundtvig.org

We invite all interested stakeholders in the field of citizenship education with regard to the topics of migration, integration, and participation and also experts of in-service teacher trainings to become associated partners! You and your expertise are welcome to contribute to the project by discussing and implementing new strategies for stakeholders in this field, doing networking and debating the role of active citizenship education for building inclusive societies. We invite your organisation to be represented on www.stepin-grundtvig.org as an associated partner of this EU project.

In case of any questions or concerns please do not hesitate to contact the coordinator Prof. Dr. Dirk Lange, Leibniz University Hannover, Research Group Citizenship Education, c/o Tonio Oeftering, E-mail: info@stepin-grundtvig.org



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POLITICAL NEWS

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

Citizenship education now taught in all European countries, but specialist training for teachers lacking

All EU Member States have integrated 'citizenship education' into their primary and secondary school curricula - albeit with different approaches, according to the Citizenship Education in Europe report by the European Commission.

http://ec.europa.eu/education/news/20120531b_en.htm

Bosnia and Herzegovina is now an eligible country for the Europe for Citizens programme

The memorandum of understanding on the participation of Bosnia and Herzegovina in the „Europe for Citizens“ programme was signed in July by Gregory Paulger, Director General of the EC's Directorate General for Communication, and Igor Davidovic, Head of the Mission of Bosnia and Herzegovina. This means that civil society organisations, think tanks, municipalities and other eligible organisations from Bosnia and Herzegovina can submit projects for funding or become a partner for a project under this programme.

http://ec.europa.eu/citizenship/news-events/news/23072012_en.htm

Commission Work Programme 2013 adopted

The Programme's priorities shall focus on contributing to the objectives set out for the European Year of Citizens 2013 by raising awareness of the values and rights of Union citizens and of the opportunities provided by the EU and by enhancing citizen's participation in the democratic life of the EU. The Programme will thus support the promotion of European citizenship and democracy, comprising the development of understanding of the EU, its values and what it brings to citizens' daily lives; and on the other hand, the empowerment of citizens to play a full part in the democratic life of the EU.

http://ec.europa.eu/citizenship/news-events/news/13082012_en.htm

European Commission: Europe for Citizens Programme, Future Programme 2014-2020

The general objective of the Future Programme will be to „strengthen remembrance and enhance capacity for civic participation at the Union level“. To this the programme would contribute by developing the capacities of citizens' organisations to engage citizens in the democratic life of the Union. The specific objectives proposed would comprise: stimulating the debate, reflecting and networking on remembrance, the Union's history, identity and goal; developing the citizens' understanding of the Union's policy making-process, and promoting opportunities for societal engagement and volunteering at the Union level.

http://ec.europa.eu/citizenship/about-the-europe-for-citizens-programme/future-programme-2014-2020/index_en.htm

European Youth Forum works on the issue of lowering the voting age to 16

In September 2012, the European Youth Forum and its Member Organisations will launch an ambitious pan-European campaign that calls on Members of European Parliament to take a stand and push for the lowering of the electoral age to the age of 16 and promote citizenship education towards European Institutions and European citizens.

www.voteat16.eu/about

EU Youth Report calls for employment and social inclusion to be top priority

The Report adopted on 10 September 2012 calls for youth employment, social inclusion, health and the well-being of young people to be top priorities in Europe's youth policy. The report, which is produced every three years by the Commission, underlines that the EU and Member States must do more to support young people who have borne the brunt of the economic crisis.

http://ec.europa.eu/youth/news/20120910_en.htm

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INFORMATION

Events

3-7 October 2012, Ruse (Bulgaria)

10th International MitOst festival direction Russia/Bulgaria

MitOst - the association for language and cultural exchange in Central, Southern and Eastern Europe situated in Berlin - invites you to the 10th international MitOst Festival direction Russia/Bulgaria. Everybody being interested in an exchange of culture and in civil society in Central, Eastern and Southern Europe as well as the regions around is welcome! 200 participants from numerous countries are expected. Together with local organisations they will coordinate cultural programs and workshops, lead actions and link mini projects. One major topic is voluntary projects.

More information at: www.mitost.org/mitglieder/internationales-mitost-festival/einladung-en.html

24 October, Boringdon Park, Plymouth (UK)

School Conference: "Promoting Equality, Celebrating Diversity, Respect Identity – British Values for the 21st Century"

It is a conference with a clear focus on citizenship, personal, social, health and economic education (PSHEE) and religious education (RE). Janet Palmer will be giving her perspective on the links between citizenship, PSHEE, RE and key elements of the new inspection framework. There will be workshops for teachers to develop their practice and update their knowledge of teaching, learning and Ofsted's requirements.

More information at: www.teachingcitizenship.org.uk/events

29-30 November 2012, Strasbourg (France)

EDC/HRE Conference "Human Rights and Democracy in Action - Looking Ahead: The impact of the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education"

The conference will bring together about 200 participants in Strasbourg, including governments, civil society organisations, international institutions and education professionals. They will discuss how democracy and human rights can be promoted through education, with the help of the Council of Europe Charter on education for democratic citizenship and human rights education.

More information at: www.coe.int/t/dg4/education/edc/conference2012/default_EN.asp

6-10 December 2012, Krakow (Poland)

3rd International Conference on Human Rights Education (HRE) "Promoting Change in Times of Transition and Crisis"

The conference will focus on both theoretical and practical issues faced by human practitioners in various parts of the world. This conference will have a special focus on cultural, social and political change, as illustrated by the transition from communism to democracy in Central Europe over the past twenty years and current developments in Northern Africa, in the Middle East and Burma.

More information at: www.hre2012.uj.edu.pl/

Publication

"The Euro crisis and European citizenship: The Euro 2001-2012 – celebration or commemoration?"

by Cris Shore, published 2012

This article examines the relationship between the Euro as a single currency and European citizenship. Connecting Europe through a common currency has always been a risky endeavour, placing heavy expectations on the identity-effects of money. The author argues that the Euro continues to symbolize European integration, only now it has come to symbolize the cleavages and tensions that divide Europe. Paradoxically, one effect of the Eurozone crisis is not fragmentation but an acceleration of the deepening of European economic governance. However, the centralization this entails imposes heavy costs on the EU's peripheral members and raises concerns about the future of democracy in Europe.

<http://onlinelibrary.wiley.com/doi/10.1111/j.1467-8322.2012.00859.x/abstract>

"Transnational Citizenship in the European Union"

by Espen D. H. Olsen, published 2012

This book argues that European citizenship is transnational, a status that has emerged incrementally during the European integration process. This in-depth analysis of citizenship in the EU takes into account the institutional configuration of membership, rights, identity, and participation. It also brings in the domestic level of the debate through the examination of national positions on reform proposals and the interplay between EU and member states' conceptions of citizenship. Lastly, by investigating citizenship practices, the book helps foster an understanding of how the EU works as a political system and the relationship between European institutions and the recipients of their integrative politics, i.e. the citizens.

www.sv.uio.no/arena/english/research/publications/publications-2012/edh-olsen-citizenship.html

"Citizenship Education and Its Implications for Education"

by Ali Ghasempoor, Peyman Yarmohammadzadeh, Zahra Pishkarmofrad, published 2012

This paper addresses the purpose of citizenship education and its role in the educational setting. Citizenship is the core concept that provides the learning focus for social studies at all grades. To identify the skills, knowledge, and values students will need as active democratic citizens, social studies must take into account the society in which students live and anticipate the challenges they will face in the future. The purpose of this study is surveying the nature of citizenship and its implication for education.

www.ccsenet.org/journal/index.php/jel/article/view/17287/11438

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“Building bridging social capital in a divided society: The role of participatory citizenship education”

by Alan McMurray, Ulrike Niens, published 2012

This article explores the role and meaning of citizenship education and cross-community participation in promoting social capital and social cohesion. School survey findings, focus groups and interviews with young people and educators have indicated that differences between school sectors and established allegiances with particular communities and NGOs may limit the potential for citizenship education to produce bridging social capital and serve to reproduce bonding social capital. It is argued that the introduction of citizenship curricula into segregated school systems in divided societies may be useful to promote citizenship values and positive attitudes to the other but insufficient to promote the development of bridging social capital and, ultimately, social cohesion in the long run.

<http://esj.sagepub.com/content/7/2/207.full.pdf+html>

“Does citizenship education make young people better - engaged citizens?”

by Jon Tonge, Andrew Mycock, Bob Jeffery, published 2012

Citizenship education has been a compulsory feature of the curriculum at secondary schools in England since 2002. This article assesses the motivations for the introduction of citizenship and the extent to which it has become a politicised panacea to a range of emerging policy challenges. Then, using survey data gathered for the Youth Citizenship Commission, established under the previous government to encourage community and democratic participation of young people, the article tests whether citizenship education is making a difference for the engagement of young people in the civil and political spheres.

<http://onlinelibrary.wiley.com/doi/10.1111/j.1467-9248.2011.00931.x/abstract>

“How do experiences of public dialogues affect people’s motivations to participate in future?”

by Tim Hughes, Diane Warburton, published 2012

This report summarises the findings of a small pilot project conducted for Sciencewise-ERC, which aimed to develop a better understanding of whether and how public dialogues (and, more broadly, public participation) affect people’s motivations to participate in the future. The project investigated the longer-term impacts of participating in a public dialogue and how an individual’s experience affects his/her willingness to participate in public policy and decision making in the future. It concludes with some lessons for working with public participants in future dialogue projects and some thoughts about future research in this area.

www.involve.org.uk/wp-content/uploads/2012/07/Revisiting-Public-Participants_FINAL.pdf

Call for...

“Lifelong Learning Programme – 2013 call for proposals published”

The Commission has published the general call for proposals for 2013 for participation in the last year of the Lifelong Learning Programme. The 2013 call has five priorities: to develop strategies for lifelong learning and mobility, to encourage cooperation between the worlds of education, training and work, to support initial and continuous training of teachers, trainers and education and the training of managers of institutions, to promote the acquisition of key competences throughout the education and training system, and to promote social inclusion and gender equality in education and training, including the integration of migrants and Roma. Submission deadlines vary according to the part of the programme.

More information at:

http://ec.europa.eu/education/news/20120828-llp-2013call_en.htm



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“Our White Sea IV: Youth participation in and throughout NGOs in the EuroMediterranean context”

The title of the meeting originated from the name attributed to the Mediterranean Sea by the Islamic World; Our Central Sea, and the by Romans; Mare Nostrum. The meeting is a unique opportunity to meet colleagues in the field of young people from programme and Meda countries, to discover and discuss the challenges of youth participation in and NGOs within the EuroMed context.

Submission deadline: 05 October 2012

More information at:

www.salto-youth.net/rc/euromed/tceuromed/tceuromed2012/ows4/

“Citizenship, Social and Economics Education (CSEE)”

CSEE is an international, peer-reviewed journal that aims to provide a focus for scholarly and professional studies in the fields of education, socialisation, curriculum development and aspects of economics, sociology, politics and social psychology. Ethical considerations and values underpinnings of these areas of study and links with citizenship education are especially welcome. Articles for consideration should be sent by e-mail attachment to the journal's Editor, Dr Cathy Fagan, catherine.fagan@glasgow.ac.uk.

More information at:

www.words.co.uk/CSEE/

Campaign “for a better society”

The European Projects Association asbl (EPA) in partnership with the European Economic and Social Committee and the European Academy for Education and Social Research has launched the campaign “for a better society”. The main focus of the Campaign is the European Projects Awards which aims to reward the projects finished and ongoing financed by the European Union which had a great positive impact on a specific community, territory and sector. Besides that, the Campaign aspires to reach the goal of visibility and stronger cross boarder partnerships by rewarding the most innovative and yet beneficial project ideas submitted by professionals and young researchers.

Submission deadline: 15 October 2012

More information at:

www.europeanprojects.org/awards

“5th IEA International Research Conference (IRC-2013)”, June 2013 (Thailand)

The IRC-2013 will provide an international forum for researchers working with IEA data to present their findings and exchange views on critical educational research issues. Proposals should report secondary/in-depth research results of the IEA studies, based on one of the following topical strands: Trends in International Mathematics and Science Study (TIMSS, TIMSS Advanced), International Civic and Citizenship Education Study (CIVED, ICCS), Progress in International Reading Literacy Study (PIRLS, prePIRLS), Teacher Education and Development Study in Mathe-

tics (TEDS-M), Second Information Technology in Education Study (SITES), and older IEA studies.

Submission deadline: 15 November 2012

More information at: www.iea.nl/irc-2013_cfp.html

“Structural support for European public policy research organisations (think tanks) and for civil society organisations at the European level”

Call for proposals – EACEA/28/12 – Structural support for European public policy research organisations and think tanks and for civil society organisations at the European level – ‘Europe for citizens’ programme, Action 2, Measures 1 and 2 – 2013.

Submission deadline: 15 November 2012 (instead of 15 October 2012)

More information at: http://eacea.ec.europa.eu/citizenship/funding/2013/call_action2_1_12_en.php

“XI Annual International Conference of the Bulgarian Comparative Education Society”, May 2013 in Bulgaria

The topic of the conference is “Education in One World: Perspectives from Different Nations”. The conference’s topical sections are “Comparative Education & History of Education”, “Pre-service and In-service Teacher Training & Learning and Teaching Styles”, “Education Policy”, “Reforms and School Leadership”, “Higher Education”, “Lifelong Learning and Social Inclusion” and “Intercultural Education of Children from Prepschool Age to Adolescence”.

Submission deadline: 01 February 2013

More information at: <http://bces.conference.tripod.com/>

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