

# NETWORKING EUROPEAN CITIZENSHIP EDUCATION

## NECE Workshop: The Impacts of National Identities for European Integration as a Focus of Citizenship Education

### Summary

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Arranged by Federal Agency for Civic Education (Bundeszentrale für politische Bildung), Tartu's Centre for Ethics, and the Goethe Institute (Tallinn)

The workshop set out to investigate and discuss following main questions:

- What impact do nationalism and national identity have on the mediation of European topics and values?
- Is there only a potential for conflict, or can they help drive the motor of European integration?
- What does the relationship between national and European identity look like?
- What values and models are these founded on? Is national identity directly opposed to European identity?
- Does nationalism have a negative effect on the acceptance of the European integration process, and the support given European ideals such as democracy, the market economy, the rule of law, or freedom?
- What importance is placed on coming to terms with history and memory?
- What influence does citizenship education have on the stress ratio of national and European identity in ethnically heterogeneous societies?
- "The Impacts of National Identities for European Integration as Focus of Citizenship Education"

The seminar participants were researchers and educational practitioners from Estonia, Germany, Turkey, Austria, Bulgaria, Finland, Israel, Netherland, Switzerland, and Denmark.

The seminar included mainly two structuring set of events:

1. *Individual paper presentations*, followed by (lively) discussions. The paper presentations covered a wide range of topics, which in different ways related to the above mentioned key questions. The topics presented included papers with a specific national perspective, as well as topics that focused on trans-national European issues. The former set of topics included i.e. "Citizenship education in Poland", "Culture identity and citizenship – examples from Finland"; "Civic education in post-transitional Estonia" (and a Russian perspective); "Citizenship education – a Turkish perspective"; "Multicultural education for European citizenship" from a Slovakian perspective; "The relevance of history", a report on a concrete Dutch research project". The second set of paper included i.e. "Mobility, identity, and citizenship", "Debating Europe- identity and citizenship in a

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European Democracy” (introducing a concrete research project about Europe as a “public sphere”), “The culture of memory in Europe”, seen from well a Western and Eastern European perspective, and more general statement about concerning the didactics of democratic education.

2. *A group session.* The participants were divided into four groups. Their main task was to answer three questions, and the following morning to present the results of their group reflections and discussions to the rest of the participants:
  - How can or should the relationship between national and European identities look like within future citizenship education?
  - What actions are to be suggested for future activities?
  - How can your institutions contribute to the clarification of these issues?

Some of the suggestions could be summed up like this:

- More scientifically founded European based textbooks, which presents facts about European history and memories, as a counterweight to the identity discourse of ethno-national .
- To explore and discuss if liberal nationalism could function as the normative core and outset for the framing of a shared European integration process, and for the production of interchanging collective memories.
- To practise citizenship education with a post-national or pan-European perspective – a realistic option?
- The educational field as a contribution to a common European public spheres and counter publics.
- Exchanging of practical experiences of teaching and learning concerning citizenship education with a shared European perspectives.