How can we think or conceptualize the relationships between individual, national and European identities in relation to future citizenship education?
Which kind of “commonness”?

- Teaching to be a citizen
- Willingness of engagement and participation in the political decision-making process
- No pre-defined EU values – dynamic process based on existing value practices
- Awareness of regional, national, European and world history and the respective political system
- Acceptance of conflicting positions
Process and practice in schools

• Bottom-up and context-bound (issue related) process of developing values
• Civic education
• EUropean curriculum on teaching methods adapted to different levels
• Equilibrium between regional, national and EUropean content (knowledge about political system etc.)
• Peer-group education / mentoring system (as examples) on all levels of education
• More project oriented / cooperation with extracurricular institutions (transnational)
Process and practice in the public spheres

• Transnational media: broadcasting, newspapers, Internet, art projects / cooperations
• Differing contents – no standard contents provided
• Transnational debates by intellectuals, political elites and civil society
• Transnational press reviews
• Counter publics / minorities
• Events / demonstrations / concerts (EU-financed; not only in accession periods but constantly; debating contests on EU issues)
Arenas

- Transnational public spheres (all kinds of media) – translated broadcasting and reporting
- Schools
- Political arenas on all levels (EU-wide referenda, making direct access to EU level easier, presence of EU representatives on local levels)
- Extracurricular arenas (sports clubs, interest representations, religious communities etc.)
Actors

• Independent board (convention) linked to the European Parliament
• Teacher education
• Civil society / intellectuals
• WE: good ideas