

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