

NECE

★ NETWORKING EUROPEAN CITIZENSHIP EDUCATION

newsletter

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Reflections Introducing Projects

02/09

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EDITORIAL

DEAR READERS,

The new legislative period of the European Parliament is a good occasion to ask about the value of citizenship education for the work of the Committee on Culture and Education. Doris Pack, the new Chairwoman of the Committee, explains the priorities of the Committee's future work and lines out how far citizenship education may contribute to increasing social cohesion. This question will also be the focus of the oncoming networking conference "The Impact of Cultural and Citizenship Education on Social Cohesion" in Vilnius from 3 - 5 December 2009. In Austria, the first Chair of the Didactics of Civic Education was created at the University of Vienna in 2008 in the context of the Austrian Federal Government's democracy initiative. Prof. Dr. Wolfgang Sander, chairholder and a member of the advisory committee of the Federal Agency for Civic Education, informs about his work, the tasks and goals of the newly created chair, as well as about his considerations on how to realise national concepts of citizenship education. A NECE Workshop in Zagreb from 11 - 13 September 2009 discussed "Challenges and Perspectives of Citizenship Education in Central and South Eastern Europe". Our "Report" column summarises the most important topics and results of this workshop. Also this newsletter will again present interesting information and publications on the topic of citizenship education.

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

With warmest 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. In view of the new legislative period of the European Parliament, we asked Doris Pack, MEP, new chairwoman of the EP's Committee on Culture and Education about the committee's priorities regarding citizenship education and the role of the Lisbon Strategy for social cohesion.

„Lisbon Strategy has attached too much importance to economy“

NECE:

What will be your priorities for the next legislative period? What will be the role of citizenship education in this context, and in which way will it be supported?

Doris Pack:

Given the imminent new edition of the previous EU educational programmes “Comenius”, “Leonardo”, “Erasmus” and “Grundtvig” in the context of the EU initiative on “Lifelong Learning” as well as the programmes “Youth” and „Culture”, this is where I see the emphasis of work during this legislative period. These mobility and exchange offers must be one of the main tasks of European policy, so that the next generation will be able to comprehend the consequences of European unification and will support the preservation and consolidation of an integrated Europe. In this context, Europe’s cultural diversity must be preserved. Thus, citizenship education is supported by way of the communicative means of exchange and mobility, as they are made possible by help of these educational programmes. Citizenship education will of course stay to be an important part of my work, even more as it essentially contributes to supporting active citizenship. It is of essential significance for our international competitiveness and it makes European integration easier. However, we may not neglect that apart from political understanding also cultural understanding is necessary to bring on the process of European integration. (...) Personally, I am very much interested in establishing further events that, as European platforms, will make it possible to demonstrate Europe’s cultural wealth and variety in a way as to make it visible to everybody. As successful examples I just mention the “LUX” Prize, a film award by the European Parliament, or the “Cultural Diversity Days”, two European projects in support of cultural diversity. (...)

NECE:

What is the value of the Lisbon Strategy for increasing social cohesion, and how do you judge on the current state of implementation?

Doris Pack:

(...) The goals of the Lisbon Strategy are very ambitious, but in my opinion too much importance is attached to economy: It will not be possible to create social cohesion only by way of high



employment quota. For this we need much more immaterial factors, for example communication, both on the national and the international level. It is necessary that there develops a consciousness of belonging to a community. Certainly it will not be possible to achieve this by help of purely politico-economic initiatives. Also, the Lisbon Strategy does not attach enough importance to education. As the chairwoman of the Committee on Culture and Education, all I can do is to emphasise once more: Education is an enormous investment into the future of our national economies. There is not enough progress in the field of adult education – keyword: lifelong learning – the fact that education is the capital of a knowledge and information society is ignored, most of all given the fact that soon one third of all Europeans will be over 60. Cross-generation, lifelong education must have a fundamental value that is equal to that of the already mentioned economic superlatives, apart from financial capital it must also be about human capital. Our citizens’ mobility and intercultural openness must be supported, just as mutual understanding – across national and international borders, for after all in our daily lives it is ever more frequent that we meet people from other countries and regions. In this context, the new EU educational programmes in the context of the “Lifelong Learning” initiative may be one essential contribution. As a conclusion I would like to note that the Lisbon Strategy almost completely ignores one fact: These days, there should be no more borders not only for business but also for knowledge and the latter is at the very top of our priority list on creating a modern knowledge and information society.

The full interview at: www.nece.eu

REPORT

NECE Workshop

“Challenges and Perspectives of Citizenship Education in Central and South Eastern Europe”

11-13 September 2009, Zagreb (Croatia)

by Christoph Müller-Hofstede, Federal Agency for Civic Education, Bonn

The NECE Workshop gave 35 experts, educators and NGO representatives from Central and South Eastern Europe the opportunity to discuss specific challenges and problems of citizenship education in their countries. It was jointly organised and supported by the German Federal Agency for Civic Education, the Robert Bosch Stiftung, the Ivo Pilar Institute of Social Sciences, the MitOst Association and the ERSTE Stiftung.

One of the main topics covered was the role of citizenship education in Central and South Eastern Europe as right-wing and populist currents are still strong and political structures often resemble ‘il-liberal forms of democratic rule’ (Vessela Tcherneva). The electorate still or again deeply distrust politics, political institutions and political elites. Citizenship education needs to play a more active part in stabilising democracy – sometimes even in direct opposition to both ruling parties and the government. Moreover post-accession disenchantment with ‘Europe’ in the region and wide spread enlargement-fatigue in many EU member states mutually feed each other at the moment. NGOs and citizenship educators by formal and non-formal initiatives have to join forces in order to gain weight within the political and social landscape. Keynotes and inputs from Bulgaria, Serbia, Montenegro, Croatia and Albania took up these issues and, from the very beginning, gave rise to lively debates.

The workshop’s aim was to increase transparency in order to encourage trans-national exchange and co-operation as the variety of actors, initiatives and projects in the region has indisputably grown in recent years. However, the role of external actors and donors and the dependency on budgets from Europe and the US was critically addressed by a number of participants. Erion Velialj (Party Group 99, Albania) considered actors and initiatives in the region to be often “over-trained, over-workshopped and over-conferenced”. External stakeholders should be more aware of their role in the region and ask how they make empowering, not over-powering, contributions to citizenship education in the region.

The presentations and lectures of the workshop as well as a number of suggestions for future projects will soon be available at: www.nece.eu

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INTRODUCING

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

University of Vienna, Didactics of Civic Education

Wolfgang Sander has been Professor for the Didactics of Civic Education at the Faculty of Philosophy and Educational Sciences at the University of Vienna since 2008. It is the very first Chair of the Didactics of Civic Education in Austria. Wolfgang Sander describes the new institute and the goals of his work in Vienna.

NECE:

What is the focus of the subject of civic education in Austria and which networking potentials do you see among European organisations/ actors of civic education?

Wolfgang Sander:

At first you must know that until recently there has not been such thing as didactics of civic education as a scientific discipline at Austrian universities. The establishment of this first chair was funded by the Ministry of Sciences and should be seen against the background of a “democratic initiative” by the federal government to accompany the reduction of the voting age to the age of 16. So the foundation of the chair is one out of several actions to help civic education for young people be intensified and professionalised at schools. In the context of the University of Vienna, we are including new classes on didactics of civic education into several courses. Beyond the university we are committed to the further training of teachers. In addition we initiated the successful foundation of a new subject-related society in Austria, The Community of Interests on Civic Education, where all people being interested in working in the field of civic education in the country are invited to contribute. We are very much interested in international co-operation, which found its expression in a large international congress we organised in Vienna in June this year.

NECE:

In Germany, the so called Beutelsbach Consensus* still is the frame of reference for education in the field of politics: How could the principles of the Beutelsbach Consensus be applied in a European context, or do we need fundamentally new trans-national didactic approaches in this respect?

Wolfgang Sander:

The Beutelsbach Consensus is indeed a success story of civic education in Germany because it has contributed to systematically distinguish the subject-related tasks of civic education from the teacher’s personal political convictions and intentions. It is not that civic education is successful if teachers convince students

of their own worldviews but if students develop their own political worldviews and are able to give reason to it by relevant arguments as well as in a well thought out way. That is why the Beutelsbach Consensus includes the ban on overpowering and indoctrination as well as the rule to represent political controversies as what they are also in the practical work of civic education. These principles are not German particularities but principles of any kind of civic education. However, we must consider that at the time when the Beutelsbach Consensus was agreed on (1976), in Germany there was practically no influential political extremism. These days, this is not the case everywhere. I do not see any necessity for special “trans-national didactics” of civic education. National practices are different indeed, but there is no such thing as a ‘national’ science. However there is a language problem in the didactics of civic education: In European comparison, the didactics of civic education in Germany are scientifically advanced developed, but there is not enough effect at the international level because German as a language of science has considerably lost significance, and there are much too few English translations of German scientific texts. After all, this is a question of money, but also it shows a weak spot of German foreign cultural policy, which does not sufficiently consider this problem.

NECE:

Once again, the turnout of the European elections has not met the expectations, although there is a whole lot of measures and informative material: Why was civic education not successful with encouraging young people to participate? Which kind of professionalisation will be necessary for Europe-related civic education in the future?

Wolfgang Sander:

Of course, the trend towards declining turnouts – with all elections and not only among young voters – is unsatisfactory and a challenge, even more for politics than for civic education. But, at least in Germany, we must be careful not to generally equate a certain distance towards traditional political organisations and the established political business with political indifference. Maybe this is a problem of politics, after all, for example of the political parties which are not really successful in developing new, attractive ways and styles of co-operation? In respect of Europe-wide civic education, in my opinion the problem seems to be that still “Europe” is too often presented as kind of completing the really important national policies. But the dynamics of European integration are missed if they are dealt with at the end of school, after all other fields of politics, so to speak as a kind of “appendix” to the topics of national policy. (...)

The full interview at: www.nece.eu

* More information about the Beutelsbach Consensus at http://www.confusingconversations.de/mediawiki/index.php/Beutelsbach_Consensus

GOOD PRACTICE

In this section we introduce projects intended to exemplify and clarify how the empowerment and qualification of different target groups by means of citizenship education may work.

Cultures From Around the Block – a project realised in 2008 by the Multicultural Centre, Prague in the context of the European Year of Intercultural Dialogue

The urban setting was both a place of integration and division. The Multicultural Centre Prague recognised how important dialogue is to overcome the problems that often persist in ethnically diverse cities. The project aimed at bringing together young people from different ethnic groups living in the same city and at facilitating intercultural dialogue to build long-lasting ties between those living in different communities. Through workshops they documented their environments by help of various media.

The project strategy included five interlinked activities, ending with the creation of the website <http://www.europeancity.cz>. The project website serves not only as the fifth and final amalgamation of the product of Europe-wide intercultural dialogue, but also it intends to become an online source for articles, studies and reports on urban issues. Making use of media items from local workshops and providing additional background information, users are offered a vivid picture of European cultural diversity by strolling virtually through various European neighbourhoods.

There were seven such local projects across Europe in Offenbach, Prague, Bucharest, Coventry, Warsaw, Bratislava and Brussels, which are connected by 'linking elements' that bring the local achievements to a European stage. The first such element was the production of the documentary film 'Your Street – My Street' which took children from each of the selected neighbourhoods. A film team guided them through their city as well as during the activities they realised during the local workshops. The Dialogue of Cultures festival, held in Prague in October 2008, was the second connecting module, bringing together performers from the participating cities as well presenting the workshops' outputs through a multicultural tombola.

More information about the project Cultures From Around the Block at:
www.evropskemesto.cz/cms/index.php?option=com_content&task=view&id=339&Itemid=191

Project Funding / Call for Proposals

Europeans for Peace

The Europeans for Peace programme of the foundation "Remembrance, Responsibility and Future" funds international project partnerships among schools and youth organisations from Germany, Central, Eastern and South Eastern Europe or Israel, which wish to trans-nationally examine issues of human rights from a historical or present day perspective. The projects should investigate actual cases of human rights abuse and should ask why the Universal Declaration of Human Rights is still relevant today and why human rights are still not recognised everywhere.

Applications can be made annually: the deadline is January 15th of each year.

More information at:
www.frieden-fuer-europa.de/

Photography competition: "The Real Picture: strong communities or broken society?"

The Post-16 Citizenship Support Programme launches this competition for young people to encourage them to explore the citizenship issue of community cohesion. This opportunity invites young people to draw on their creative ability to explore what community cohesion is, what we as citi-

zens have in common, and whether communities might be fairer and friendlier places where everyone has a say.

Submission deadline is 18 December 2009. Open to applicants in Great Britain only. Other providers are also welcome but cannot be considered, as the funding is for Great Britain only.

More information at:
www.post16citizenship.org/news/

Citizenship without Community

Organised by the Centre for Citizenship, Identities and Governance, the Enacting European Citizenship (ENACT) project, and the BISA Post-structural Politics Working Group – this workshop seeks to unpack what it means to act politically by examining the relationship between citizenship, mobility and community in global politics. The workshop aims at challenging the limits of contemporary debates around citizenship and community, such as those focusing on the necessity of communal values, or on expanding or deepening citizens' rights. Paper proposals dealing with these issues by unpacking the notion of what it means to act politically with reference to citizenship, mobility and community are welcome.

Submission deadline is 8 January 2010.

More information at:
www.open.ac.uk/ccig/news/call-for-papers-citizenship-without-community

POLICY NEWS

This column will provide information about news and political decisions that are relevant for the agenda setting of citizenship education.

A strategic framework for European co-operation in education and training („ET 2020“)

Council conclusions May 2009

While valuing European diversity and the unique opportunities which this affords, and while fully respecting the Member States' responsibility for their education systems, an updated strategic framework for European co-operation in education and training could further enhance the efficiency of such co-operation and provide continuing benefits and support for Member States' education and training systems up to the year 2020. Specifically, the framework should address the following four strategic objectives: making lifelong learning and mobility a reality, improving the quality and efficiency of education and training, promoting equality, social cohesion and active citizenship as well as enhancing creativity and innovation, including entrepreneurship, at all levels of education and training.

More information at:

<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:119:0002:0010:EN:PDF>

Inventory of innovative practices in education for sustainable development (Final Report)

The European Strategy for Sustainable Development recognises the important role that education and training systems should play in order to achieve the objectives of sustainable development. Education and training should contribute to all three axes of sustainable development, namely the social, economic and environmental dimensions. However, there is an information gap on how the concept of education for sustainable development has been translated into practices at Member States level. Furthermore, Member States could benefit from exchange of good and innovative ways of delivering education for sustainable development. The aim of this study was to prepare an inventory of innovative good practices for the purpose of stimulating exchange of good and innovative practices in education for sustainable development.

More information at:

http://ec.europa.eu/education/more-information/doc/sustdev_en.pdf

Opinion of the European Economic and Social Committee on the Green Paper – Migration & Mobility: challenges and opportunities for EU education systems

With this Green Paper the Commission wanted to open the debate on how education policies may better address the challenges posed by immigration and internal EU mobility flows. It raises issues such as how to prevent the creation of segregated school

settings, how to accommodate the increased diversity of mother tongues and cultural perspectives and develop intercultural skills in the EU and how to adapt teaching skills and build bridges with migrant families and communities. The European Economic and Social Committee was consulted on the paper raising few important policy change proposals that should be based on: a high-quality education system open to everyone and free of charge; a policy which respects ethnic, socio-cultural, economic and gender differences, amongst other things, and which is able to capitalise on existing potential; respect for the specific features of each migrant community, which should be taken into account when planning curricula, with a view to extending schools' intercultural horizons, etc.

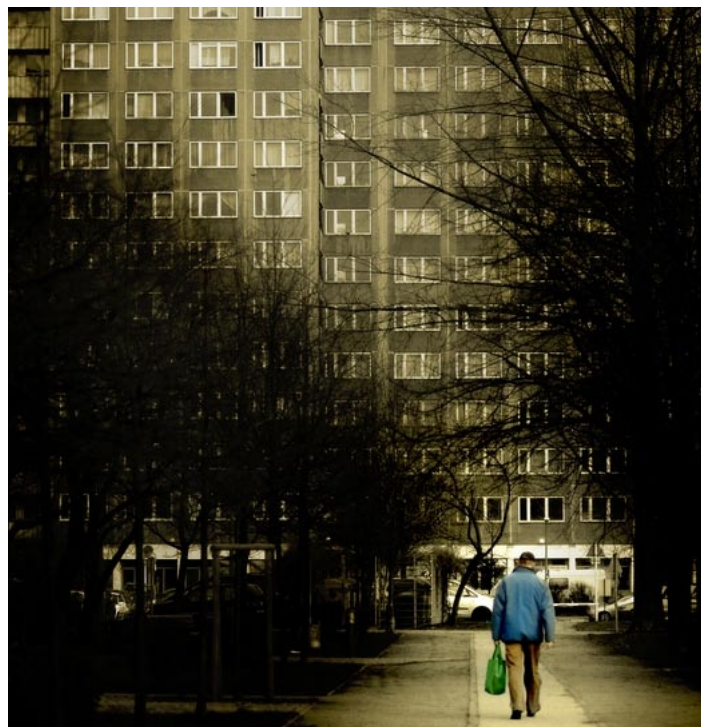
More information at:

<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:218:0085:01:EN:HTML>

2010, the European Year for combatting poverty and social exclusion

Combatting poverty and social exclusion ranks among the main objectives of the European Union and its Member States. A significant proportion of the European population still lives in destitution and has no access to basic services such as health care. This state of affairs conflicts with the European Union's common values of solidarity and social justice. Four cross-disciplinary objectives will lie at the heart of this European Year: recognition, shared responsibility and participation, cohesion, commitment and practical action.

More information at: www.2010againstpoverity.eu



INFORMATION

Events

3-5 December 2009, Vilnius (Lithuania)

NECE Conference: "The Impact of Cultural and Citizenship Education on Social Cohesion"

This year's NECE Conference focuses on the discussion of theoretical perspectives and educational practices against the growing social erosion all over the continent. In several workshops practitioners of cultural and citizenship education, artists and academics will focus on different topics by presenting practical and theoretical approaches. Phil Wood, a leading expert in cultural diversity and urban development (Intercultural Cities), as well as Richard McNicol, a pioneer in linking the world of professional music by music education, are two of the main speakers at the conference.

More information about the programme and registration at:
www.nece.eu

7-8 December 2009, Council of Europe, Strasbourg (France)
Interacting in Diversity for Social Cohesion: frameworks and references to adapt the organisation and competences of social services to the demands of a pluralist society

The conference is open to those analysing the social and operational frameworks, in particular the acquisition of intercultural competences more suited to fostering interaction in a context of cultural diversity. Topics are the advantages and limits of the concept of reasonable accommodation in relation to the European standards of non-discrimination; the nature of constraints affecting and the potential for the interaction of „accommodations“ deployed in Europe by social workers and mediators and the need to adapt an institutional language.

More information at:
www.coe.int/t/dg3/socialpolicies/socialcohesiondev/Forum/2009_en.asp

Preview

3-5 March 2010, Glasgow (UK)

„Tackling Poverty and Social Exclusion in Europe through Education for Democratic Citizenship / Human Rights Education“

The conference is hosted by the Black and Ethnic Minorities Infrastructure in Scotland (BEMIS) and the DARE Network (Democracy and Human Rights Education in Adult Learning).

More information soon at:

<http://dare-network.blogspot.com/2009/10/conference-tackling-poverty-and-social.html>

11-13 March 2010, Malmö (Sweden)

NERA's 38th Congress

“Active Citizenship in local, regional and global perspectives: Critical and interdisciplinary approaches”

Active citizenship and citizenship education have often been seen as having the potential to empower individuals to both use opportunities to participate in public life at various levels and to meet their civic obligations. The benefits of citizenship education and the development and exercise of active citizenship can thus be seen as the ability to consider differing perspectives and divergent values from individual to group level, from local to global level, and to take action on political and ethical decisions that are often controversial, concerning, for example, environmental issues and social justice.

More information at: www.mah.se/NERAcongress2010



INFORMATION

Publications

Initiative for Learning Democracy in Europe (ILDE)

Within the framework of the ILDE group, two projects were developed: The resource kit on European Citizenship Education „Europe and me“, which targets teachers and 14-19 year-old students who are working in both general secondary and vocational settings, with a special focus on the latter. The kit is available in English, French, German, Spanish, Flemish, Polish and Swedish. The second project was the handbook „Schools for Society“ which is directed at foundations interested in strategic funding in the field of European Citizenship Education and at community/school developers, governors and heads of schools.

More information at: www.nefic.org/projects-data.php?id=37

Europe, Globalization and the Lisbon Agenda

edited by Maria João Rodrigues, published by Edward Elgar 2009

Designed to inspire the new cycle of the Lisbon Agenda until 2010 and beyond, this book explores new developments in the European agenda for globalisation addressing four critical areas: European policies, their adaptation to national diversity in Europe, their implications for the external action of the European Union and, finally, their implications for EU governance, including the Lisbon Treaty. That is why this book will be a relevant resource for European policy-makers, governments and academics from a wide range of disciplines who are concerned about the future competitiveness of Europe.

More information at: www.mariajoarodrigues.eu/lisbon-agenda/

Challenges for citizenship, citizenship education and democratic practice in Europe

Ditta Dolejsiová and Miguel Ángel García López (eds), Council of Europe, 2009

European citizenship is still a contested concept, bringing together two notions and therefore two different debates: one on Europe and European identity, and the other related to citizenship and non-citizenship. Young people in particular have a special interest in and concern about what kind of Europe they want to live in. It is therefore important to reflect on how European citizenship and debates on European identity might help and empower young people to actively contribute to building Europe.

More information at:

<http://youth-partnership.coe.int/youth-partnership/publications/Research/Publications>

Reflections on the Revolution in Europe. Immigration, Islam and the West

Christopher Caldwell, published by Penguin 2009

In his book Caldwell reveals the anger of natives and newcomers alike. He describes guest worker programmes that far outlasted their economic justifications, and asylum policies that have served illegal immigrants more than refugees. As increasingly assertive immigrant populations shape the continent, Caldwell writes, the



foundations of European culture and civilisation are being challenged and replaced. Reflections on the Revolution in Europe is destined to become the classic work on how Muslim immigration has permanently reshaped the West.

More information at: <http://europenews.dk/de/node/26195>

Citizenship policies in the age of diversity – Europe at the crossroads

Richard Zapata-Barrero (ed.), 2009

This publication features articles on the crisis in the management of immigrant diversity in the EU, and how, as a consequence, many European states are opting for a citizenship-based policy approach. The authors discuss how and why many European states are use the citizenship rhetoric to legitimate a restrictive policy based on a revival of a 19th-century state nationalism, which requires immigrants to pass a citizenship test before being allowed access to rights of residence and/or citizenship.

More information at:

www.cidob.org/en/publications/books/monographs/citizenship_policies_in_the_age_of_diversity_europe_at_the_crossroads

INFORMATION

Links

Confusing Conversations

As current NECE co-operation project “Confusing Conversations” is an Online Glossary for fundamental terms of citizenship education in German and English language that aims to overcome linguistic difficulties in regard of the transnational discourse within citizenship education. Therefore, the Federal Agency for Civic Education has hosted some workshops with citizenship education experts from Germany, Austria, Switzerland, South Tyrol and the Netherlands. This glossary was created in the course of these workshops to make conversation on the topic less confusing in the future.

More information at: www.confusingconversations.de/mediawiki

European Science Parliament (ESP)

Initiated by the City of Aachen and RWTH Aachen University, the European Science Parliament is an ongoing discussion forum dealing with current socio-political topics related to science and research. It brings dialogue between science and society forward and develops new methods of participation suitable for and accessible to anyone, regardless of age, nationality or profession. Therefore experts from across Europe are brought into contact with the interested public. In order to discuss questions of pan-European importance, the ESP combines internet discussion fora with the classical conference to become a new manner of participation.

More information at: www.science-parliament.eu/info/about-esp

European Union Democracy Observatory (EUDO)

EUDO CITIZENSHIP provides comprehensive analyses and data on citizenship laws and policies in all EU member states and six neighbouring countries. The Eudo Citizenship observatory compares the ways in which citizenship can be acquired and lost and documents policy trends such as the growing toleration of dual citizenship, the introduction of naturalisation tests, or the number of countries in which citizenship may be acquired through birth on the territory.

More information at: <http://eudo-citizenship.eu>.

HeadsUp – online resource for debating political issues

HeadsUp allows young people to discuss a variety of political issues with other students, politicians and policy-makers, whilst improving critical thinking and debating skills. Both students and teachers are supported by subject specific information, teaching notes, curriculum links, quizzes and activities. Users also may create their own avatar to represent them with discussions!

More information at: www.headsup.org.uk

PoliPedia.at

The “Demokratiezentrum Wien” has developed the collaborative online textbook for civic education, www.polipedia.at, that is used independently by young people: The central element is a wiki including multimedia components. The platform encourages young people to participate actively in civic education in order to share knowledge by means of peer-to-peer learning. Thus it aims at creating innovative learning environments, strengthening media literacy and the awareness of active citizenship. PoliPedia.at is open to all young European people with German language skills and can be used in formal and non-formal education contexts. The project is supported by the Austrian Federal Ministry for Education, Arts and Culture.

More information at: www.polipedia.at,

www.demokratiezentrum.org

Step into Europe

A group of youth associations is working together for some years, mainly with youngsters. Their projects aim at activities in non-formal education such as youth exchanges, training courses, workshops and European Voluntary Services (EVS). This group is formed by non-profit organisations from all over Europe.

More information at: www.stepintoeurope.eu

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