Active Citizenship in Education and Training: The Missing Links
A Contribution to the European Year of Citizens 2013
Google research: „active + citizens + country“

Myanmar 2010 (Obama)

Tunisia 2011 (zit. NDI)

Libyen 2011 (zit. Worldbank)

Russia 2012 (zit. Merkel active citizens)
Google research Active + Citizens + country
background

Active Citizenship as

- Response to pace of change in modern society and associated challenges
- Key to vision of future society which is cohesive, inclusive, participative and democratic
- Antidote to the challenges of democratic deficit
- AC requires a crucial role of lifelong education and learning in formation of active citizens
Active Citizenship (CRELL)

- Cognitive aspects: Knowledge, Skills
- Affective aspects: Attitudes, Values, Identities
- Other than social capital AC is understood as a concept which is built against injustice and based on values
- „Participation in civil society, community and/or political life characterised by mutual respect and non-violence and in accordance with human rights and democracy“
discourses

• Change of paradigms from Active Citizenship to Participatory Citizenship in the EU
• Citizenship: EU-Pass, fundamental rights → enough for a European identity?
• Do rights offer a foundation for the formation of a common political identity based on European Citizenship
• Is change as paradigm enough to argue for /against active citizenship
challenges

• EU FR: Antidiscrimination – vs LLL
• „One cannot separate democracy from education“ (Henry Giroux)
• Increasing scepticism of citizens against the EU capacity to problem solving
• EC problem perception (Re-thinking Education). Perception of „human capital“.
• Populistic and esp. right wing movements in Europe
Some questions

• Which skills/competences does civic/citizenship education cover
• How can citizenship education promote social inclusion
• Which role for democracy and HR within civic education
• How can we teach/learn civic education in the different educational settings (formal, non-formal & informal)? What can we learn from other sectors?
• Is there sufficient paedagogic material to teach European Citizenship? What is needed?
• What is the best learning paedagogy? And how to assess learning outcomes
• Educational institutions ans models of democracy? (involving parents and learners in educational institutions governance
• What is quality initial and continuous teachers, trainers and educators training when it comes to civic education? What more could be done?
• Whats the role and added value of civil society? What kinds of partnerships are needed?
• What is the role of european or international networks of actors?
• Where is the palce for citizenship in EU programs