

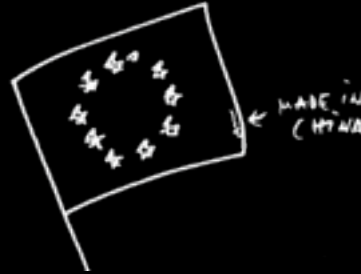


European Civil Society Platform
on Lifelong Learning (EUCIS-LLL)

LLL-Mag #2 - May 2013

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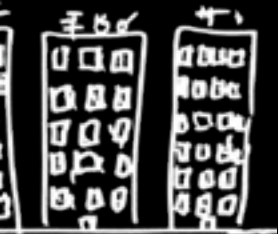
EUROPE



WE MAKE EUROPE



ACTIVE
CITIZENSHIP
AND LIFELONG
LEARNING



analysis

in focus

info

interview

featured story

resources



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p.4/ Europe: doing more with it

Learn'in Europe

p.8/ The European Citizenship, an unidentified political project?

- Young Europeans' constructions of identity in the new countries of Europe, interview of Alistair Ross.

p.14/ Citizenship education in the spotlight

- How do you teach citizenship education in your classroom?, interview of Ben Miskell and Niki Kyvelea.

p.22/ A diversity of memories in a united Europe

- Linking remembrance and citizenship: the Europe for Citizens Programme, interview of Pavel Tychtl.

p.77/ EUCIS-LLL key messages on the European Year of Citizens 2013

Experienc'in Europe

p.29/ Living together in a shared Europe

- EFIL exchange programme for intercultural learning and active European citizenship, by Blandine Smilansky.
- Learning Mobility vs. Nobel Peace Prize, by Stefano Tirati.
- Defending the future EU programme for education, training, youth and sport, interview of Doris Pack, Member of the European Parliament.

p.36/ Building together a more inclusive Europe

- SocialErasmus, Integrating international students into local communities, by Emanuel Alfranseder.
- Linking solidarity and citizenship: challenges the EU should urgently address, interview of Marie-Christine Vergiat, Member of the European Parliament.

p.44/ Europe: the anti-Eldorado for migrants?

- Diversonopoly: board game for intercultural communication, by Geoff Scaplehorn.

Act'in Europe

p.50/ The EU in need of political participation

- Citizens' participation in EU democratic life: challenges and opportunities, interview of Katarína Neveďalová, Member of the European Parliament.

p.56/ Is there such a thing as a European public opinion?

- Impact of Social Media on Active Citizenship in Eastern Partnership Countries, by Shushan Khachatryan.

p.60/ Bridging the gap: the role of organised civil society

- The Study Circle a practical workshop in democracy, by Peter Warner.
- European Convention of VET students: an eye-opening experience, by Tiia Meuronen.
- European organisations in education and training: key players to develop Participation, interview of Gina Ebner.

Edito

Let's start with a worrying reality: most of our citizens don't know how the EU functions and more and more feel estranged from the European political project. They know that decisions made at the EU level have an impact on their everyday life. However, they feel very little democratic ownership for what is undoubtedly seen as a complex and far away system. At a time of increasing social polarisation and shrinking political engagement across many countries, the notion of European citizenship seems to be under threat. Everywhere in Europe citizens are calling for more social justice, for quality health and education services and enhanced social protection and for quality jobs. New forms of engagement appear, most of the time, to articulate demands at the national level, but some movements give evidence of a broader trend. The call of Stephane Hessel "*Time for Outrage!*" to revive the flame of civil resistance and the emergence of an unconventional political party like the "Pirates" quickly spread throughout Europe and beyond. These are only the most visible examples of a common determination existing across national borders demonstrating that concepts such as civic engagement and active citizenship are still alive and kicking.

This magazine captures some of the sparks of civic engagement and aims to contribute to the debates taking place in the context of the European Year of Citizens 2013. Its purpose is bringing together various perspectives and experiences in order to show the wealth and dynamism but also the limitations and pitfalls of what is active European citizenship nowadays. This European perspective is interesting as the concept of active citizenship is rooted in different national traditions and covers a diversity of models throughout Europe. Its manifestations are manifold, from the involvement in traditional

politics through voting and political party membership to community engagement through volunteering. To give the reader a vivid and telling insight into this diverse reality, we have been gathering and compiling a great variety of voices, stories and resources. Artists, politicians, activists and association leaders of all ages, genders and countries have agreed to share their opinion and experience of what active European citizenship means for them.

The prism chosen to address the topic is the role of learning. Indeed education and training, when viewed from a lifelong and life-wide perspective, are largely recognised as being among the most effective incentives to fostering participatory citizenship. Many good examples exist in formal, non-formal and informal learning. Learning mobility is also a key in developing a sense of belonging and we are of course looking at current EU budgetary negotiations for education, training, youth and sport. In this magazine we also outline the role played by thousands of European and national associations to bridge the gap between the EU and its citizens. I hope you will enjoy reading it. I would particularly like to thank Dan Perjovschi, a well-known Romanian cartoonist, for his generosity in donating the thoughtful drawings that you will see throughout the pages of this magazine.

Audrey Frith
Director of EUCIS-LLL



Audrey Frith at Sorry We're Closed, Dan Perjovschi's exhibition, 2013.

EUROPE IS THE MOST
RADICAL POLITICAL
PROJECT OF OUR TIMES

Dan Perjovschi

Born in 1961, Dan Perjovschi is internationally renowned for large and small scale drawing installations of hundreds of cartoon-like figures that comment on local, national and international cultural and current affairs. He is also the foremost political cartoon satirist in Romania. www.perjovschi.ro

**Europe:
doing more
with it**

You translate social, cultural and political life into unique drawings, halfway between cartoons and graffiti. How do you relate and articulate art and civic activism?

I let my drawings do that. I do not know what's really going on in the field. It's not my territory. I am not an activist. But if people involved in social battles and political protests find my drawings relevant and need them then that's always fine by me. This is happening more and more all over the world. I found a "second life" in real life outside the closed circuit of art.

What has led you to your work?

I adapt to changing history (1989 fall of communist regimes) to the economic conditions (nobody has the money for my crates and transport and insuring my "masterpieces"). I also did 23 years of weekly drawing about transformations in my country and the world. I am a non-stop reporter.



Portrait of Dan Perjovschi © Razvan Braileanu

How do you manage to be active and inspirational at the same time at the international level and at the local level in your hometown Sibiu, and in your country Romania? What place does Europe occupy in your "mental geography"?

There are projects everywhere. There are needs, issues and intellectual or activist platforms everywhere. If I am needed I come. Every place is interesting. Europe is the most radical political project of our times. No wars, free circulation, guarantee of human rights, are you kidding? We should all fight to keep it and improve it...

What does it mean for you to be active as a European citizen?

We should all fight to keep it and improve it... criticise it, de-neoliberalise it. Dare to do more with it.

What kind of critique and/or subversive message does your work carry which you would say is particularly relevant for Europe today?

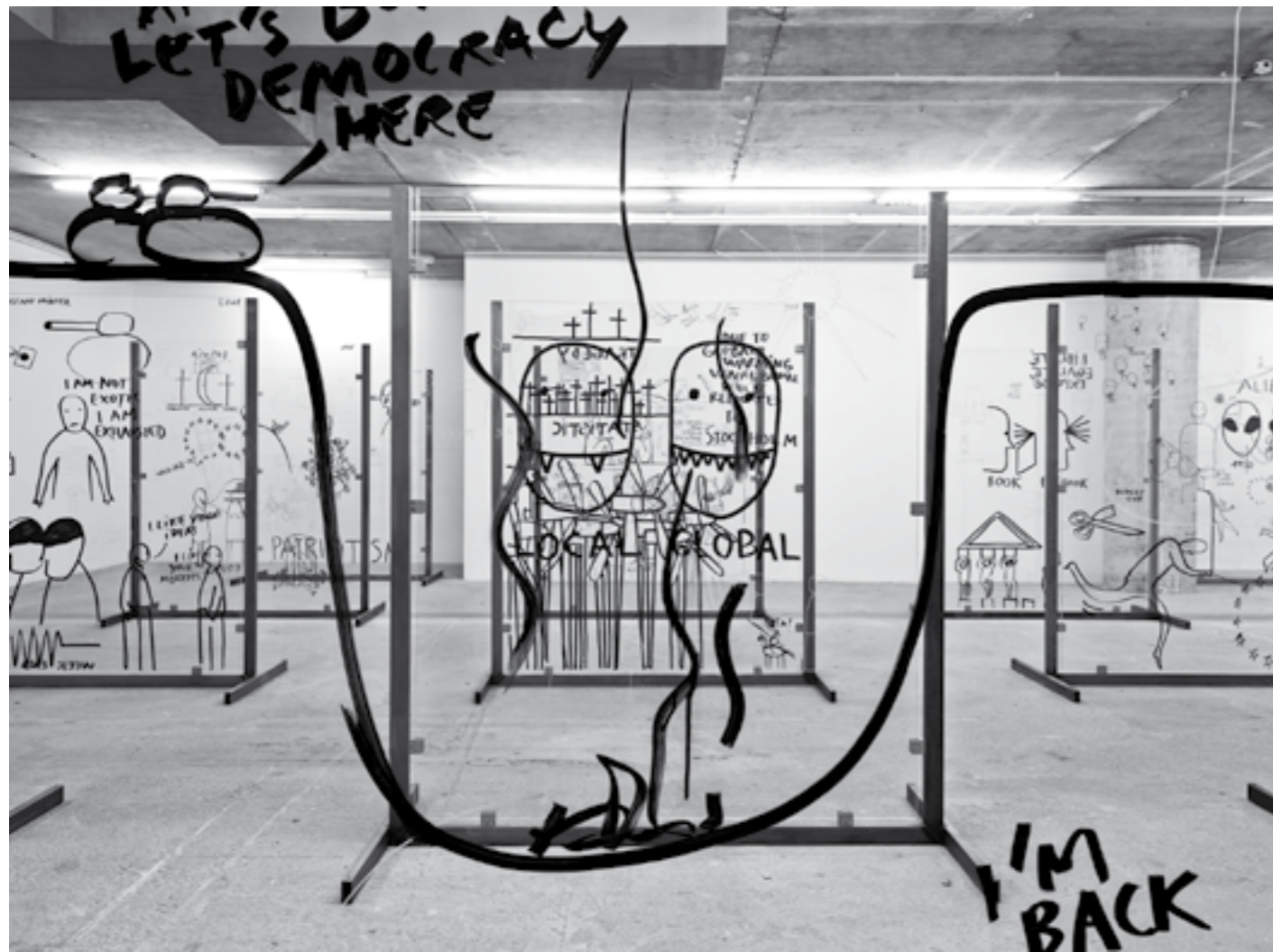
Hyper-bureaucracy, the catastrophic wish to regularise everything, the neoliberalism frenzy, the industrialisation of culture, the fear of the other, the 2 speed-3 speed integration, the once a month EU Strasbourg bonanza, the lack of solidarity, too much talk of the economy, zero or little knowledge of other times in history. I have a million reasons to criticise and the first is: I care.

Would you say there is some kind of pedagogical value to your work as an artist?

Some kind, yes. But it's funny, clever and an open situation. You can leave at any moment.



"News from the Island", Dan Perjovschi, Reykjavik Contemporary Art Museum 2012 © Simon Stee



Dan Perjovschi, A Transparent Retrospective, 2012, CCC Tours © François Fernandez

Learn'in Europe



The European Citizenship, an unidentified political project?

Since 1992 and the Treaty of Maastricht, every citizen who is a national of a Member State is also a citizen of the European Union. EU citizenship differs significantly from the traditional concept of national citizenship. European citizens make use of rights that derive from their countries belonging to the EU and its common market, rather than from EU citizenship as such. Quite typically, individuals start to realise what their European citizen status means when they are staying in another EU country. The process of identifying with the concept of EU citizenship is therefore not an obvious one, and remains hotly contested. Is it enough to say that there is no such thing as European citizenship?

Although the European Union was founded on the basis of economic integration, the idea of a "Europe of the Citizens" was already discussed at the first meeting of the European Council in 1974 in Paris. For the first time, EU leaders talked about the importance of increasing mobility as a source of "European consciousness and the development of European citizenship". It was followed up with the Tindemans Report in 1975, in which the aim of creating a political community of citizens was first clearly articulated. The institutionalisation of the concept of EU citizenship in 1992 was the result of a growing ambition to strengthen the democratic legitimacy of the EU institutions and give citizens a more active role in the European integration process. EU citizenship is in this sense conceived not only as a series of rights but also as the democratic participation of individuals and communities across Europe in the social and political life of the Union.

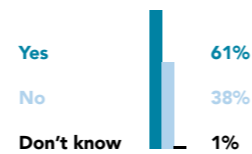
However a EU citizenship that is only defined and promoted "from above" cannot be enough to allow the transformation of a political and legal status into a democratic activity. Surveys show that many people in Europe do not know what their legal existence as European citizens entails. Knowledge and understanding of how the European institutions function is a prerequisite in allowing EU citizenship to be exercised appropriately. The Eurobarometer survey carried out in

June 2012 states among its key findings: "It is certainly not putting it too strongly to speak of ignorance of the institutions. (...) Europeans know only 'very little' about the functioning of the EU and its institutions. More than a third of them cannot name three of the European institutions." Fostering active European citizenship starts at a basic level of awareness-raising and information-sharing. Indeed, only well-informed individuals can become engaged citizens.

Education is the preferred vehicle for creating awareness, knowledge and understanding of European citizenship. Statistics show that the length of education and remaining within education are decisive criteria in determining how familiar people are with the concept of EU citizenship and the rights attached to it. Many studies demonstrate that learning is the main driver in fostering civic participation. The International Civic and Citizenship Study (ICCS), for instance, highlights the interrelationship between civic knowledge and active participation. It shows that the students with the highest civic knowledge scores are the ones who say they will participate as adult citizens. The more you know about how democratic society functions the more likely you are to participate.

State of play regarding the sense of European citizenship

"Do you feel you are a citizen of the EU?"

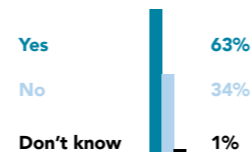


Familiarity with rights as European citizens and a wish to know more

"Do you know what your rights are as a citizen of the EU?"

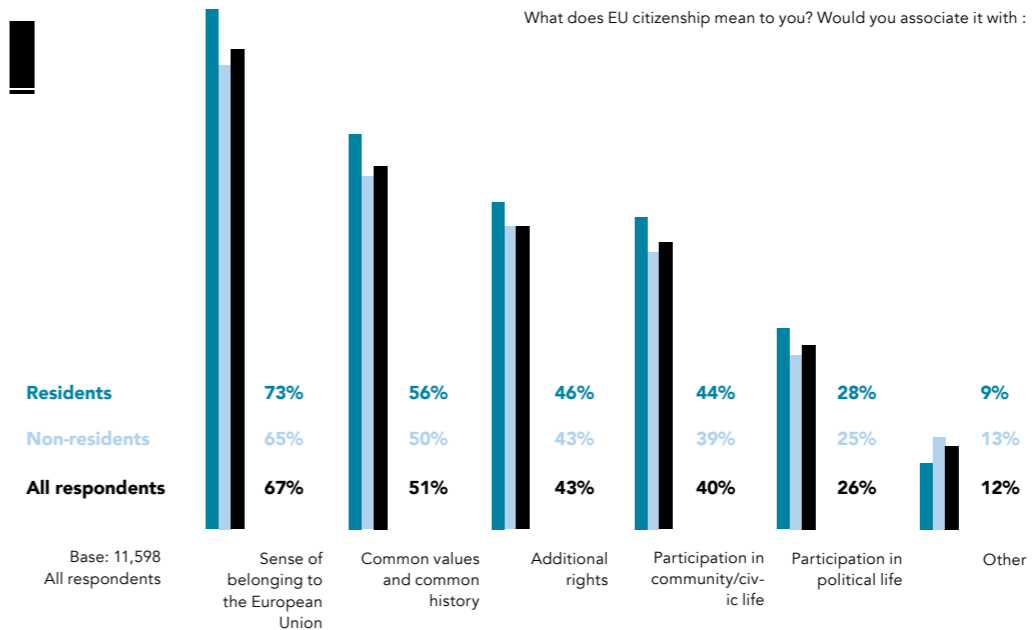


"Would you like to know more about your rights as citizen of the EU?"



Standard Eurobarometer 77, Spring 2012

ONLY WELL-INFORMED INDIVIDUALS CAN BECOME ENGAGED CITIZENS



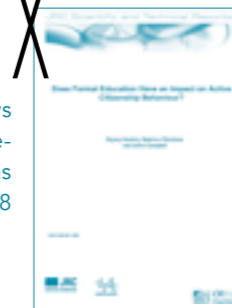
© Analysis report, Public consultation 2012, "EU citizens – your rights, your future", European Union, 2012

Resources



"International Civic and Citizenship Education Study" (ICCS), 2009, IEA.

This study investigates the ways in which young people are prepared to undertake their roles as citizens in the 21st century in 38 countries.



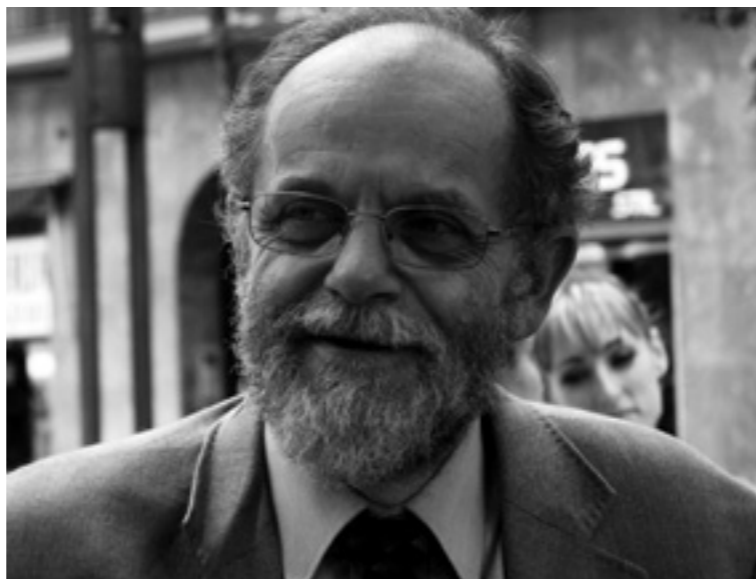
"Does Formal Education Have an Impact on Active Citizenship Behaviour?" 2008, JRC, European Commission.

This publication analyses the impact of education on Active Citizenship and the correlation between education levels and participation.



"The characterization of Active Citizenship in Europe", 2009, JRC, European Commission.

This report provides an evidence base for policy development, identifying the socio-demographic characteristics and determinants of active citizens and those who for one reason or another participate much less.



Alistair Ross

Alistair Ross

Alistair Ross holds a Jean Monnet ad personam Chair in European Citizenship Education at London Metropolitan University, where he is also Emeritus Professor of Education. For the past three years he has been making a study of how young people aged between about 12 and 18 have constructed their national and European identities. He conducted almost

150 focus groups and talked with 974 young people in fifty different locations in the eleven states that have joined the European Union since 2004 (Bulgaria, Cyprus, the Czech Republic, Estonia, Hungary, Latvia, Lithuania, Poland, Romania, Slovakia and Slovenia) and four candidate countries (Croatia, FYROM/Macedonia, Iceland and Turkey). The work he describes here was partly carried out with the support of the European Commission's Jean Monnet programme.

Young Europeans' constructions of identity in the new countries of Europe

Can you tell us what triggered you to focus your study on young Europeans' constructions of citizenship and identity on the border regions and countries of the EU?

What triggered my study of these particular young people? They were all born in the decade after the end of the Cold War, and are the first generation in most of these countries to have not been socialised in an authoritarian or repressive conditions. Unlike their parents – many of whom witnessed the changes of 1989–1992 – or their grandparents – many of whom could recall the events of 1939–45 – they had grown up in conditions of relative peace and growing prosperity. I wondered if this made them consciously construct their own identities in a different way to previous generations. Were feelings of national identity and citizenship as important to them as they had been to their parents? Had their recent or imminent

membership of the European Union affected their sense of self? Did they define their nation or Europe primarily in terms of its culture, or in terms of its political institutions? Personally, I could construct parallels with my own life, as I was born in Western Europe the year after the Second World War had ended.

Can you explain to us the way you worked with these young people?

I have not attempted to achieve a representative sample of young people, but to find a range of young people's views – different social class backgrounds, locations, ethnicities, and so on. Focus groups allowed me to listen to the discourse of the young people in discussion between themselves: such groups may lack the precision and direction of an interview, but they give participants the freedom to use

SOME - CERTAINLY NOT ALL - PROFESSED TO ALSO HAVE A EUROPEAN IDENTITY

their own language and concepts – and this was what I wanted to grasp. A one-person study carries the risk of subjectivity, but I argue that all the data has been interpreted through a single subjectivity – mine – and that this can make the findings from different countries more comparable, not less. Of course, this work was done with the assistance and support of over a hundred colleagues in these countries, to whom I am most grateful.

How do the young people you have met articulate their local, national and European citizenships? Do you think that we can talk of a European identity?

What I found was a high level of thoughtfulness about these issues, and great skills of articulation. When talking simply of their country, it was notable that countries were discussed primarily in cultural terms: this was in most cases an affectionate patriotism, rather than a nationalistic one. Political institutions and symbols of the state were barely mentioned: discussion was dominated by the culture and history of the people, of music, food and dances, sports personalities, the countryside, and perhaps particularly of the way that their languages made each country unique. The only references to politicians were disparaging – and sometimes contemptuous.

When discussion turned to Europe, it was rather different. Some – certainly not all – professed to also have a European identity, and this was primarily defined around the institutions and opportunities that the European Union offered them – personally, in terms of mobility, study and work, and at the societal level in terms of regional development support funds and help with “the crisis”. Others – a substantial minority, were either sure that they were not European, or ambivalent. In South Eastern Europe, Cyprus and former Yugoslavia there was a sense of liminality; many said that they were on the threshold of being European, but “not yet” Europeans. European culture was very often seen as nebulous and difficult to define.

But we also define our identities by contrasting “ourselves” with “others”. Towards the

EVERY CLASS SHOULD EVERY DAY DISCUSS THE TOP THREE NEWS ITEMS OF THE DAY

end of each talk I asked them to respond to the possibility of particular potential members joining their European Union. The results were interesting. The idea of Russia being European was generally treated in the Baltic states and the Visegrad states of Poland, Czech Republic, Slovakia and Hungary with apprehension: “they” were not properly democratic, unlike their own countries. Faced with the contrast of Russia, their countries now took on a political and institutional construction that had earlier been conspicuously absent. When I suggested the possibility of Turkish membership, the responses were different. Not all were against, but those that were generally cited cultural incompatibility with Europe as the reason. This was particularly so with those individuals who had hitherto denied the existence of a European culture, or their own European identity: suddenly they asserted that Turkish culture was irreconcilable with “our” European culture. Just as the country became political when contrasted with Russia, Europe became cultural when juxtaposed with Turkey. This is not unusual or strange: all identities can be seen as contingent upon circumstance, time and place. But it was interesting that this was so clear amongst people at such an early stage in the construction of their political identities.

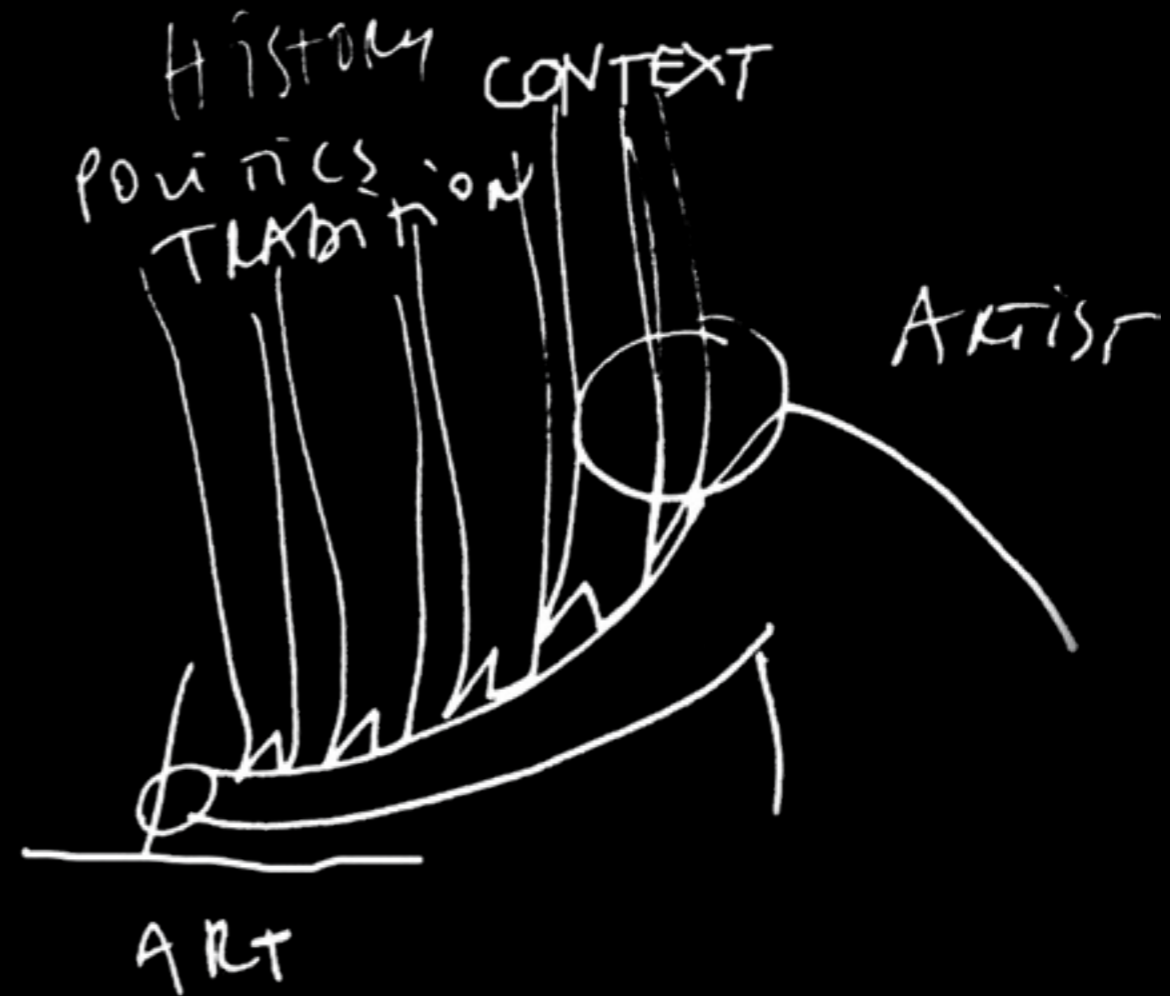
How do they relate to older generations and to their teachers?

The contrast they drew with their parents’ and grandparents’ generations was strong: older people had grown up under very different conditions, and tended naturally to be more patriotic and nationalist than they were. While they generally respected the older people’s views and experiences, there was also a sense of impatience and of difference: dwelling on old animosities was unproductive: their future was cosmopolitan and European.

What was particularly striking to me was the way in which these young people were aware of current events. Their timescale was naturally limited, but their ability to access information was not. They talked of these events, often with their friends, but even more with their parents when they watched the news together. What they did not do in most cases was to discuss issues of identity or current affairs with their teachers.

This seems to me a major issue for educationalists. If asked what change I would make to education, I would suggest that every class should every day discuss the top three news items of the day with their class teacher, in an atmosphere where they were not being “taught”, but were freely expressing their opinions and views, always respecting the opinions of others.

These are early generalisations from my mass of data. My current task is of full analysis and writing: my ambition is a book to be published under the title of Kaleidoscopic Selves. Watch this space.



Citizenship Education in the spotlight

Increasing importance has been given to citizenship education in recent years. It is part of national curricula in all countries of the European Union as well as Iceland, Norway, Croatia and Turkey, as stated in the recent Eurydice Report "Citizenship Education in Europe". There are, however, some significant disparities in the way the subject is taught in formal educational systems across Europe. The names of the subject vary from *citizenship education* in Great Britain, *political education* in

The European and international dimensions are part of the citizenship curricula across Europe and, according to the International Citizenship and Civic Education Study (ICCS), a significant number of teachers (77–80%) feel "very confident" or "quite confident" with regard to teaching about the EU. Most students reported that schools provided them with opportunities to learn about other European countries. However, students' active civic participation in Europe-focused activities was relatively low, with only a minority stating that they had participated in activities and groups related to Europe. Students seemed to be most attracted to local and national issues. For instance, according to the study, "a large majority of students report that they intend to vote as adults in local and national elections, but their expectation of voting in European elections is much lower."

Education to active citizenship should also be reflected in the life of the educational institutions. The Eurydice report highlights the fact that "all countries have introduced some form of regulation to promote student participation in school governance, whether in the form of class representatives, student councils or student representation on school governing bodies". However, if developing active participation is widely acknowledged as a major objective of citizenship education by teachers and educational staff, it comes after the transfer of knowledge and skills, according to the ICCS study. Furthermore, opportunities for out-of-school activities that enhance citizenship skills, such as work with the local community, exist in most European countries, but they remain limited. The Eurydice report calls in this respect for a renewed effort to develop and support country-wide programmes and projects encouraging participation in society.

* DARE stands for Democracy and Human Rights Education in Europe, it consists of 51 member organisations from 25 countries in Europe. www.dare-network.eu

Charter on Education for Democratic Citizenship and Human Rights

The Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education is an important milestone in the history of education for democratic citizenship and human rights in Europe. The Charter was adopted on 11th May 2010 by the Ministers of Foreign Affairs and representatives of the 47 Council of Europe Member States. It is an important reference point for the whole of Europe and provides the basis for the Council of Europe's work in this field.



CITIZENSHIP EDUCATION IS REALLY AN OPPORTUNITY FOR POSITIVE CHANGE

Austria and Germany to *social studies* in Cyprus or civic education in France and reflect different cultural backgrounds. Citizenship is compulsory for 12 years in France, whereas in the Netherlands, Cyprus, Slovenia and Croatia it is compulsory for two years only. A wide majority of the EU countries have adopted a subject-based approach to teaching citizenship while the cross-curricular dimension of citizenship education is present even in countries where it is taught as a separate subject.

Content-wise, the traditional topics about democratic mechanisms prevail, but they are now often accompanied by new themes such as human rights, cultural diversity or the environment. European citizenship curricula reflect more and more the multi-dimensional nature of citizenship, testifying to the rather broad definition and scope of the subject. The inter-governmental work of the Council of Europe and the activism of many civil society organisations and networks such as DARE* are key in showing how central human rights and democracy are in a value-based definition of citizenship education. In this sense citizenship education is really an opportunity for positive change and a crucial tool in ensuring that democracy can function and survive. Highlighting the fundamental values in which citizenship is rooted helps in implementing an integrated approach for the study of national and European citizenship.

What do we mean by civic competence?

Civic competence is a combination of knowledge, skills and attitudes that enable individuals to make positive contributions to society as engaged citizens or communities. This notion articulates in a coherent way the twofold goal of citizenship education: producing well-informed and active citizens. Both aspects are strongly connected and their linkage determines the quality of participation that can be expected from the learners, for example, how much the person will look for information on the candidates' programme before voting.

Essential knowledge, skills and attitudes related to civic competence, "Key Competences for Lifelong Learning", European Reference Framework, 2007.

Diverging terminologies: the case of the UK and Germany

Terms are embedded in a certain historical tradition, socio-political structure and geographical position. In the UK the term "citizenship education" is widely accepted and "political education" has a somehow partisan coloration which does not fit the purpose of school education. In Germany the term "politische Bildung" – political education is dominant, even if sometimes different denominations are used at regional or school level. This has to do with the German political culture which historically is more state-centred in comparison to the Anglo-Saxon one which has stronger civil society roots and traditions. "Political education" is about "political" knowledge, "political" judgment and "political" capacities much more than about social, moral, ethical and civic basis of the attitudes of students themselves. Newer approaches in Germany have, however, been catching up for a while with the Anglo-Saxon and international discussion on citizenship education by putting democracy as a form of life, society and governance more into the centre of political education.



"Citizenship education in Europe" May 2012, Eurydice.

This report aims to capture how policies and measures relating to citizenship education have evolved over recent years in European countries.



"Teaching Democracy" 2009, Council of Europe.

Teaching democracy is a manual for teachers and a compendium of good practices on human rights in the school systems of Europe, Central Asia and North America.



"COMPASS, Manual for Human Rights Education with Young People" 2012, Council of Europe.

COMPASS provides youth leaders, teachers and facilitators of human rights education activities, whether professional or volunteers, with concrete ideas and practical activities to engage, involve and motivate young people in living, learning and acting for human rights.

0 CIDEM: concrete tools to raise awareness on European citizenship

Founded in 1984 by a group of associations, CIDEM works to promote education on citizenship and to consolidate democracy. It has evolved to adapt to the necessities of a changing society whilst always maintaining its original identity and purpose. For 25 years, CIDEM has been a committed player in French civic life. It works as a resource centre for all those who wish to be informed, become actively involved or develop their civic awareness.

CIDEM produced several teaching tools about Europe and European citizenship in partnership with the French National Ministry of Education as part of the "Citizenship Pathways" initiative.

In 2012, it published two information booklets. "Anna, a young European citizen", aimed at children aged from 8 to 12, gives all the information needed

to understand the European Union. "The Treaty of Paris", written in French and German and published in partnership with the CVCE (Centre virtuel de la connaissance sur l'Europe) is aimed at young people from 12 years old upwards. This booklet is about the founding treaty of the Union and aims to help young people better understand the origins and founding values of the European Union. CIDEM also created an exhibition entitled "Let's talk about Europe, for an active European citizenship". It is composed of ten posters that cover amongst other EU history, founding fathers and values and come together with pedagogical guidelines on how to introduce the exhibition to students.



Ben Miskell in his classroom, what do these buildings have in common?

P Ben Miskell Sheffield, UK

Ben Miskell is a 29-year-old Citizenship teacher in Sheffield, UK, teaching young people between the ages of 11 and 16 years old. He is a Citizenship specialist, having completed his post-graduate teacher training at Bradford College. He teaches Citizenship full time in his school and see students multiple times per week. Outside the classroom Ben is actively involved with politics and community campaigning.

P How do you teach citizenship education in your classroom?

What are for you the goals of citizenship education?

I work hard each and every day to engage young people and create a sense of political agency. It's important that the young people I teach know how decisions are made, but crucially, it's my goal to show them and allow them to discover for themselves, why it's so important to be able to make your voice heard in a democratic society. After 5 years participating in Citizenship Education in my school, I want them to leave my classroom feeling empowered to make a change in the world.

How do you teach about Europe during your citizenship class? For instance to which extent do you use active learning methods?

We don't learn about "Europe" in isolation. We look at how the European Union and being part of a wider community across the continent allows us to make our voices heard at another level. When we help young people to campaign, they write to their MEPs to lobby for change and as part of that research how the EU works. We use some good resources from the European Parliament and try to bring MEPs into school for question and answer sessions with students.

I have also taken a group of 15 year olds to meet other students from across Europe and

participate in the European Parliament's Euroscholar Day in Strasbourg. This was an eye-opening experience, which really challenged some of their ideas.

What kind of pedagogical resources do you use to teach citizenship? Are they sufficient resources available for teachers as regards European citizenship/Europe?

In the UK we have a wealth of resources to teach Citizenship. Passionate teachers and an active Association for Citizenship Teaching allow us to share classroom resources online between practitioners.

Millicent Scott at the UK Office of the European Parliament is passionate about Citizenship Education and has provided some excellent resources to introduce concepts of European Citizenship. Nevertheless, I do think that teachers in Britain sometimes struggle to deal with European issues in their classrooms and more good quality resources, focused towards young people in Britain would be really helpful.

What are the main themes that you address during your citizenship class? To which of these themes do you find your students the most receptive?

Young people are always more receptive when what we deal with has relevance and resonates with their own lives. They relish the opportunity to discuss controversial issues. They want to know more about the legal system, have deep and difficult questions about the economic system and our current worldwide financial crisis and whilst

THEY REALLY WANT TO BE HEARD BY THOSE IN POWER

they have little reverence for politicians, they really want to be heard by those in power.

When discussing children's rights this term, my students became passionate about the Pakistani school girl Malala Yousafzai who was shot for standing up for girl's rights to an education. They decided to lobby all 650 UK MPs to nominate her for the Nobel Peace Prize and appeared on radio and in the newspapers as part of their campaign after writing a news release. It is this sort of active citizenship teaching that I find students respond best to.

Did you notice an evolution in the past few years concerning students' understanding of citizenship? Would you say that there is an increasing awareness and ownership of the concept of European citizenship, or do you observe the opposite phenomenon?

Recent political scandals with MPs expenses in Westminster and issues with our press in Britain have made adults and young people alike very cynical about our political system. Young people are questioning just about everything to do with how decisions are made in our Town Halls, Assemblies and Parliaments. Politics and politicians are held in low regard. Young people know that they want change, but don't necessarily know what that change should look like. It is my role as an educator to discuss some of these issues, try to encourage a sense of political agency and make young people realise that by working together, they can make a difference on issues.

As a practitioner, do you have a message for European policy-makers about education to European citizenship?

Policy makers need to sit up, fund and facilitate good quality Citizenship Education across Europe. Wherever they live in Europe, young people should have a basic entitlement to good quality Citizenship education. Political, economic and legal literacy are vital for Europe to move forward. Teachers from across Europe need to be helped to work together more.

In England we have seen some excellent results from having Citizenship as an established part of the National Curriculum over the past decade. Government changes to the National Curriculum are a potential challenge to this, but we are working hard to make sure that Citizenship Education remains an entitlement for all here in England.

YOUNG PEOPLE SHOULD HAVE A BASIC ENTITLEMENT TO CITIZENSHIP EDUCATION

Niki Kyvelea
Kalamata, Greece

Niki Kyvelea is a sociologist and civic education teacher at the Kalamata High School (15-18 years old) and President of the association of Sociology and Civics Teachers of the region of Messinia. She was trained at university (Panteion University of Athens, Faculty of Sociology) in the subjects of Civics and Law. As an educator, she has attended seminars on a regular basis and has taken part in projects and conferences.

How do you teach citizenship education in your classroom?

What are for you the goals of citizenship education?

Citizenship education helps understand human rights and realise that they refer to all human beings. It reveals the meaning of democracy so as to be active social protagonists. It shows how politics is a common/social activity serving a social interest and for the common good. Finally, it makes young people realise that active citizenship is a crucial and imperative need today.

How do you teach about Europe during your citizenship class? For instance, to what extent do you use active learning methods?

Active participation of students is dominant in my teaching and learning methods: experiential learning, group work, use of worksheets either for each student or for groups. Several projects are carried out throughout the year on subjects such as: constitutions, nationality, citizenship, human rights, democracy etc., within a national and a European context.

What kind of pedagogical resources do you use to teach citizenship? Are sufficient resources available for teachers on the subject of European citizenship/Europe?

My resources include references to Ancient Greek classical texts (Aristotle, Plato, Xenophon) on subjects such as: citizens, civitas/state, as well as to modern texts (Enlightenment, 19th–20th century thinkers and intellectuals) on relevant subjects (citizenship, social state, human rights). I also use newspaper and journal articles and reports, internet sources of all kinds, personal references (visits to other countries, schools, Comenius projects) as well as audiovisual archives, films and culture issues.

What are the main themes that you address during your citizenship class? Which of these themes do you find your students are the most receptive towards?

Any relevant decision of the European institutions and bodies that have to do with a "Europe of the People". For instance policies that aim to help weaker economies. Also subjects such as studies on the labour market and the European reference framework and the preservation or protection of work, civic and social rights.

Have you noticed any changes in the past few years concerning students' understanding of citizenship? Would you say that there is an increasing awareness and ownership of the concept of European citizenship, or do you observe the opposite phenomenon?

In spite of the severe current financial crisis in Greece which has caused severe socio-economic changes in the everyday lives of all Greek citizens and other people living here –our students included– and up to a point the European Union Institutions and their decisions are involved in this, I perceive an increasing parallel interest of pupils in subjects

such as protection of civil rights, the role of the Ombudsman, the possibilities of studying and working in other European Union countries, attending professional training programmes abroad and being connected to their European citizenship.

As a practitioner, do you have a message for European policy-makers about education on European citizenship?

I believe that European Mobility Programmes for pupils (E-twinning, Comenius, etc.) and students (Erasmus) should be maintained on a lasting basis and receive more financial support so that more pupils and students can be encouraged and given the opportunity to take part in them. International communication is the best education when it comes to European orientation and citizenship.

INTERNATIONAL
COMMUNICATION
IS THE BEST
EDUCATION



A diversity of memories in a united Europe

The 2012 Nobel Peace Prize being awarded to the European Union is a unique acknowledgement of the history of the European integration process and the role it played in the transition from totalitarianism and authoritarianism to democracy in many countries. European history is often brought forward as a way of strengthening our political identity as citizens of the European Union. Remembering Europe's past helps to foster a sense of belonging and creates awareness on the shared values upon which Europe has been built. Europe's dark 20th century past in particular serves as a reminder of the fundamental rights and the rule of law by which European democracies abide. Even if the Holocaust remains largely at the core of European collective memory, the latest EU enlargements, which saw the integration of former republics of the Soviet Union, have broadened the scope of the process of European remembrance. A historical step towards re-uniting Europe, these recent

social cohesion and solidarity in post-war Europe's reconstruction and economic development, which certainly distinguishes Europe from, for instance, the United States or China. Such narratives, if created in an open and critical way that embraces both strengths and deficiencies, says Professor Kaiser, will "help us develop reflexive narratives of our own – relative – unity" in Europe. It is essential for European remembrance processes to also address these complex and very rich developments, in order not to limit themselves to only fundamentally negative history, typically the crimes committed by totalitarian regimes. This history is a crucial aspect of our collective memory, but it does not tell the full story about what Europeans have shared in the recent past and what makes them Europeans: there is certainly more to be remembered which has value for the future.

As the distanced and critical study of the past, history in general and History education in particular play a key role in developing young people's skills in recognising, analysing and respecting different ways of remembrance, a step they have to make on their way towards becoming responsible citizens. Remembrance is at the crossroads between

history and citizenship education: two subjects which are often connected in national curricula. In one case, consideration for the evidence of established historical facts is the starting point, whereas in the other case the judgment comes first, as a certain idea of how a society should function is conveyed to the students. But there is obviously constant cross-fertilisation between history and citizenship education, and a common goal to prepare individuals for their future active involvement in society. Remembrance initiatives offer opportunities for such a participation-based approach: they lay fertile ground for cooperation between formal and non-formal educational actors, through visits to museums, to sites of martyrdom and extermination camps and the showing of fiction films and documentaries in schools or artistic creations.

EU institutions champions of European remembrance

All key European Institutions have released official documents and taken action on the legacy of totalitarianism in Europe in the years following the EU enlargements in Central and Eastern European countries. The European Parliament's Resolution of 2nd April 2009 on "European conscience and totalitarianism" resulted in the establishment of a Europe-wide Day of Remembrance for the victims of all totalitarian and authoritarian regimes and a Platform of European Memory and Conscience* gathering national research institutes specialising in the subject of totalitarian history. In a report to the European Parliament and the Council on "The memory of the crimes committed by totalitarian regimes in Europe" from December 2010, the Commission stresses its position as a facilitator between Member States to exchange experiences and practices in this area. A number of hearings and international conferences on the issue of European remembrance have also been organised or supported by the European Institutions.

*www.memoryandconscience.eu

EUROCLIO professional development course for history, heritage and citizenship educators

EUROCLIO, the European Association of History Educators, organises each year a Professional Development Course for history, heritage and citizenship educators from across Europe and beyond as the annual peak of the Association's life. In 2013, this international gathering was organised in cooperation with the German History Teachers' Association (VGD) and took place in Erfurt, Germany, on April 7–13. Remembrance was the focal theme on which over 150 participants from more than 30 countries were invited to learn, debate and share. They reflected collaboratively on the means history education gives to foster a responsible transmission of European memory as a way to help youngsters becoming active citizens. A joint programme with the European Commission Europe for Citizens Programme on the 8th of April offered opportunities for school educators and civil society actors to come up with innovative ideas on how schools can work with museums, commemoration sites, archives, etc. Lectures, workshops and panel discussions addressed the very special role Germany plays

in the culture of remembrance in Europe. The event location in Erfurt was the starting point for a multi-faceted reflection on the issue of remembrance. On-site learning in Erfurt but also in the neighbouring city of Weimar, at Buchenwald commemoration site and at checkpoint Alpha in Geisa gave the opportunity to learn more about Jewish life in Europe before World War II through local history, to understand what democracies today can learn from the rise of national-socialism, and to contribute to the reflections on Holocaust remembrance and the divided memory of post-war Germany and Europe.



EUROCLIO International Training Course, Antalya Turkey, April 2012.

IT BROUGHT TOGETHER TWO PARTS OF EUROPE WITH RADICALLY DIFFERING EXPERIENCES DURING HALF A CENTURY

enlargements simultaneously increased the plurality of memories of Europe's recent past. It brought together two parts of Europe with radically differing experiences during half a century. To this day there is a feeling that a "knowledge gap" needs to be bridged in order for unification and reconciliation to be completed.

Remembrance of European history should certainly not be understood as a new 19th century type of holistic, historical grand narrative. In an article entitled *Narrating contemporary European history*, Professor Wolfram Kaiser suggests two directions that could be explored in a historical perspective. One is the democratic constitution of Europe which allowed for some unique institutional solutions to come to life and be put into practice. The other one is the importance of

AN INCLUSIVE,
PLURALIST MEMORY
IS AN ESSENTIAL
CONDITION OF
POLITICAL COHESION



"Kill that eagle", J. Amschewitz, London, Pub. by "Geographica", 1914.
Source: Historiana.

Pavel Tychtl

Pavel Tychtl studied sociology and social history at Charles University, Prague and at the New School for Social Research, New York. He worked as a Researcher in the Sociology Institute of the Czech Academy of Sciences. He then became Director of the Czech Organisation for Aid to Refugees and since 2005 he works at the Directorate General of Communication of the European Commission in the area of civil society and remembrance.

Linking remembrance and citizenship: the Europe for Citizens Programme

How does the Europe for Citizens Programme articulate the concepts of memory and history with the notion of active citizenship?



Pavel Tychtl at EUROCLIO conference "Reflecting Remembrance, Teaching history for a common culture of remembrance?" © Blandine Smilansky

The European Union as a political community is based on shared values. These values are the outcome of a historical development and their origins can be traced back to the post-1933 experience when the fragility of democracy, individual human rights and civil liberties became apparent. The subsequent European project has brought peace for several generations but in order to be true to our origins, it is essential to reflect upon Europe's recent past. There are several reasons for this; the democratic revolutions of 1989 in Central and Eastern Europe eventually leading to the re-unification of Europe raised the question of the history of World War II and its aftermath when Stalinist regimes were established in this part of Europe. It also re-raised the question of why mass

violation of human rights and mass extermination happened during World War II and how they are linked to the later history of oppressive regimes in Central and Eastern Europe. The post-1989 period thus in a certain sense brought the history question back into the European project.

How does it contribute towards promoting a European sense of belonging?

Belonging to a political community through reflected citizenship and interacting with other members of that community in the spirit of understanding and tolerance raises as a consequence the issue of memory. Memory structures the relationship between individuals and societies and thus in Europe the need for an inclusive, pluralistic memory is an essential condition of political cohesion. The Europe for Citizens programme supports initiatives, projects, networking and partnerships of organisations actively working on the subject of remembrance to engage in discussions at national level but with a European perspective or across Europe in cooperation with two or more partners.

To what extent does the European Commission's Action for Remembrance allocate space to projects focusing on education and training? What is the added value of these projects in your opinion?

The projects that are supported should have an element of non-formal education and they should also ideally lead to sharing and initiating new approaches and practices in learning about history. This means that the projects should move beyond the usual national narrative of historical events and should open up a way of including other perspectives through dialogue and thus in effect lead to a more pluralistic interpretation

of the past. An example is a Polish-German-Czech project which looks at the history of a region along the river Oder/Odra during World War II and the Cold War. Such a project allows several different national narratives to be included which are linked to the same space thus demonstrating the multi-faceted nature of memory and in the process comes with a new interpretation of the past which would not be possible in the national context only.

How can young people in particular be reached out to with this action on remembrance? Is it not difficult to convince them that learning about the past is a pathway towards becoming an active citizen?

There is vivid interest among the young generation of Europeans about their recent history. Their interest is not directly linked to civic engagement but it sparks their interest in other Europeans as European history is linked and through the critical assessment of the past their civic sense comes to the fore.

Promoting Active European Remembrance is not a neutral practice: how do you think such action can foster active European citizenship without avoiding mentioning how hotly contested European integration was and still is?

European Remembrance Action has two purposes: first – to pay tribute to the victims of Nazism and Stalinism and keep their memory alive and second – to reflect on the origins of European integration as linked to Europe’s traumatic past. This way the European integration can be seen in a historical and political context and thus be less contested.



Europe for Citizens Programme

The aim of this programme is to bring Europe closer to its citizens and to enable them to participate fully in the European construction.

Citizens have the opportunity to be involved in transnational exchanges and cooperation activities, contributing to developing a sense of belonging to common European ideals and encouraging the process of European integration.

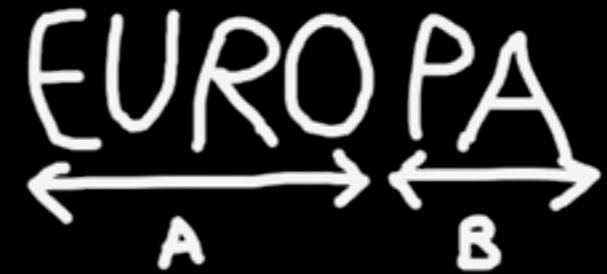


"Intra-European Cooperation"
 Marshal Plan, Fabien Vienne, France, 1950.
 © George C. Marshall Foundation
 Source: Historiana.

In your opinion, how much convergence and consensus is needed in Europe in the way we remember our past, in order to allow a fruitful debate on our future to take place?

As already mentioned, European memory can only be based on dialogue and the inclusion of different narratives. In the future there will not be one dominant European narrative but ideally better knowledge and understanding of different interpretations of the past and as a result greater sensitivity and understanding for motives of historical actors and of today’s Europeans. Better understanding of the history of other Europeans will also enhance our understanding of the national past and will open up new perspectives with regard to its interpretation.

Experienc'in Europe



Living together in a shared Europe

It calls for special efforts to “make periods of learning abroad (...) the rule rather than the exception”. However today less than 4% of university students undertake an Erasmus move during their studies and percentages are even lower in VET, secondary education or non-formal education.



Mobility is a unique and powerful way of sketching out the European space and providing it with a shape. It gives the concept of European citizenship real substance, as the fact of living together in a shared Europe. Transnational mobility was already an issue after World War II, and the first European mobility programme appeared in 1964. The concept received increasing consideration in the European debate as part of the efforts to give a democratic basis to the European construction and create a Union of the citizens. In this context, the educational role of mobility as a way of fostering active citizenship became more and more obvious, and the notion of “learning mobility” became central.

Several limitations still hinder the impact of transnational learning mobility. The most obvious and alarming of these is secured funding, as shown by the recent crisis that threatened Erasmus, the popular EU exchange scheme. The other, and not unrelated to the first, is the risk of learning mobility remaining an abstract and meaningless concept for those who do not travel, study or work abroad. Indeed it requires a mental move which people coming from rather disadvantaged backgrounds are less likely to make. There are also significant disincentives related to the mobility move itself. The lack of knowledge about the language and culture of other countries, the financial costs of mobility, the issue of recognition and certification are determinant for learners while the lack of portability of insurance, pensions, access to health services and other social benefits are significant barriers for people in the labour market.

Although a very hard thing to measure, the educational impact of mobility is widely acknowledged. Many studies have identified its various benefits, not only for the labour market but also for society at large. Employability, language skills and intercultural understanding are the most often mentioned. With the appropriate conditions for learning one is likely to develop competences such as autonomy, adaptability, solidarity and tolerance which are key to the development of civic participation. The “Youth on the Move” flagship initiative aims at making it easier for young Europeans to study, train and work abroad while the EU framework on Education and Training defines mobility as “an essential element of lifelong learning and an important means of enhancing people’s employability and adaptability”.

The EU High Level Expert Forum on Mobility set up in 2007 proposed ways and means to further develop a European area of education and mobility. It notably stressed the need to expand existing EU mobility programmes which currently offer mobility opportunities to about 300,000 persons a year. “They should be capable of reaching 900,000 young people in 2012, 1,800,000 in 2015 and 2,900,000 in 2020”. The European Parliament and the Council are currently discussing about the future EU budget for 2014–2020. Civil society organisations stressed that policy priorities should be reflected in the budget allocated to Education, training and youth programmes.

LESS THAN 4% OF UNIVERSITY STUDENTS UNDERTAKE AN ERASMUS MOVE

EU programmes

The Lifelong Learning Programme supports learning opportunities from childhood to old age in every single life situation through different programmes as Comenius, Erasmus, Leonardo da Vinci, Grundtvig, Jean Monnet, and transversal key activities.



Youth in Action aims to inspire a sense of active European citizenship, solidarity and tolerance among young Europeans and to involve them in shaping the Union’s future.



The Culture Programme has been established to enhance the cultural area shared by Europeans, which is based on a common cultural heritage, through the development of cooperation activities among cultural operators, with a view to encouraging the emergence of European citizenship.



The European Citizenship Trimester Programme

Since 2008 EFIL, the European Federation for Intercultural Learning, has been running the European Citizenship Trimester Programme (ECTP); a host-family and school-based exchange programme that provides immersion in another culture for three months focusing on intercultural learning and active European citizenship. At the end of the exchange experience, just before returning to their home country, all participants meet at the ECTP Camp in Brussels to share their experiences, attend workshops on European identity and Active Citizenship and visit the EU Institutions and the city of Brussels. On 5th December 2012, I visited the 4th edition of the event, at the camp venue in Dworp, near Brussels. This was the day that participants were taking part in Active Citizenship Workshops. On the website www.ectp2012.eu you can have a look at the whole programme and the blog of the camp, day by day.



Group of teenagers at the ECTP Camp in Brussels © Blandine Smilansky

EFIL exchange programme for intercultural learning and active European citizenship

What strikes me first as I enter and walk around the camp facilities is the number of flipcharts hung all over the place: the big white sheets are covered with colourful stickers, attractive drawings, smiling pictures, arrows and shapes. *"This is our way to make them turn away from their screen!"* explains Elisa, the camp coordinator. Before I even meet with any of the participants, I get a flavour of the energy and vitality of what is going on here. The whole setting has been carefully thought out in order to create an atmosphere where creativity, imagination, fun and friendship can spontaneously materialise. A physical facebook wall where everybody can place messages in each other's personalised envelopes has taken over

the main hall. A Europe Corner combines informative and playful ways to learn about each other's countries and Europe at large.

The teenagers who are here arrive directly from the host country where they have spent the last 3 months. On their way home, they seem filled with excitement, memories and new expectations, and for the time being they feel, as one of them tells me, *"in the middle of nowhere"*. The camp is an integral part of the standard AFS exchange programme and brings together 191 teenagers from 22 countries and 37 volunteers acting as trainers and support staff. Participants are school students between 15 and 17 years old, usually belonging to middle-class families (who have to pay for their children's exchanges) and coming from all corners of Europe. Whilst English is the working language at the camp, the whole place sounds like some sort of a laboratory for multilingualism: I hear an Italian boy trying to teach a French girl how to pronounce Italian with the right accent; a German girl is testing her new skills in Italian to help a friend who doesn't understand the English spoken by the trainer; and teenagers from the same country who were dispersed around Europe are happily chatting back in their mother tongue together.

As I go around the workshop sessions, it is fascinating to notice the multiple learning processes that are unfolding, some of them so simple and spontaneous that they are hard to grasp and describe. They give, however, a concrete meaning to the concepts of non-formal learning and competences for life which are so often quoted in policy and



Everybody can place messages in personalised envelopes in the main hall of the Camp © Blandine Smilansky

advocacy documents on education. *"How would you express this in 2 or 3 words?", "Do you think it is offensive to put it like this?", "How do you write the word 'religious'?"* are just some of the debates I hear going on in the discussion groups. I also observe how collaborative thinking is a challenge when the more confident and outspoken personalities tend to monopolise the discussion.

For all the teenagers I speak with, there seems to be a life before and a life after the European Citizenship Trimester Programme. Inès, a young Flemish girl who spent her exchange period in Wallonia, the other part of Belgium, confidently shows me the poster her group came up with as a tool to motivate youngsters to go on an AFS exchange. She explains the slogan they chose, *"Discover the World and Yourself": "The world is obvious as we are travelling. Why yourself? Because we are away from the people who know us, and we learn to be much more autonomous and responsible"*.

"Now I want to travel more," says Olivia, a Danish girl who just spent three months in Italy. *"I don't know yet if I feel more European, I need to get home and think over everything that has happened in the last few days and months. Probably yes, with the distance I will be able to say I feel more European!"* Her feedback on the experience at school is less enthusiastic than what she has to say about the rest of her life during these 3 months. *"It was actually the boring part of the experience!"* Olivia regrets that the teacher and the class she joined were not better

prepared when she arrived: *"The first week I was a subject of curiosity and everybody was surrounding me asking me questions during the breaks, but then they lost interest and I was left alone"*.

As I am about to leave, I cannot resist stopping by a group of participants discussing their ideas for the Youth Forum Campaign www.loveyouthfuture.eu. I discreetly listen in on the talks, trying to follow what seems to be a brainstorming session, amazed by the almost surrealistic turns the conversation sometimes takes:

- Guys, we are going to make a picture!
- Wait, we need your idea!
- My ID?!
- Your ideaaaaaaaa,
- your idea for a happy future in Europe!
- (...)

Blandine Smilansky

THIS IS OUR WAY TO MAKE THEM TURN AWAY FROM THEIR SCREEN!

A LIFE BEFORE AND A LIFE AFTER THE EUROPEAN TRIMESTER PROGRAMME

NO OTHER CONTINENT
OFFERS SUCH A WIDE
RANGE OF LEARNING
MOBILITY OPPORTUNITIES

Learning Mobility vs. Nobel Peace Prize

We are all very glad to see the European Union being awarded the Nobel Peace Prize but if you were asked to explain what this means in the daily lives of European citizens, how would you respond? Which European initiative was responsible for this happening?

Being able to live and work in another European country is perceived as one of the key benefits of Europe, but only those involved in educational mobility schemes have been in the position to translate this potential into practice.

EfVET believes in learning mobility as a powerful educational measure not only in boosting personal and professional skills but also in promoting intercultural awareness and active European citizenship.

Going abroad to take part in an educational exchange, either as a student, a volunteer or a trainee on a work placement, is not a guarantee per se for achieving any ambitious learning outcomes and just like any other aspects in life, if not well arranged, it may even turn out to be a negative experience.

EfVET has launched the Europemobility Network which enables the exchange

of information, resources and know-how among mobility players from higher education, VET and informal and non-formal education via five Thematic Committees on: Quality, Cooperation Models, Recognition, Impact and Funding Schemes. "With over 7,000 mobile learners, the Europemobility Network represents a unique opportunity for educational coordinators, for instance, to establish new partnerships, share views on what to do before, during and after transnational exchanges and discover funding schemes other than EU programmes", explained Peter Hodgson, President of EfVET.

Each year the Europemobility Network promotes a powerful awareness-raising campaign through a Video Contest on the benefits of learning mobility. The Hall of Fame featuring the winning videos brings together European ambassadors who are there alongside us to remind everyone that no other continent on the globe offers such a wide range of learning mobility opportunities to young people and adults, entrepreneurs and people with special learning needs.



Doris Pack © European Parliament

Discover and join the Europemobility Network at www.europemobility.eu
Watch the winners of the Europemobility Video Contest at www.europemobility.tv

Stefano Tirati

Member of the executive board of EfVET and director of CSCS

Doris Pack

Doris Pack (CDU/EPP) is a member of the European Parliament since 1989. She holds amongst other positions the chair of the Committee for Culture and Education (CULT). She worked as a teacher in primary schools until 1974. She served as a member of the Bundestag 1974–1983 and 1985–1989. Amongst other roles, she is chair of the Franco-German Foundation for Cultural Cooperation, President of the European Children's Book Fair Association, President of the Saar Adult Education Association and Vice-President of the European Movement of the Saar.

Defending the future EU programme for education, training, youth and sport

You've been active in the European Parliament for many years, where does your commitment to European politics and more particularly to education and culture come from?

My home region in Germany, the Saarland, is located on the French-German border and was strongly influenced by the conflicts between the great nations of Europe. In the last century the territorial status of the Saarland changed several times; it belonged either to France or Germany or was under the "League of Nation mandate" until the people voted in a referendum in 1955 to join Germany. During the lively political discussions in my family at that time I developed a special interest in politics. Later, I was working as a teacher and in the Ministry of Education. All of these facts lead to my special engagement in European politics, especially for education and culture. I am happy that I have been able to combine all of my interests and experiences in my position as a Member of the European Parliament and in the Committee on Education and Culture for many years.

The European Parliament is currently negotiating with the other EU Institutions on the future programme for Education, Training, Youth and Sport. Can you tell us what the main issues at stake are in this negotiation process?

The CULT committee adopted by a large majority proposals which I and my colleagues made to the Commission's text. To name a few changes: a separate chapter on youth has been introduced. Objectives and concrete actions in the chapters on Education and Training and on Youth have been made more visible. The existing and well-known brand names of Comenius, Erasmus, Erasmus Mundus, Leonardo, Grundtvig have been defined. Hence, the title needed to be changed as well. Social safeguards were added to the Loan Guarantee Facility Scheme proposed by the Commission. I am looking forward to having constructive discussions with the Council and the Commission to find agreements on all issues.

What would be your message to the European Council as regards the future programmes? Why should they invest in these programmes in times of fiscal consolidation?

The European Union set ambitious goals in the Europe 2020 Strategy in the fields of employment and education. These can only be fulfilled through investment in education, not only on regional and national level. In times of globalisation where in a common market people can work wherever they want or are needed, special attention to education must be paid also at European level. Employees need language and intercultural communication skills to take up opportunities of working in another country or in an international environment. We need qualified people with broad knowledge, language skills and intercultural awareness; for economic development, but also to promote European values. I welcome the Commission's proposal to increase the budget for the future programmes by 70%. Compared to the total EU's budget, this increase is very small. I urge the Heads of State to show their commitment to education which they assure in their speeches. I urge them to approve the budgetary proposal within the negotiations on the multiannual financial framework 2014–2020.

Erasmus is probably one of the few EU initiatives that everybody in Europe knows about. Taking this reality into account, how would you define the role of transnational learning mobility in the development of active European citizenship?

People participating in such programmes – not only in Erasmus but also in projects of Comenius, Leonardo, Grundtvig or the Youth Programme are actually living the European idea; they leave their own country to get to know another European country, the people, the culture, the language. Not only do they build up an international network but they become friends with people from different nationalities. They raise awareness for the aims and problems of the others and learn best practices by working together. All of this has an exorbitant value for active European citizenship.

Broadening access to EU mobility programmes depends not only on adequate financing. It means also encouraging a “mental move” among less educated and less advantaged populations in Europe who are far less inclined to travel, live, study and work abroad. Do you think the EU programmes can achieve this?

Yes. With the educational and youth programmes we have always been trying to reach everyone, regardless of their educational, social and cultural background. Non-formal learning and intercultural dialogue are very important tools in reaching this. The actions of the Youth Programme in partic-

ular aim to develop active citizenship, solidarity and tolerance within the younger generation of Europeans. The European Voluntary Service has been a success-story for years. I have met many young people who participated in this mobility programme and who developed a European spirit. However, the EU can only create a framework within their capacities; a lot has to be done at national, regional and local level, too.

I URGE THE HEADS OF STATE TO SHOW THEIR COMMITMENT TO EDUCATION



Building a more inclusive Europe

The modern concept of citizenship is intimately linked to the development of individual rights: it emerged together with the affirmation of civil and political rights of the 18th and 19th centuries, but it reached its completion with the attribution of social rights in the 20th century. As many contemporary political scientists have pointed out, social rights do not only provide material security, they also encourage a sense of belonging and commitment to a specific model of society, the welfare state. As a recent policy brief from the European Commission Joint Research Centre states, *"Inequality and its acute perception by the average EU citizen is a toxic element of today's European societies and one which seems to be correlated with decreased levels of trust, civic engagement and participation"**. To achieve "inclusive growth" as set out in the ambitions of the Europe 2020 strategy, policy-makers are called upon to place fairness and equality high up on the political agenda. In a context of social and economic crisis in Europe, it appears all the more relevant and urgent to raise awareness of the contribution made by all social groups to society, including those usually considered to be in the margins.

Studies have already shown for a number of years that education plays a major role in replicating and reinforcing social inequalities and exclusion. The other side of this reality, also very much addressed by research, is that active citizens are in general more educated than the rest of the population. Across Europe, many of the people who are disengaged from social and political life and therefore can be considered inactive citizens are those who lack the skills or understanding to take informed decisions.

There is a danger that citizenship becomes just another area of exclusion for people who are already predisposed towards marginalisation: those identified as low achievers in formal education systems. Non-formal education for youth and adults can play a key role in providing social and civic competences to these groups. Because they are closely related to the primary motivation of the learner, these highly transferable competences can even be a leverage to facilitate their re-integration in formal learning systems. Lifelong learning is an approach that precisely responds to the specificity of active citizenship learning: covering all ages and all areas of life, it takes into account the variety of means available to become "learning citizens". This holistic approach places the emphasis on the combination of quality and accessibility as a factor of social inclusion through education and training.

EUCIS-LLL is particularly committed to highlighting civil society good practices on ways that education and training, understood as lifelong processes, can contribute to the development of inclusive societies. Active ageing and intergenerational learning, second-chance education and qualifications for adults, parents' involvement in school governance, education in prison and intercultural awareness training are some examples of the areas where successful grassroots initiatives flourish. In these initiatives, commitment and ownership from the people at risk of exclusion themselves are decisive.

Volunteering: genuine manifestation of active citizenship

Volunteering appears as a major manifestation of social engagement and can therefore be identified as a key factor of social capital. Today in Europe, 94 million citizens, representing around 23% of Europeans aged over 15 years, are engaged in voluntary work with significant differences in the level of volunteering between EU Member States*. The value of volunteering goes far beyond the provision of services through donating time for free: it is a vibrant expression of civic participation in European societies, one which is based on the value of solidarity, at the heart of the European project. The European Institutions are well aware of this, as illustrated by the choice of having 2011 as the "European Year of Voluntary Activities Promoting Active Citizenship" (EYV). Support policies are being developed and implemented on this matter, but a great deal has yet to be done across the Union, and more specifically in some Member States, to help volunteering to be recognised as a unique learning experience: through the validation of skills acquired in a voluntary activity and the large-scale valorisation of the personal, professional and social benefits of volunteering. The EYV 2011 Alliance Policy Agenda on Volunteering in Europe (P.A.V.E) provides recommendations for a more efficient and effective European policy framework to support and promote volunteers, volunteering, volunteer-involving organisations and their partners. It was supported by 39 European organisations including EUCIS-LLL. Volunteering can undoubtedly be considered as one of the main realities to be found under the word "active" in the expression "Active European Citizenship".

Resources



VOLUNTEERING ONE OF THE MAIN REALITIES TO BE FOUND UNDER THE WORD "ACTIVE" IN THE EXPRESSION "ACTIVE EUROPEAN CITIZENSHIP"

EUCIS-LLL publication *"Social Inclusion in Education and Training"* includes policy recommendations as well as very concrete initiatives taking place around Europe that ought to be better known, shared and supported. 39 good practice examples from the different sectors of education and training are presented under each priority action in order to illustrate concrete ways forward.



EUCIS-LLL annual conference *"Social Innovation for Active Inclusion"* took place in Leuven, Belgium in May 2012. The General report gives an overview of the discussions that took place on innovative ways to combat educational disadvantages and fight youth unemployment as well as on opportunities for intergenerational learning.



EUCIS-LLL annual Conference *"Role, place and value given to volunteering in education and training"* took place in Krakow, Poland in May 2011. The General report provides a summary of the discussions that took place for instance on the validation of skills and competences acquired by volunteers and on volunteering as a way to develop civic competences. To be found on www.eucis-lll.eu

SocialErasmus Integrating international students into local communities

Established in Poland in 2008 and becoming an international project of the Erasmus Student Network (ESN) in 2010, SocialErasmus enhances the experience of the stay abroad of international students. With mobility numbers increasing substantially over the last years, ensuring the cultural immersion of international students has become a challenge. Learning and adapting to a new culture is, however, one of the central parts of the added value of the exchange experience. This is where SocialErasmus comes into play.

SocialErasmus is built on three pillars: education, environment and charity. The educational pillar consists of non-formal education and information-sharing such as cultural exchanges, language activities and Erasmus in Schools bringing international students into local schools. The environmental pillar comprises a wide range of environmental actions such as forest preservation, clean-up actions and raising awareness of pollution. Charity activities display kindness and generosity towards less fortunate individuals and groups in our society such as providing immediate help and support to people in urgent need and fundraising for various charities.

* http://crell.jrc.ec.europa.eu/download/Brief_Fairness-2.pdf

* Volunteering in the European Union – GHK, for the European Commission, February 2010



Group of ESN students planting trees in Poland

Planting trees

by ESN Poland

To celebrate the 25th anniversary of the Erasmus programme, 12 Polish cities (Warszawa, Szczecin, Wrocław, Poznań, Kraków, Toruń, Łódź, Gdańsk, Katowice, Lublin, Białystok, Olsztyn) planted 25,000 trees. The activity started on 15th of April in Warsaw and ended on 27th of April in Olsztyn. During this activity ESN Poland cooperated with the State Forests National Forest Holding and the Foundation for the Development of the Education System.

ESN

The European Student Network (ESN) is a non-profit international student organisation. It provides opportunities for cultural understanding and self-development under the principle of Students Helping Students. It gathers 12,000 members from 424 local sections in 36 countries working on a voluntary basis in higher education institutions and offers services to 160,000 students.

www.esn.org



High school visit organised

by ESN Trento, Italy

The event took place with the aid of Associazione Persicopio during the SocialErasmus Week and was organised as a language exchange between international and local students. The international students presented their country and language and explained why they chose to study in Trento.

School pupils could interact with international students and find out about their story, country and dreams. All agreed that it was a very enriching experience for them. ESN strongly believes in promoting mobility via going to local schools and has declared this part of the project, labelled "Erasmus in Schools", its flagship project for 2012/2013. *"The important thing about SocialErasmus is that it shouldn't be felt as an obligation. Use what you know and organise activities that motivate YOU. If Erasmus students see your motivation they will in turn be motivated to participate... Positivity is contagious!"* said Marco Cazzola, ESN Trento.

International Santa Claus

by ESN Iasi, Romania

International Santa Claus is an event that has been organised in many ESN sections all around Europe. The activity provides children that are in a difficult financial situation with basic necessities and some extras such as clothes, toys and not least of all some sweet treats. Erasmus students give presents to the children personally and prepare entertaining activities for them. ESN Iasi managed to give presents to 30 disadvantaged children through active fundraising run by international students and section members and also contributed via their personal donations. The project ensures strong integration between children and international students. One international student played the trumpet and another one taught children how to make toys from cheap materials. International students sang Christmas carols in their own language and soon the event turned into a singing competition. The children were delighted to meet people from abroad that were taking an interest in their lives.

Emanuel Alfranseder
President of ESN.



Social picnic in Warsaw, ESN Poland



Marie-Christine Vergiat © European Parliament

Marie-Christine Vergiat

As a tireless campaigner, Marie-Christine Vergiat is committed to multiple causes, first and foremost to defending human rights. She has been a member of the Human Rights League since 1983. As someone who is actively involved in all levels of citizenship, Marie-Christine Vergiat also has a number of local responsibilities, for example within the Federation of Parents' Councils (FCPE) or the Ligue de l'enseignement. In the 2009 European elections, she represented the Left Front in the South-East constituency (Rhône-Alpes, Provence-Alpes-Côte d'Azur and Corsica) and joined the United European Left/Nordic Green Left (GUE/NGL). She is a member of the "Culture and Education" committee and "Human Rights" sub-committee, as well as being an alternate member of the committee on "Civil Liberties, Justice and Home Affairs" at the European Parliament.

Linking solidarity and citizenship: challenges the EU should urgently address

The latest Eurobarometer (August 2012*) states among its key findings: "As in previous surveys, the fight against poverty and social exclusion is easily first in the list of priorities that Europeans would like to see defended by the European Parliament." In your view, how can the European Parliament help advance equality and social cohesion in Europe?

Today almost 120 million Europeans, i.e. a quarter, are at risk of poverty or social exclusion, compared to 17% of the population in 2008. Together with approximately 9% of people who are working poor, precariousness is gaining ground in the world of work and looks as if it is here to stay. Public policy must tackle poverty on all fronts, especially poor quality housing which affects close to 30 million Europeans.

In the light of unemployment rate trends and the dramatic consequences of austerity policies which are plunging the EU into stagnation, combating poverty and social exclusion must be a priority. The obsessive reduction of social spending and damage to public services can only make matters worse. This can be seen very clearly, especially in Greece.

Whereas ten years ago, the European Union was committed to "achieving a decisive and measurable reduction in poverty and social exclusion" in the Lisbon Strategy, the European Parliament fought hard for the poverty reduction targets to remain within the 2020 Strategy. The objectives were revised downwards. Today it is only about bringing 20 million people out of poverty. How can we support economic and social cohesion, the eradication of poverty and the fight against social inequalities if at the same time we are putting in place austerity measures which hit the most vulnerable groups of society the hardest?

A society should be judged on how it treats the most vulnerable or groups in its midst. There are other possible policies which would allow for a

THE OBSESSIVE REDUCTION OF SOCIAL SPENDING CAN ONLY MAKE MATTERS WORSE

fairer distribution of wealth. Guaranteeing an adequate income, decent salaries and access to high quality services are determining factors in the decisions that need to be made at European level in the fight against poverty and exclusion.

Now more than ever, the European Parliament must take up this fight, by revising upwards the strategy's objectives: a minimum income system must be put in place throughout the European Union in order to establish "the basic right of a person to sufficient resources and social assistance to live in a manner compatible with human dignity". A European minimum wage must also be adopted based on the average salary in each Member State.

The Fund for European Aid to the Most Deprived must be safeguarded. The Multiannual Financial Framework for 2014–2020 provides financing of some 2.5 billion euros. It is compromised within the framework of budget negotiations. Several countries, including Germany and the United Kingdom, oppose it.

Do you see solidarity as a key expression of active citizenship, on the same level like political participation? How do you think solidarity can be fostered in educational contexts?

Firstly we need to look at the meaning of the words. "Solidarity is not only compassion. It is a feeling of unity and shared responsibility," said Lech Walesa.

What does "active citizenship" mean? For the

French, heirs of the French Revolution, this qualifying term is difficult to understand as it presupposes that there is also a second-class citizenship, a passive citizenship.

In any case, citizenship does not merely amount to the casting of a vote, it is the

* European Parliament Eurobarometer (77.4) "Two years to go to the 2014 European elections", August 2012

participation of everyone living in our country regardless of their nationality. Governments should not be attempting to define it but rather do everything in their power to ensure that everyone is fully responsible for their own lives. So, yes, solidarity is an essential element of this. Solidarity and citizenship are closely linked. The Universal Declaration of Human Rights reminds us of this. *"All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood."*

Respect for the equal dignity of all people, access to fundamental rights (health, work, the right to justice...) shape the right to live in dignity and fully exercise one's citizenship. This is what Madeleine Rebériou, historian and honorary president of the League of Human Rights, called social citizenship. I would fully subscribe to this term.

The many associations who support the most vulnerable people on a daily basis are showing solidarity and support towards reawakening citizenship. They must be supported in their efforts.

School is the first place we learn about solidarity, as much through the teaching it has to offer as well as the mix of people within it.

Research shows the cost of not investing in education and training in terms of social, personal and economic benefits. At the same time, education is viewed from a strictly financial point of view as expenditure and not investment. What do you think should be done to bridge this gap?

You yourself are highlighting a fundamental political inconsistency. The majority of governments of EU Member States take a strictly mathematical view, calculator firmly in hand, about what they call the costs, and chip away

at the budgets in order to make short-term savings. Education and culture are the first victims. These are long-term investments. And the more vulnerable people are, the higher the investments needed are.

To address this deficiency, we must be proactive and put in place policies which make future generations the priority. Prevention is essential too as the best way of protecting the future is to prevent an increasing number of people and especially families, older people, women and children from being driven deeper into poverty. Developments within the European Union from this point of view are more than worrying.

How do you see the role of lifelong learning in empowering people from disadvantaged background to become active European citizens?

Citizenship education should be seen as an approach that favours individual experience and that is a lifelong learning process with fundamental values such as participation, social cohesion, responsibility and solidarity. Starting at the earliest possible age, we must have the opportunity to be heard and be listened to. Young people must be involved and encouraged to participate so that they can develop awareness of what citizenship is and so that wanting to take part comes naturally to them.

Lifelong learning means making available a broad range of formal and informal educational frameworks. It is a global approach to education that occurs in the most varied of places, inside and outside of school, in neighbourhoods as well as at the workplace.

Conversely, lifelong training is an empty phrase when those who benefit from it the most are those who already receive it the most, as is often the case.

Nowadays, these public decisions are made less and less based on the needs of society and even less on the desires and outcomes of people but based only on the immediate needs of enterprises. We must end this absolute obsession with performance in our society.

Can you name somebody who in your opinion could be proposed as a role model to European citizens?

I don't really like to make things personal. A multitude of men and women could be used as examples, including people we are in daily contact with and whose commitment we witness first hand. What we see depends on who we are.

To attempt, nevertheless, to answer your question, I would like to give you some names, not necessarily Europeans, of people who dared to say no:

– Rosa Park, who started the civil rights movement in the United States, by daring to take a seat on a bus that was for "whites only".

– Nelson Mandela, for whom little needs to be said about his struggle.

– Stéphane Hessel, for his long fight for Human Rights and the title of his essay, "Indignez-vous" (Time for Outrage!).



Europe: the anti-Eldorado for migrants?

In March 2011, the Italian Interior Minister, Roberto Maroni, said that flows of migrants from Libya after the fall of Qaddafi's regime would bring Italy "to its knees."¹ The Arab Spring raised fears of unwanted immigration in Europe; several EU Member States immediately took action to reinforce their border controls. This episode illustrates how, in a time of rising unemployment within their borders, EU Member States tend to see migration as a fundamental threat. The reality as it unfolded throughout 2011 actually proved that the movements of population triggered by the Arab Spring affected the neighbouring African countries far more than Europe.

Migration, whether it is perceived as an opportunity or a danger, is always a challenge for the host society. In European nation states, contemporary migration trends have introduced cultural diversity as a fundamental characteristic of society. To preserve social cohesion on the basis of a transformed demographic fabric, the right balance has to be found between respect for diversity and integration.

Today a clear distinction exists between immigrants from other EU Member States and immigrants from non-EU zones. The emergence of a transnational citizenship within Europe modified but did certainly not remove the symbolic and physical importance of the notion of borders, to the point that Europe has often been caricatured as a "fortress". The challenge that immigration poses to Western democracies is, however, essentially the same regardless of the origin of the population. If what defines a democracy is the idea that whoever is affected by a decision should be directly or indirectly involved in its making, migrants who are living in a society as non-citizens question the representativeness and participatory character of democracy in this society.

A recurring debate is the attribution of voting rights to "third-country nationals", immigrants who have lived for a long period in a country without acquiring the nationality. The situation on this issue is quite diverse in Europe and sometimes sensitive as it relates to different traditions on political rights and nationality law. While EU citizens have now the right to vote and stand in local elections in any of the other Member States where they live, non-EU citizens have the local right to vote in 18 European countries and to stand as candidates in municipal elections in 13 of them. They can vote regionally in 7 countries and even nationally in 2 (Portugal and United Kingdom)². What are the consequences of attributing voting rights to non-EU nationals? Research based on surveys such as the European Social Survey show that immigrants are less active than natives as far as conventional civic participation is concerned. However, differences disappear when other types of activities such as informal help or movements for immigrant rights are taken into account.³ Moreover, patterns of participation are quite similar between the two groups, and that immigrants tend to be more active in countries where natives are more active as well.

The notion of the *learning citizen* seems particularly relevant in the case of migrants who go through a process of integration in their destination country. One of the first steps, whether chosen or imposed, is for instance to learn the language of this country. It is essential to remember, however, that integration is fundamentally an encounter, a process in which the mindset of the natives is as important as the attitude of the migrants. Lifelong learning is a multi-faceted process in which human relation is central; it is as such a fertile ground for developing inclusive forms of civic participation for migrants.

MIGRATION
IS ALWAYS A
CHALLENGE FOR
THE HOST SOCIETY



"Europe Helps" © Farhad Foroutanian, Cartoon Movement

Diversonopoly: board game for intercultural communication

The rationale for this Grundtvig Partnership project centred upon the increase of cultural diversity in our society which made it even more important to develop corresponding competence in dealing with culturally mixed groups of learners. Instead of focusing on differences, the project emphasised the positive and beneficial effects of diversity and constituted a channel of intercultural communication and contact with the Other. Trainers facing the issues of diversity occurring in their daily work with intercultural learning groups would therefore become familiar with cultural characteristics.

Actually the board game, which was produced, enhanced a kind of transversal ability involving: social, intercultural and language skills. The target groups were learners and teachers, trainers, social workers and intermediary professionals who work or interact with intercultural groups. The contents of the tool included better knowledge of different cultures and different ways of living and to explore the benefits of a diverse society. The method explored in a playful setting the differences and similarities of

¹ www.economist.com/node/18285932

² Migrant Integration Policy Index, 2010

³ Quantitative Assessment of Immigrants' Civic Activities: Exploring the European Social Survey, Mariya Aleksynska

various backgrounds, thus supporting the integration of migrants and guiding new arrivals smoothly in the ways of the new host countries.

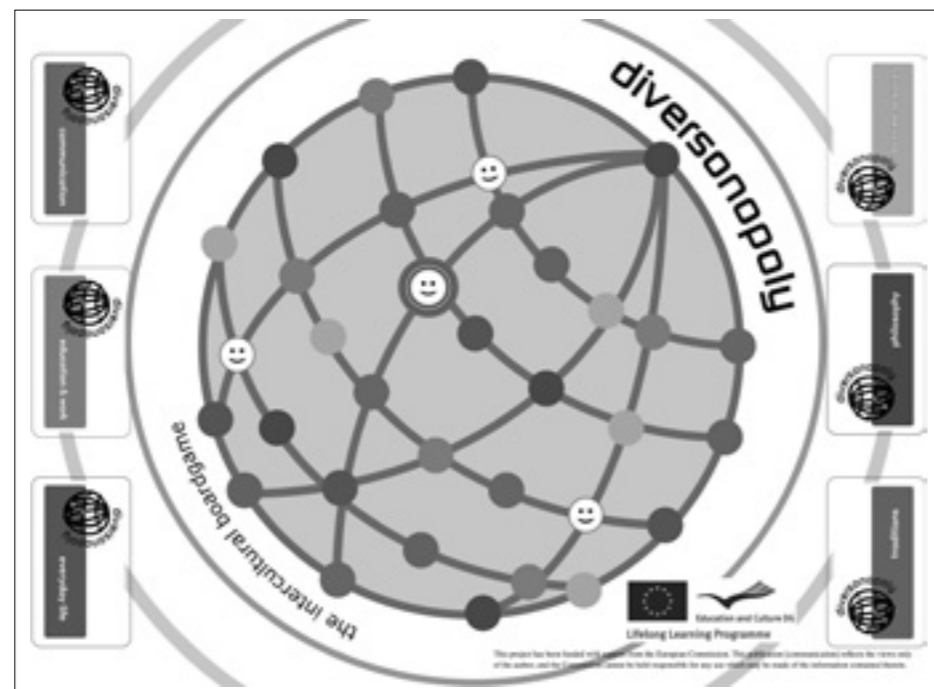
Diversonopoly was the product of a consortium of seven organisations, involved in adult training, from six different countries Austria, France, Greece, Norway, Czech Republic and the UK with reference to the language and the intercultural education of adult migrants and mutual understanding within the host country. A final board design was developed; six categories of questions – Communication, Education and Work, Everyday Life, Freetime, Philosophy and Traditions – were collected and then ultimately reduced to 32 in each set after extensive trialling in each partner state. These questions were produced on colour-coded cards. All resources were designed to be easily accessed through the Internet (pdf format) to be downloaded, printed and laminated as required by individual adult training organisations, not only in the partner states but throughout the EU. To win the game, players had to move around the board, throwing a dice, and answer at least one question from each of the six categories. A set of optional rules and playing methods were determined, but trialling has shown that players are often diverted away from the actual game and into general discussions on social and cultural issues.

The game was trialled in the six partner countries with all the questions translated into five languages from English. It was trialled primarily with adult learners, but also in

VET colleges and secondary schools. In Peterborough, UK, a group of teachers adapted the questions for use in primary schools. The trials were universally successful and in some partner countries, the final version of the game cards and board were professionally printed and copies distributed to partners' member institutions and other organisations.

Geoff Scaplehorn

Member of the executive board of EFVET and vice president of EUCIS-LLL



Diversonopoly board game

Including learners' voices

Too many migrants and ethnic minorities are still facing marginalisation. They are sometimes seen as societal problems rather than opportunities, and racist and xenophobic voices are using them as scapegoats. "Today there is a double exclusion", says David Lopez from La Ligue de l'Enseignement (France), underlining the link between social exclusion and migration. Adult education can contribute towards alleviating the situation.

The OED Network (Outreach Empowerment Diversity), coordinated by the European Association for the Education of Adults (EAEA), tackles the need for outreach to marginalised groups, especially migrants and ethnic minorities. The aim of the network is to achieve a social mix in adult education institutions in order to develop greater diversity in adult education. How can institutions enable true intercultural dialogue and debate so that all learners can become active citizens and participate actively in lifelong learning?



In 2012 the network of 16 organisations from 14 countries collected and analysed good practice examples from across Europe. Five principles were identified which can act as guidelines and information to adult education institutions on how to organise outreach and make diversity a reality. The next steps are to develop empowerment strategies based on the experiences of the network and improve teaching methodology for diverse groups. Finally policy recommendations will be formulated in order to encourage the integration of marginalised groups as well as

THE NEED TO OUTREACH TO MARGINALISED GROUPS

their empowerment and participation in lifelong learning. These will be presented at a conference in 2014, which Mark Ravenhall from NIACE (UK) sees as "a good time to showcase the achievements and the contribution adult education makes to wider social policy".

Online education tool on migrant pathways

The French association, Solidarité Laïque, has produced a free online tool called "Trajectoires Migratoires" aiming to raise awareness of migration push factors, related challenges in migration and the situation faced by migrants in France. Designed as an interactive online game, the tool offers the option to "play" through several pathways centred on a migrant character beginning with his graduation from nursing studies in Mali and subsequent migration journey to France interactively showing the migrant perspective. These migratory paths and trajectories were based on interviews with various migrant health professionals. As such, the tool addresses pupils and students and most notably educators. Following the good reception of the online tool, Solidarité Laïque will assess the possibility of expanding the subject of the online tool to other aspects, with a view to basing these on personal stories and current affairs as well as also including the input of tool users.

Solidarité Laïque is a partner in the SOLIDAR project "Making Migration Work for Development" (2010–2012), which aimed to mobilise support from European citizens and politicians for a rights-based approach to labour migration and decent work. In this context, SOLIDAR and the partners engaged in the debate on a rights-based approach to migration and development, as well as community-based intercultural learning. Related advocacy has included policy roundtables and briefings, as well as the production of video clips and several radio shows.



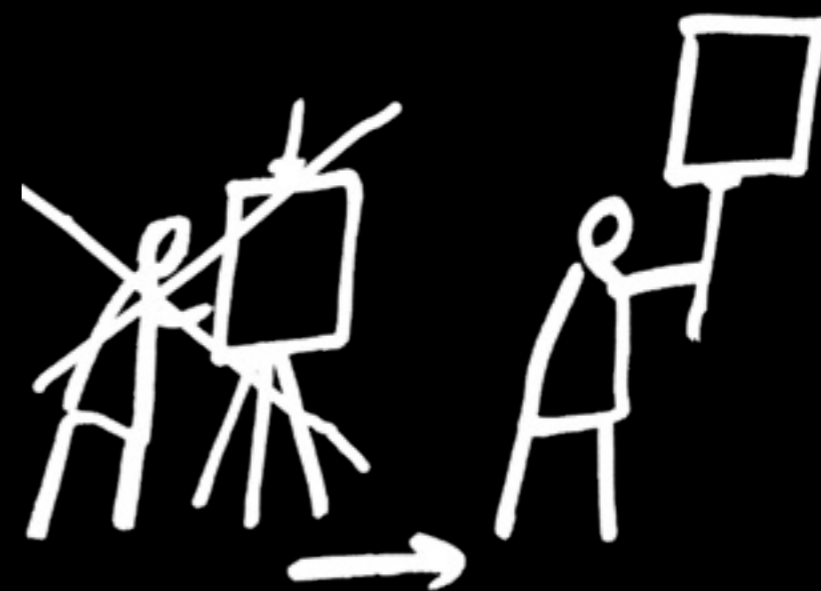
Historiana "Your Portal to the Past"

Historiana, Your Portal to the Past, is an online multimedia tool developed by EURO-CLIO, the European Association of History Educators. It offers a framework for comparing and contrasting the impact on and responses by Europe's nations to a range of different events and developments that have shaped Europe from the distant past to modern times. The website is a pioneer in the innovative use of ICT for humanities, giving history teachers and learners free access to multi-perspective, cross-border and comparative resources to supplement the national history textbooks. The thematic approach adopted in Historiana fosters a history and citizenship education based on intercultural awareness, mutual respect and dialogue as it enables the users to see links between historical events, their relevance for the world they live in and the legacy that still remains. The thematic module "People on the Move" provides resources to study Europe's multicultural societies in connection with the history of migrations with students.

The case studies help teachers to address contemporary migration-related issues in a historical perspective through a set of key questions such as Why did they move? What were their experiences and perceptions? What were the consequences? In the case study on "Post-colonial migration to Europe from North-Africa", for instance, students can read about the journey of a migrant from Liberia and about his present life in Spain, analyse a piece of EU policy on migration control and learn how the post-Arab Spring migration flows were perceived in Western media through an extract from the Irish Times. In "Immigration in Denmark in recent times", students can read a lecture by a local politician with a migrant background and can analyse xenophobic propaganda posters. The Historiana website is currently being developed and tested by educators and historians from over 35 countries.



Act'in Europe



The EU in need of political participation

According to the Parliament Eurobarometer survey carried out in June 2012, a quarter of Europeans already know the date of the next European elections, June 2014, and 57% of them "believe that 'voting in European elections' is the best way of ensuring that their voice is heard by EU decision-makers". Many, however, claim that EU elections will remain second-order elections as long as they are dominated by national political forces and regulations. The absence of transnational electoral lists, the differing election rules according to countries, and the lack of harmonised legal and financial frameworks for transnational political parties and associations, are pointed out as the main obstacles in the European elections becoming an expression of transnational politics in Europe.

Because European, national and local levels are intrinsically interweaved in EU politics, participation in political life at the European level is a complex thing which needs to be explained to citizens. They need to understand how the EU has a real impact on some of the major issues that affect them in their daily lives. There is a real educational challenge to make people aware of their direct "efficacy" as citizens to impact the political life and make a difference through their participation. The emergence of a truly European political community is most likely to happen through the multiplication of learning environments where European citizenship is explained and experienced. The need for a truly transnational public space is even more pressing today. The pressure exerted

by financial markets and the need to reduce public debts in many EU Member States is challenging the demand for accountability and transparency as the basis of any democratic system. European civil society is actively making the case for such a shift: an organisation such as European Alternatives is asking for a "radical democratisation of the European space" which entails "the innovation of the political practices of movements, parties and trade unions in Europe". Political action and participation at European level require indeed a qualitative move and an innovative mindset, as politicians and citizens alike should not try to simply reproduce the functioning of political life at national level.

Community engagement and volunteering is probably a more appealing form of civic engagement nowadays, as a consequence of the generalised mistrust towards politicians. Significant steps are expected from the side of the Institutions but the capacity of active citizenship also needs to be built at grassroots level so as to create and spread new democratic practices which correspond to the specificity of a European citizenship. Studies show that an engaged citizen at local and national level is also likely to be an engaged citizen at European level. It is, however, undeniable that civic participation at the European level is still somehow the "privilege" of limited numbers of activists in each EU Member State.

Situated learning: a successful method to engage learners

"Situated learning", understood as learning that happens in a context relevant to the content, is a successful method to engage with decision-making and understand how participation in political life can make a difference. Well-known examples of situated learning are simulations of real events such as mock elections and children parliaments, which exist in many countries in Europe and beyond. At European level, organisations such as the European Youth Parliament www.eypej.org, organise international events where participants divided into committees work on a current issue of European politics and compose a joint resolution. The resolutions are then debated in a parliamentary General Assembly following the model of the European Parliament in both English and French.



THERE IS A REAL EDUCATIONAL CHALLENGE.

European Youth Parliament, Schwarzkopf Foundation

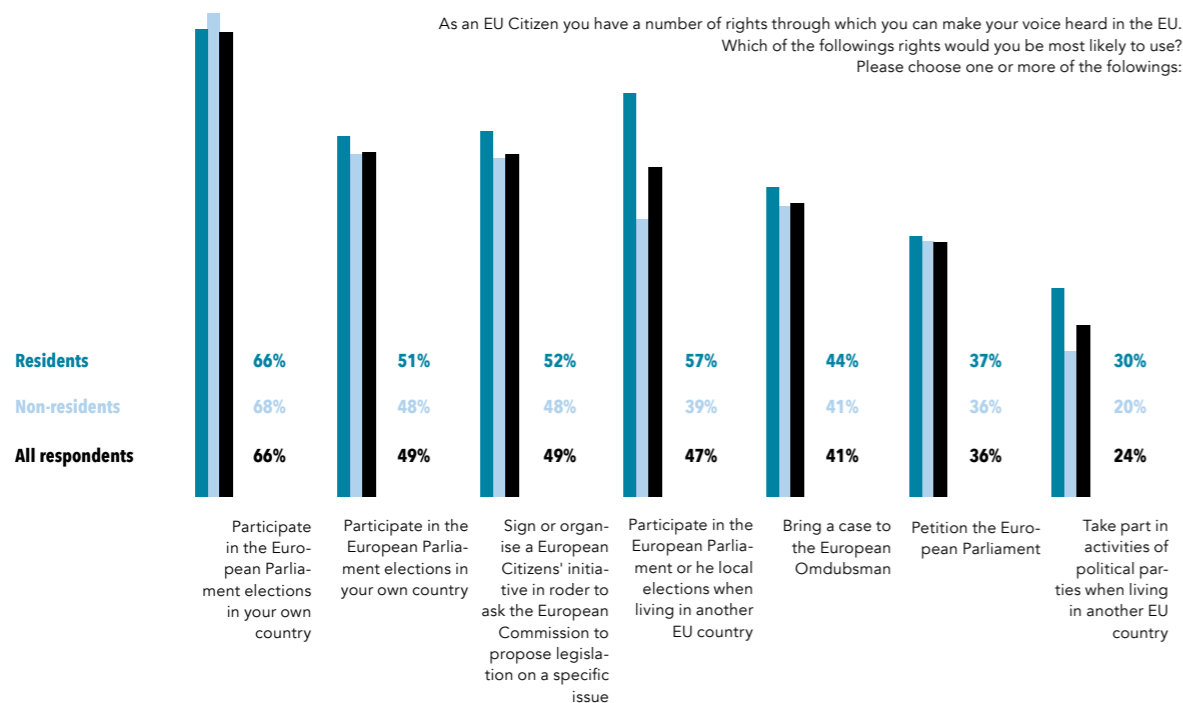
European Year of Citizens

The European Union decided to designate 2013 as the "European Year of Citizens" to mark the 20th anniversary of the establishment of the European Union Citizenship under the Maastricht Treaty in 1993. European civil society organisations including EUCIS-LLL decided to set up a civil society Alliance aiming to advocate for a broad understanding of active European citizenship: the European Year of Citizens Alliance (EYCA). The Alliance has adopted a Manifesto to express its political guidelines and common vision for a wide understanding of European citizenship. The Alliance covers a wide range of fields of intervention, from education to environment, health or youth, to name but a few. The EYCA is also active in the EU-28 Member States thanks to National Alliances involving national and local civil society organisations to promote active European citizenship throughout the Year by different means and activities.

www.ey2013-alliance.eu



¹ www.euroalter.com

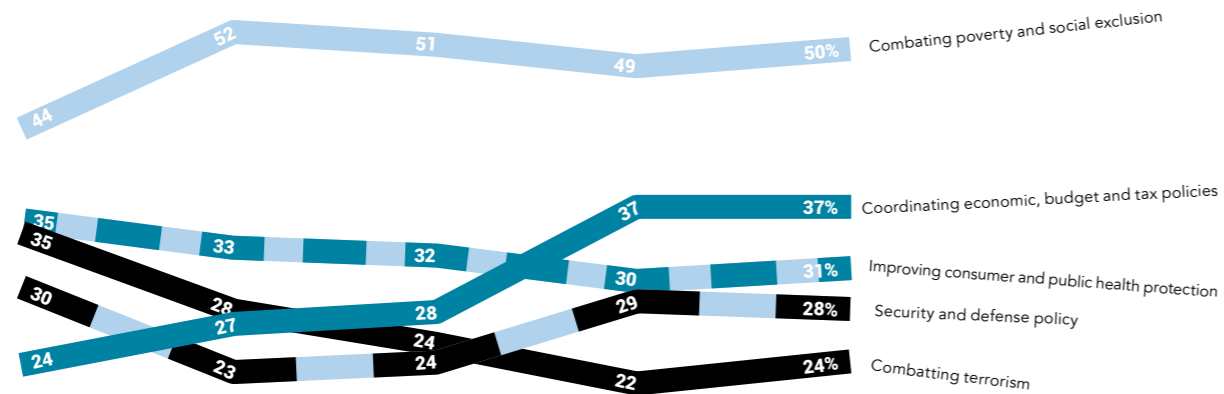


0 Are European citizens really going to "set the agenda"?

Since 1st April 2012 the European citizens' initiative enables one million EU citizens from at least seven EU countries to call on the European Commission to propose legislation on matters where the EU has competence to legislate. It is a right that is enshrined in the EU treaties. Further reading is necessary to gain a real understanding of the relative power which has been in the hands of the citizens. Reading about the rules framing the ECI provides a full picture of the task ahead for those active European citizens who want to take up the challenge: "A citizens' initiative has to be backed by at least one million EU citizens, coming from at least 7 out of the 27 Member States. A minimum number of signatories is required in each of those 7 Member States", and the signatures must be collected within one year. This unprecedented action at European level got off to a difficult start due to serious technical and administrative obstacles. The challenge is now for the handful of committed citizens at the origin of these initiatives to reach out to the masses of citizens across Europe. From human rights to citizens' rights, from ecology to education, to name just a few, the claims which are being voiced through European Citizens' Initiatives are diverse and contrasted, reflecting the reality of European society.

1 EU elections: solidarity comes first!

The European Parliament defends the development of certain policies in the EU. Which of the following policies, in your opinion, should take priority? (max. 3 answers)



© Analysis report, Public consultation 2012, "EU citizens – your rights, your future", European Union, 2012

PEOPLE SHOULD BE BETTER INFORMED ABOUT THE RIGHTS AND BENEFITS THAT COME WITH BEING EUROPEAN



0 Katarína Nevedálová

Katarína Nevedálová was born in 1982, in Nitra, Slovakia. She was elected during the 2009 European Parliament elections. She is a member of SMER-Sociálna demokracia, which is part of the Group of the Progressive Alliance of Socialists and Democrats (S&D). Since 2012, Katarína Nevedálová is vice president of the S&D group. She is member of the Committee on Culture and Education and the Delegation to the EU-Kazakhstan, EU-Kyrgyzstan and EU-Uzbekistan Parliamentary Cooperation Committees, and for relations with Tajikistan, Turkmenistan and Mongolia. Amongst other roles, she was vice president of the European Youth Forum (2011–2012) and Founder of the Visegrad Youth Association.

0 Citizens' participation in EU democratic life: challenges and opportunities

Can you tell us what led you to become active in European politics? What role did education and training in all its forms play in your choice?

As a young politician, it felt natural for me to focus my attention on these kinds of issues. Besides, I had already been working on a similar agenda before I entered politics. Education and training played a crucial role and helped to shape my decision on what might interest me in the future. I was aware of the uneasy situation facing students and young people in my country. Therefore, I had become a member of many student and youth organisations not only in Slovakia. I have to stress that young people were involved in policy making and this is one way we are able to promote European citizenship.

What are for you the ways to teach and train about Europe in a way that creates a feeling of ownership and responsibility instead of disconnection and distrust?

Information moves the world along. Nowadays, in times of crisis it is very easy to underestimate the added value of the EU. The Media

is used to spread negative messages on the impact of European decisions. It is our responsibility to change this attitude. Why don't we use the same channels to spread news about the positive actions too and increase citizens' awareness and understanding of the EU? The European Union is an institution with exact goals and responsibilities. People should be better informed about the rights and benefits that come with being European.

MEPs represent different political parties: their contribution to the debate on shaping the future of Europe should be more visible and brought to spaces where citizenship is learnt. How could this happen in your opinion?

There is a big difference in the perception of European citizenship among old European Member States and the new ones, which joined the EU after May 2004. Some of them already had doubts about their role as net contributors to the community budget. Others welcome integration and especially cohesion policy in order to stabilise their countries and boost economic growth and employment.



Katarína Nevedálová discussing with a representative of the European Youth Forum about youth rights in Europe, September 2011

We as MEPs should serve as messengers in presenting European values in our home countries. It is more necessary than ever to mobilise citizens at local level and stimulate debate and understanding of the Union policy process. To ensure this, we need to focus on citizens, foster community building and debates on citizenship as well as support of various programmes in line with European citizenship.

What is the role of European networks and platforms in creating a debate and involving citizens in EU politics?

We would never be successful without input from European civil society. Their support for projects and initiatives is unwavering and may open up opportunities for solidarity, societal engagement and volunteering at Union level. Any activity involving citizens should have a long-term impact on sustainability, providing a supportive environment with a view to reaching out to younger generations.

What is the position of the European Parliament as regards civil society participation?

I cannot speak for all parliamentarians but as a European optimist I believe in fruitful European integration. Unfortunately, most of Europeans do not know what the advantages of being a European are. However, European citizenship is not only about the benefits that come with EU membership but it also encompasses the understanding of the

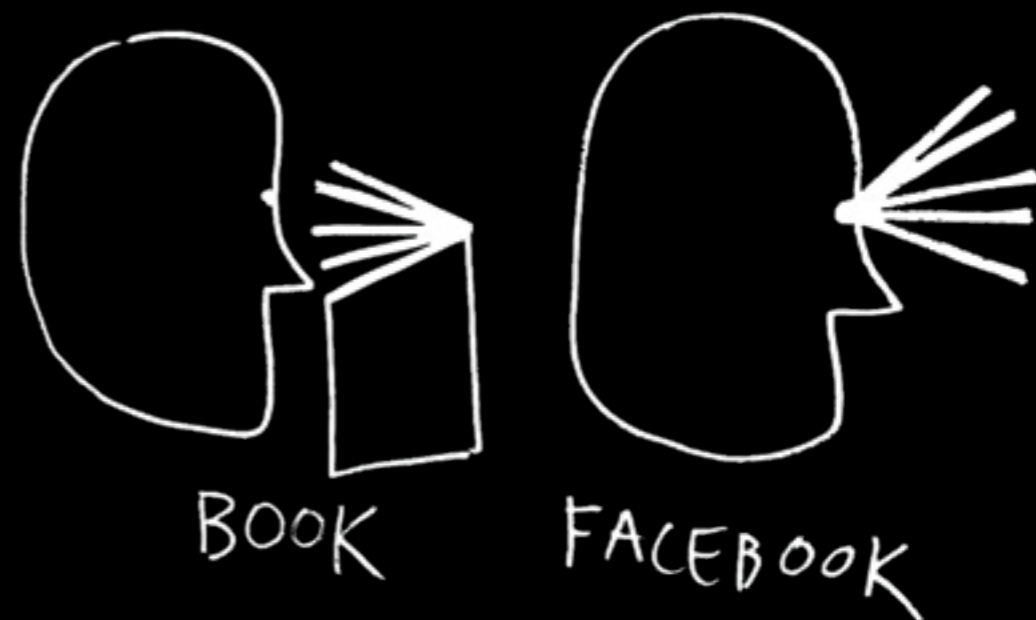
Union project. People often forget about the new citizens' initiative right; the right which is solely reserved for citizens and civil society. This is the platform for civil society institutions where they can perform and broaden dimension of participation-based democracy.

How do you foresee citizens' participation in the European elections of 2014?

I am trying to be positive and optimistic although Slovak voters do not have the best reputation in terms of high turnouts at European parliamentary elections. The turnout from the 2009 EP elections increased (19.63%) compared to previous elections. But it was still the lowest result of any Member State involved. This might have partially been due to the fact that Slovakia's membership of the EU is still quite recent and therefore the results of upcoming elections will improve.

Can you name somebody who in your opinion could be proposed as a role model to European citizens?

Anybody who participates in elections and votes. Because it means he/she cares and decides. So everybody who responsibly takes part in any decision is a role model for me. The European Union is first and foremost a union of people. So every person could be a role model for the others. The EU is improving every day with every single small decision that is taken. The degree to which we care about our future and want our voices to be heard is up to us.



WE WOULD NEVER BE SUCCESSFUL WITHOUT INPUT FROM EUROPEAN CIVIL SOCIETY

Is there such a thing as a European public opinion?

The reality of European citizenship is nowadays hard to deny. Although a process marked by slow-downs and set-backs, the project of building a Europe of the citizens has been progressively taking shape as a multi-layered arrangement of institutional innovations, political decisions and change of mentalities in an increasingly globalised world. And the EU would not have progressed from the Iron and Steel Community to the Treaty of Lisbon if the population of Europe had not supported this development. Can we conclude from this unique story of transnational integration that a European public opinion exists, as the

targeted at politicians and lobbyists but not only. Several occasions and certain issues in the global public debate have helped to foster recognition of a European opinion. Rejection of the death penalty or support for the International Court of Justice are, for instance, distinctive features of the European public opinion when compared to that of America. In 2003, anti-war demonstrations were organised all over Europe against the US-led offensive in Iraq.

Citizens around the world also grasp the opportunities offered by new technologies to share information and ideas but also to take action. We observe the emergence of collective initiatives organised thanks to the use of social networks for example with the Indignados movement or the Arab Spring. These bottom up initiatives question traditional channels of participation. Thousands of citizens come together in a networked approach to politics that is fresh and engaging because it challenges, above anything else, the hierarchical approach favoured by traditional political parties or unions. But here as well the main target is national governments although protesters around Europe share a strong rejection of unemployment and welfare cut.

Civil society organisations are also questioned by these spontaneous movements and are continuously rethinking their actions.

They are using new technologies to encourage a larger number of citizens to become active but also to push their concerns forward.

How can the European debate be brought to the national and local levels, and in return how can the European debate take up local and national concerns? These questions, if they are constant subjects of concern for EU political and institutional action, constitute the core of European civil society organisations' action and experience.

necessary basis for a European democracy to function? Can structural challenges such as multilingualism, diverging political cultures and bureaucratic procedures be overcome to build a cross-border citizens' voice on Europe?

The existence of a real transnational debate on political and social issues in the EU is a fragile reality. Indeed, EU politicians and the EU media, key actors in the development of a transnational opinion in Europe, receive their entitlement at national level, which makes it problematic for them to avoid the prism of national politics. We nevertheless observe the emergence of a specialised press and media on European affairs that is mainly

THE EXISTENCE OF A REAL TRANSNATIONAL DEBATE IS A FRAGILE REALITY



More than 450 protesters in the streets of Paris asking for a "real democracy", June 2011 © Thomas Coex, AFP

Specialised press



Specialised news websites



Participatory Student led online magazines



Specialised media



Impact of Social Media on Active Citizenship in Eastern Partnership Countries

The huge impact that social media has on our lives is already beyond the scope of debate. Despite being a relatively recent development, facebook and other social media networks have already played a major role in civic activism and have become indispensable for active citizenship. How has this change been brought about? By simply bringing active people together in one platform to discuss and try to change certain issues in society. We from AEGEE have noticed a significant increase in the involvement of ordinary active citizens, especially young people, in societal development issues. Our team focuses on the Eastern Partnership countries (Eastern Europe and the South Caucasus). Allow me to mention some examples from Armenia.

The main topics discussed through social media in Armenia include environmental protection, urban planning, human rights and other social issues. The recent hot topics that had a successful resolution were:

- Due to pressure from environmentalists, one of Armenia's most abundant waterfalls, Trchkan, received a special environmental status to protect it from any industrial exploitation.

- One of the most central and popular parks in Yerevan, Mashtots Park, was saved from being turned into a trading zone by the civic movement called "The City Belongs to Us". Heated discussions took place on facebook which led to concerned citizens meeting at the park to demonstrate, even spending cold winter nights there.

Furthermore, recording and posting videos on social media became a very effective means of punishing broken laws. The responsible institutions' usual course of action is to reply immediately.

Also, some Armenian public sector leaders have created facebook pages where they consult citizens on different issues, thus encouraging their participation.

As we can see from these examples, increased internet access opens up new opportunities for active citizens to express themselves and participate effectively in the decision-making

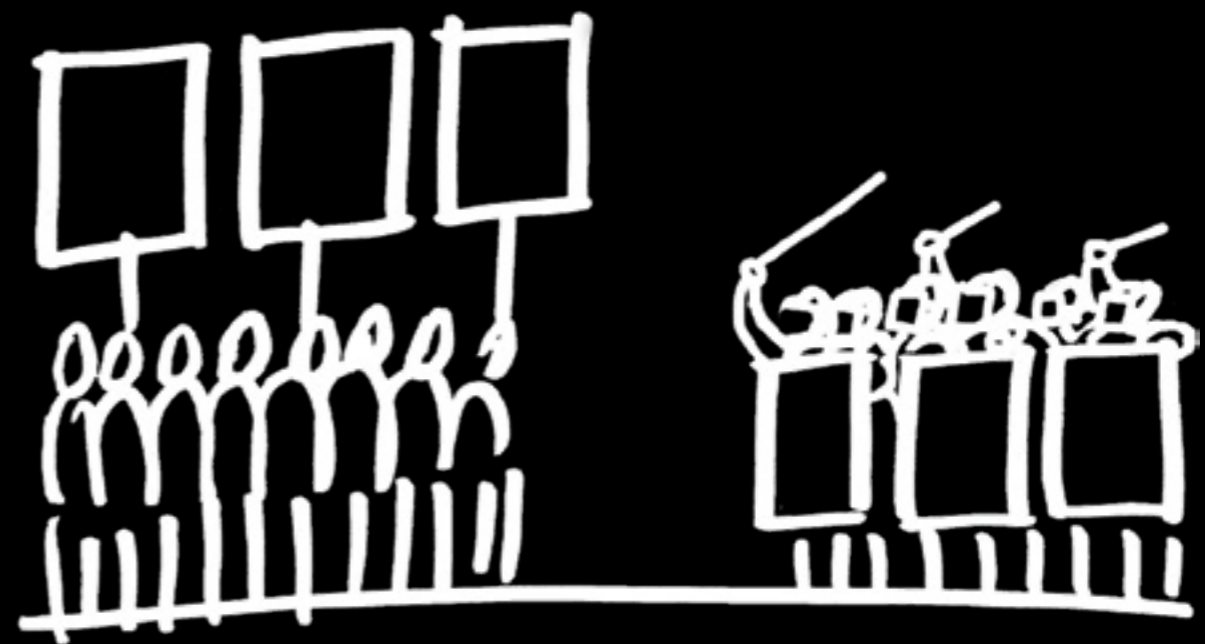
process. This positive trend shows that in the next few years hopefully people's participation will increase, thereby contributing towards boosting active citizenship and democracy in Eastern Partnership countries.

Shushan Khachatryan
Founder of AEGEE-Yerevan and
AEGEE Eastern Partnership
Project Team Member

INCREASED INTERNET
ACCESS OPENS UP
NEW OPPORTUNITIES



The Mashtots Park Movement began as a sit-in in February 2012 in Mashtots Park, Yerevan. The protest was initiated by "This City Belongs to Us" civic initiative, and grew into a full-scale movement.



Bridging the gap: the role of organised civil society

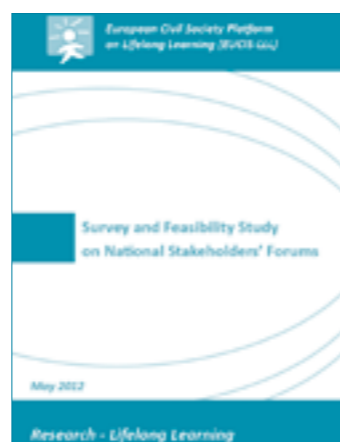
Civil society is generally thought of and perceived as the main source of legitimate governance in a democracy. It is composed of a plurality of associations, organisations, and movements that are anchored in the “real world”

their claims is the establishment of a statute of the European Association which they consider “both a fundamental right of the European citizens and an active component in the emergence of a European public sphere”².

These organisations also play a strong political role in representing the interests of various stakeholders. Education and training is a competence of the Member States but is subject to an “open method of coordination” at EU level. What this mechanism implies is that a close relationship between the local, national and transnational levels is needed to achieve the “European dimension in education” stipulated in the Europe 2020 Strategy. European organisations pool best practices and make policy recommendations to improve the way education and training systems work. In this sense they create a vector for more citizens’ participation in the EU decision-making process. Their motto is that the EU should involve civil society actors in the design and implementation of policies that directly concern them.

EUCIS-LLL: national Stakeholders’ Forums are needed

To move the agenda of lifelong learning in Europe forward, EUCIS-LLL is currently exploring the possibility of setting up national stakeholders’ forums for education and training. Indeed EUCIS-LLL has identified several limitations in the implementation of lifelong learning strategies at national level, mainly due to the fact that Member States have different practices and approaches relative to stakeholders’ participation. Very often, there is no one responsible for lifelong learning strategies in the ministries and there are no such structured civil society platforms that bring together the various sectors as EUCIS-LLL does at the EU level. It is thus very difficult to measure the impact of EU policies at the national level; this reality calls for concerted efforts from civil society actors which combine a sharp European awareness with a solid local and national anchoring in each EU Member State.



AN OPEN, INCLUSIVE AND CROWDED EUROPEAN PUBLIC AREA...

and transmit messages from the grassroots level to the public sphere. The debate on the existence of a European civil society is linked to the one on the EU’s democratic deficit which unfolded after the 1992 Maastricht Treaty and was accentuated by the failure of the Constitutional Treaty. Today we observe the existence of a wide range of European associations in various fields but their particular role is seldom acknowledged.

European organisations channel the civic engagement and activism of millions of citizens freely and voluntarily joining forces across national borders. In the words of Mr Jean-Marc Roirant, President of the European Civic Forum, “They set the ground for the emergence of an open, inclusive and crowded European public arena, a public space where everyone can play a public role, can exercise their rights and responsibilities, can feel that they are European citizens belonging to a European community.”¹ These organisations working actively at the European level are in need of greater institutional recognition at both European and national levels. One of

¹ www.civic-forum.fr

² www.easea.eu

Campaign: European civil society organisations in danger in the Erasmus for All!

Article 10 of the Lisbon Treaty states that “Every citizen shall have the right to participate in the democratic life of the Union”. Today, barely 30% of citizens think that they can personally influence the EU and this figure is falling*. European civil society organisations contribute towards disseminating and creating knowledge about EU policies and programmes and act as a voice for the concerns and needs of millions of educational actors within the EU. They can reach a critical mass and ensure a long-term impact. EUCIS-LLL has conducted a survey that shows that 68.8% of educational actors at national level receive information on EU cooperation in education and training from their European organisations.

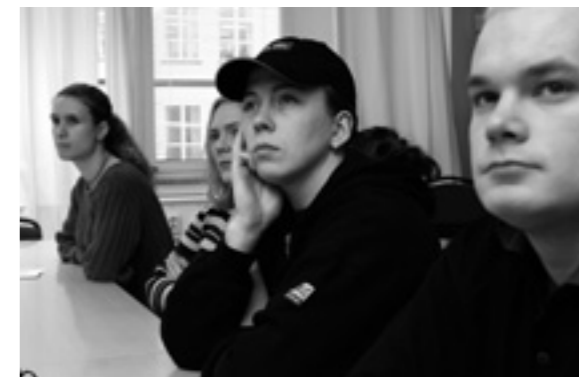
Without them it is unlikely that individual organisations and actors will become involved in discussing, contributing and implementing EU policies in education and training. This specific recognition and support – via operating grants – is currently absent from the “Erasmus for All” Regulation proposed by the European Commission. EUCIS-LLL together with a coalition of 33 European organisations including the European Youth Forum has led a campaign to defend the interests of civil society organisations in the future programme for education, training, youth and sports.

The Study Circle a practical workshop in democracy

ABF stands for Arbetarnas Bildningsförbund, the Workers’ Educational Association. Created in 1912, ABF is the largest adult education association in Sweden and provides liberal adult education in all of its municipalities. Democracy, diversity, justice and equality are the foundations of its actions. Many of ABF’s activities are study-related such as the study circles – a group of people (8 to 12) who meet regularly and study together. Dialogue and action are important parts of the study circle method. Democracy needs people who dare to re-analyse things and have the courage to question things that are wrong. Study circles have been crucial to the fight for democracy in Sweden, and have contributed towards making Swedish popular movements among the strongest in the world. In ABF all over Sweden people are trying to learn more about the European Union and how it reflects on Sweden. The following are a number of questions raised in the study circles...

Why do Europe’s suburbs burn?

Riots and fires in London in summer 2011, riots in Paris a few years ago, clashes between



Study circle, ABF Sweden

youth gangs and police in Sweden. Across Europe there seems to be a build up of anger that explodes in violence. What causes riots? Is it a moral failure or it can be linked to poverty and growing inequalities?

Who cares about gender equality?

Europe is far from equal: women are paid less than men, women are poorer, and women are subjected to male violence. Differences are great between different countries and regions. Some countries have paid child leave and kindergarten, while others banned abortion. How can gender equality in Europe be strengthened? What role can the EU play?

Who gets to live in Europe?

Sweden Democrats, the ultra conservatives, have taken the leap into parliament. In recent years, similar parties have gained momentum in Europe. Xenophobia, Islamophobia and intolerance are spreading. Is Europe’s dark history of persecution of minorities on the way back? Do we see fascism coming back? How can the radical right be offset?

Peter Warner
ABF Sweden



Participants of OBESSU 7th European School Student Convention

European Convention of VET students: an eye-opening experience

After being active in the student council of my own school and in the national union for students in Vocational Education and Training (VET) at the national level in Finland, taking the next step and getting involved at the European level through OBESSU was an eye-opening experience for me.

In 2011 I was part of the preparatory team of the 7th European School Student Convention "New Skills for New Schools: Students, Education and Training and Work" organised by OBESSU in Oslo. The convention gathered school students from all over Europe to discuss and debate topics related to VET for a week and being part of the event taught me several things.

Taking part in the OBESSU event, facilitating sessions, following discussions and seeing participants share best practices from their own experiences opened up new perspectives to me in looking at VET policies, student democracy and student unions. Going home after the week had ended I was able to

be proud of my own organisation for their achievements in Finland, and also to look at the organisation from a completely new perspective. Even if the situation of VET students is clearly better in some countries such as Finland and Denmark than in others, those working for students and student rights should not take their good situation for granted.

The convention gave me some concrete ideas on what could still be done in Finland and in my organisation.

The convention in Oslo also gave me new knowledge. I got to learn about VET and the situation of VET students in other countries in Europe. From time to time it was shocking to compare different education systems and practices and see how huge the differences were even in the very basic rights of students enrolled in VET, but I also learned that the much-admired educational system I went through myself was not always the best example.

Through OBESSU I gained new energy, new ideas, new contacts and knowledge I could take back home with me, not only to improve the work I was doing myself, but also to share with other student activists in Finland.

Tiia Meuronen
OBESSU



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Regina Ebner President of EUCIS-LLL

Regina Ebner has been Secretary General of the European Association for the Education of Adults (EAEA) since 2007 and EUCIS-LLL President since 2009. She has coordinated numerous European cooperation projects.

European organisations in education and training: key players to develop participation

What is the role of European organisations and platforms in education and training?

European organisations and platforms are a key element of EU democratic life. They represent millions of national actors in the field of education and training and contribute towards creating a community of actors across borders. They initiate debates amongst their members about the EU policy agenda and voice their related needs and concerns, especially when they have the chance to have an office in Brussels where everything is decided. I believe their contribution enriches policy debates by providing the input from the grassroots level. EUCIS-LLL has a specific political added value in the sense that it is an umbrella platform of European organisations; its role is essential when designing transversal EU policies because it provides a transversal approach to key issues that have an impact on the future of Europe such as the future programme for education, training, youth and sports.

Why is the current Lifelong Learning Programme so important for you and your members?

The LLP supports policy development, cooperation and mobility. It enables individuals at all stages of life to pursue stimulating learning opportunities across Europe. This programme is particularly important to European organisations as most of our members are voluntary-based and do not receive any funding from the national level. The programme awards operating grants (under the Jean Monnet programme) to a small number of "quality" organisations, less than 10 every year, under a highly competitive selection process. They represent European associations of various actors in lifelong learning such as the parents, school unions, adult education centres, etc. Without this funding, it is unlikely that stakeholders will continue to be able to contribute to policy debates. As the next generation of programme aims to further strengthen policy dialogue, it is crucial to support the intermediary organisations that make it happen. Unfortunately this is not the position of the European Commission who favours a project-based approach.

EUCIS-LLL has launched a campaign about the "Erasmus for All" proposal, what are your main concerns?

The Commission's proposal was released more than a year ago now, and EUCIS-LLL has followed negotiations from the very beginning by setting up a Stakeholders' Coalition together with the European Youth Forum. The Commission named it "Erasmus for All" but the Parliament proposed "YES Europe" for Youth, Education and Sport. Yet we rather care about the content of the proposal, and our main concerns can be found in the coalition position paper we published in March 2012. A key issue is about losing the operational support I mentioned for

EUCIS-LLL key messages on the European Year of Citizens 2013

European organisations. The Commission proposes a different kind of funding exclusively based on project-making that would dramatically affect our sustainability, threaten our political independence and therefore jeopardise civil dialogue at EU level. Otherwise, we mostly fight for greater civil society participation in the new programme and more transparent, fair and accessible funding opportunities. Of course, we agree with the European Commission as regards the amount that should be allocated to this programme in order to reach EU targets for 2020.

In times of budgetary constraint, why should the EU support European organisations and platforms?

Precisely because we are multipliers of EU activities in the field of education and training. I know every sector is now trying to defend its share in the current Multi-annual Financial Framework negotiations, but decision-makers must be consistent with their engagements towards the Europe 2020 strategy and invest in sectors that are of key importance for growth and jobs, such as education and training. European organisations have a high level of added value thanks to the commitments of their members towards disseminating good practices and in making education and training progress in Europe. The operating support we are trying

to preserve represents less than 0.1% of the Lifelong Learning Programme budget in 2012. In a recent EUCIS-LLL survey, 68.8% of respondents said they were familiar with the ET2020 Strategic Framework thanks to their European network. Those figures show how much we can achieve with such a small amount of money. Our platform has a specific added value as it contributes towards building bridges between the sectors but also between the EU and stakeholders. It works as a resource centre, a knowledge exchange platform and a political representation of civil society actors in this field.

Do you see an evolution in the way the EU relates to civil society?

I see at least how much progress we have made in the past decade and what I would not like to witness for the next one. Civil dialogue has never been as vivid since European organisations entered the game on the EU political stage. It is a very positive step and a strong signal in this European Year 2013 to change the image of a technocratic EU where decisions are taken behind closed doors and on which citizens cannot have their say. Sometimes decision-makers tend to forget that this is a two-way communication: our "raison d'être" is our duty to make citizens heard and not to accept all EU initiatives without criticism. By changing our funding schemes, by turning crucial moments of

dialogue into communication events, the democratic life of the EU is at stake. 2013 is the perfect point in time for reaffirming our political independence and the valuable input we can bring. In the field of education and training, that means respecting the partnership approach promoted in the new "Re-thinking Education" Communication and setting up a genuine structured dialogue so that key messages can be efficiently conveyed from the bottom to the top. It would also give life to the new principle set out in Article 11 of the Lisbon Treaty about having a regular dialogue with citizens.

HOW MUCH WE CAN ACHIEVE WITH SUCH A SMALL AMOUNT OF MONEY



EUCIS-LLL key messages on the European Year of Citizens 2013

EUCIS-LLL hopes that the European Year 2013 of Citizens will create a debate before the 2014 European elections. Indeed, the results of the last elections, with a European turnout of 43.1%, taught us a lesson. Most citizens do not feel that their vote will change the way the EU functions and sometimes they do not even know what is going on in Brussels. We also observe a decreasing sense of belonging to Europe and a very low level of confidence that people have in the EU. According to a recent Eurobarometer survey, just 43% of people questioned stated that they knew about what it meant to be a European citizen and 32% considered they were well or very well informed of their rights as citizens. It is by providing proper information, by equipping citizens with basic and transversal skills, by offering proper modules in schools and continuing training to teachers, by involving civil society representatives actively in the process of decision-making and by proposing policies that correspond to citizens' needs that citizens will feel part of the political project. Education and training has a very special role to play in that respect. Because European citizenship needs to be learned and lived, community programmes should consequently have appropriate budgets allocated to them. Civil society organisations also have a significant contribution to make, as a bridge between Europe and its people but also as a privileged environment in which to foster active citizens.

1. Equipping all citizens with basic skills is the prerequisite for removing obstacles to active participation in society

- Make sure all EU citizens master basic skills. The Education and Training Strategic Framework 2020 rightly aims at reducing the share of low-achieving 15-year-olds in reading, mathematics and science to below 15%. Yet today one 15-year-old and almost one adult in five still do not know how to read and write properly. This has a negative impact on participation. Indeed, we know that on average, adults with high levels of education vote 14.8% more than their less educated counterparts (OECD's Education at a Glance, 2012).
- Acknowledge the wider negative consequences of a lack of basic skills notably in the new "Rethinking Education". A lack of those skills does not only hinder their chances of finding a job or being included but also of participating genuinely in the political life of their own country and of the EU. This should be underlined in the new Communication since it puts at stake the model of democracy that we want.
- Foster inclusive education systems by developing tailor-made learning opportunities in a lifewide and lifelong learning perspective; improved access to lifelong learning is also about strengthening our EU social model and tackling today's common challenges. Intercultural learning can contribute to a better integration of migrants, intergenerational learning to make ageing populations more active, etc. Those target groups and more generally people at risk of being at an educational disadvantage should be addressed as a matter of priority.
- Innovative learning pathways should be developed to broaden access to learning such as Open Educational Resources. EU debates on access shall not be reduced to technological challenges. Member States must implement EU strategies to tackle early school leaving and tertiary achievement so that the related EU2020 headline targets are reached in time. Deeper reflections must be initiated on how to involve non-traditional learners in formal, non-formal and informal learning.

2. Value citizenship education as a key to engaging citizens in EU democratic life

- Make citizens aware of Europe's values, prerogatives, political history and structure by developing citizenship through formal and non-formal education: a genuine democratic society cannot be built if citizens are not aware of the impact that the EU institutions have on their daily life. Today, only 9% of Europeans think the EU level has an impact on their living conditions (Eurobarometer 77, Spring 2012).
- Give social and civic competences the role they deserve in the new "Rethinking Education" Commission Communication (November 2012) that focuses mainly on entrepreneurial skills and leaves out the other Key Competences of the 2006 Framework. This is particularly important as the "feeling" of belonging to the EU is decreasing in Europe.
- Adopt a holistic approach to citizenship education by valuing transversal key competences (learning to learn, sense of initiative, cultural awareness and expression) necessary to foster tolerance, solidarity and intercultural understanding in more and more complex societies.
- A paradigm shift towards learning outcomes is crucial to value transversal competences and ensure that their benefit for societal engagement is recognised. Member States should implement national validation systems that take into account the outcomes of individuals' civic engagement.
- Make use of mobility: "the citizenship outcomes" of EU mobility programmes should be better monitored.
- As active citizenship is a shared responsibility, recognise the contribution of civil society organisations as non-formal education providers in developing those "citizenship skills" and empowering learners, especially in the framework of volunteering activities. Build on the European Year of Volunteering 2011 to feed the discussion for the European Year of Citizens 2013. This is the case of civil society organisations promoting debate and activities on remembrance.
- Value the fields of education and training as privileged settings in which to reflect upon the consequences of the economic and social crisis. Citizenship education is also about discussing why European solidarity and cohesion have decreased in the past few years, how resilient those values are and what can be done to consolidate them.

3. Make learning abroad a reality for all through the new funding programmes 2014-2020

- The EU Year of Citizens 2013 puts a particular emphasis on the right to move. 21% of EU citizens think that student exchange programmes are the most positive result of the EU (Eurobarometer 77, Spring 2012): EU mobility schemes are therefore strongly associated with the benefits of EU citizenship in people's minds and proper investment has to be made in the next funding programme, (but also the next European Social Fund, the Europe for Citizens Programme and the EU Year of Citizens) so that up to five million learners can enjoy an experience abroad.
- Along with an adequate budget, the content of the programme must be designed to ensure a wide access to mobility opportunities: the participation of people with special needs or fewer opportunities shall be secured; loan guarantee schemes for higher education must not replace grants in the long term and come with financial security for repayment, etc.
- The next funding programme shall not only aim at reaching a systemic impact but take into consideration the individual impact of mobility schemes: there is no longer a need to prove that an experience abroad is highly beneficial for the individual, in particular to develop their sense of belonging to the EU. A systemic effect for a more inclusive society can only be reached through the aggregation of engaged individuals.

4. Acknowledge and support civil society organisations for their role in bridging the gap between the EU and its citizens

- Think of the EU Year of Citizens also as the Year of EU Citizenship and celebrate civil society for bringing Europe to the citizens and vice-versa. Creating ownership is not about a one million-euro communication plan but about the work that non-profit organisations have done for years to voice the concerns of EU citizens on policy-making in Brussels, and multiply EU action at grassroots level. Indeed, 68.8% of respondents to a EUCIS-LLL survey (December 2011) know about the ET2020 Strategic Framework thanks to their European network.
- Provide sustainable operating support to European civil society organisations within the new funding programme 2014–2020. Those organisations simply cannot survive if their funding is exclusively project-based as they could no longer sustain their activities, would lose their political independence and their capacity to put crucial issues on the EU agenda. Recognise volunteer time as contributions in kind in project proposals.
- Set up more regular consultation mechanisms for civil society to develop a genuine structured dialogue in the field of education and training, starting by giving them a consultative statute in the Programme Committee that monitors its implementation.
- Launch a Green Paper on Article 11 as a whole and re-launch the process leading to the adoption of a statute of the European association. The voices of millions of European citizens, freely and voluntarily joining together in associations and NGOs, would be given proper recognition. Active citizenship is also about encouraging the emergence of a genuine European civil society. This recognition would be a great leap for a genuine implementation of Article 11 of the Lisbon Treaty to initiate "an open, transparent and regular dialogue with representative associations and civil society", an article also mentioned in the legal basis of the EU Year of Citizens.
- Make educational institutions democratic settings in themselves where learners and educational staff can engage in the democratic life of the institution and access mobility schemes to develop their sense of EU belonging.



European Civil Society Platform on Lifelong Learning (EUCIS-LLL)

The European Civil Society Platform on Lifelong Learning (EUCIS-LLL) brings together 31 European networks working in education and training. Together, they cover all sectors of education and training including networks for higher education, vocational education and training, adult education and popular education; networks for students, school heads, parents, HRD professionals, teachers and trainers.

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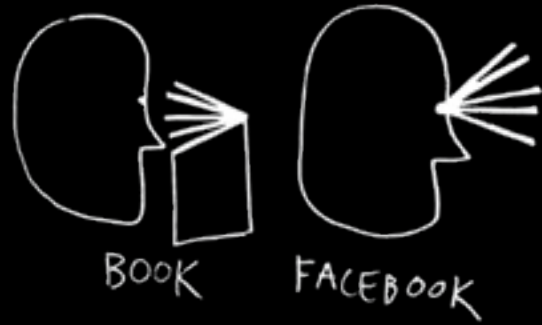
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