

# FINAL REPORT



## "RAISE YOUR VOICE FOR TOMORROW'S EUROPE"

FORUM ON EDUCATION FOR DEMOCRATIC CITIZENSHIP  
WITH A EUROPEAN DIMENSION

13 – 16 November 2017  
Ljubljana, Slovenia

SALTO-YOUTH  
SOUTH EAST EUROPE  
RESOURCE CENTRE



Erasmus+



REPUBLIKA SLOVENIJA  
MINISTRSTVO ZA IZOBRAŽEVANJE,  
ZNANOST IN ŠPORT  
URAD REPUBLIKE SLOVENIJE ZA MLADINO



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# 01

## BACKGROUND

European citizenship, which used to be considered one of the central concepts in the field of youth in Europe, has got significantly less attention in the past decade. What are the reasons behind the shift of focus in policy and practice?

Triggered by the 1989 revolutions and their implications in Europe, the process of European integration as pursued by the European Union and the Council of Europe, expanded rapidly. The basis for this had been set in the efforts of the post-World War II era to ensure peace and social cohesion in Europe by fostering economic and political interdependency and the sense of a shared identity. Consequently, the narrative of unified Europe, not only in a legal and political sense, but also in a social and cultural sense, became increasingly accepted.

The concept of European citizenship was first introduced in the Treaty of Maastricht on European Union in 1992<sup>1</sup>, in which it referred to the complementary legal rights of the citizens of the European Union Member States. On the other hand, by the 1990s it had also become evident that the conventional understanding of citizenship bound to a state had ceased to be sufficient in the increasingly globalised world. The need for recognition of universal human rights, and phenomena such as transnational migration had questioned distinct political memberships and identities associated with nation states. In this context the notion of a European citizenship also emerged to depict the global or “cosmopolitan” aspect of citizenship in Europe.

These developments resulted an increasing interest in citizenship and citizenship education and their European and global dimensions in the fields of youth and non-formal education in Europe. The need to bridge European citizenship as a passive set of civic rights in the European Union to the actual practice of democratic citizenship in European civil society was one of the important debates in the 1990s and in the beginning of the 2000s.

The beginning of the new millennium also marked important milestones in the integration and enlargement of the European Union, and in 2007, European citizenship became the permanent priority of the new Youth in Action Programme (2007 – 2013). Despite the European dimension having been inherent in the European Union’s programmes in the field of youth even before, articulating the European citizenship as a priority brought a political dimension to what was to be achieved by the activities within the Programme. Young people would now be encouraged to take an active role in shaping what the Youth in Action Programme Guide in 2007 pronounced as – “the emerging European society”.

Soon after, the global economic downturn shifted the emphasis of the European Union’s and its Member States’ policies associated to citizenship and civic participation to-



wards countering the negative implications of the recession, namely the growing unemployment and skills gaps<sup>2</sup>. In the youth field this resulted in a proliferation of initiatives aimed at empowering young people to gain competences relevant for employment. Building a sense of European citizenship and civil society was not a priority for some time, until the worrisome news about a crumbling social cohesion, a

<sup>1</sup> A treaty on European economic and monetary union, agreed by the heads of government of the twelve member states of the European Community at a summit meeting in Maastricht in December 1991.

<sup>2</sup> B Hoskins, D. Kerr, L. Liu (2016): Citizenship and the economic crisis in Europe: An introduction. *Citizenship Teaching & Learning*. Volume 11, Number 3, pp. 249-265(17) Intellect.



growing euro-scepticism and intolerance in Europe demanded a response.

The Paris Declaration<sup>3</sup> in 2015 brought the concept of citizenship back into focus of the education policy within the European Union. In particular, young people's acquisition of civic, social and intercultural competences through formal and non-formal education was stated as one of the primary objectives in overcoming the current challenges. The Erasmus+ Programme of the European Union (2014 – 2020) was identified as the key instrument in achieving the Declaration's objectives at the European level, complementing the efforts to be made by the Member States at the national and local levels.

The Erasmus+ Programme in the field of youth indeed puts a strong emphasis on the development of civic and social competences of young people through transnational cooperation, and therefore has the potential to provide citizenship education in the European context. Nevertheless, what the European dimension of citizenship in particular means, and what kinds of pedagogical approaches towards building young people's sense of citizenship in the European context are possible, has turned out to be difficult to address or articulate in Erasmus+ projects.

The SALTO South East Europe Resource Centre has been working on how to address the topic of Europe in the context of the Erasmus+ Programme in the field of youth and its predecessor programmes

for several years. The topic has shown to be challenging, particularly in the context of cooperation with the Western Balkan Partner Countries, due to the ambiguous attitudes many young people and youth work practitioners have towards the idea or concept of Europe<sup>4</sup>, which in many cases result from the politically challenging accession process of these countries to the European Union). In spite of the challenges, the topic carries great importance. To explore the potential of the Erasmus+ Programme as a mechanism of citizenship education as promoted in the Paris Declaration, as well as to review the contested concept of European citizenship, the SALTO South East Europe Resource Centre put forwards a proposal in 2016 to organise a forum on these topics targeting the relevant stakeholders in the field.

<sup>4</sup> Lehto, Maija (2015): Building capacities and paving the way for EU integration: The role of the SALTO South East Europe Resource Centre in increasing the quality of youth work in the Western Balkans. In the SALTO-YOUTH network: "Looking forward, looking back" -15 years of Support, Advanced, Learning and Training Opportunities.)

<sup>3</sup> Declaration on Promoting citizenship and the common values of freedom, tolerance and non-discrimination through education – Informal meeting of European Union Education Ministers, Paris, 17 March 2015.





# 02

## CONCRETE STEPS TOWARDS “RAISE YOUR VOICE FOR TOMORROW’S EUROPE”

- FORUM ON EDUCATION FOR DEMOCRATIC CITIZENSHIP WITH A EUROPEAN DIMENSION

### 2.1 PARTNERSHIP AND PREPARATION PROCESS

The initial idea for the forum and the draft concept was presented by SALTO South East Europe in the summer of 2016 in the annual meeting for Transnational Cooperation Activities (TCA) of the Erasmus+ National Agencies in the field of youth and SALTO Resource Centres. The Austrian, German and Polish National Agencies together with the regional SALTO Resource Centres have a background in developing cooperation activities on the topic of Europe, namely the project “[Youthful Europe](#)”, which aimed at responding to a need to provide perspectives for addressing the European dimension in youth work and to promote the empowerment of young people taking an active role in envisaging a future Europe. Therefore, the forum was a logical step to deepen the cooperation on this thematic area, address it with a wider set of target groups and focus particularly on the questions of citizenship and citizenship education in the European context. The Slovenian National Agency joined the initiative as a new partner due to their interest in working on the topic.

The Partnership between the European Commission and the Council of Europe in the field of youth (EU-CoE Youth Partnership) has been working on the topic of European citizenship ever since the 1990s. In this context several educational tools, such as the [T-kit for European Citizenship in youth work: Under Construction – citizenship, youth and Europe](#) (2003) and [academic publications](#) were produced. One of the important initiatives was the train-

ing course, European citizenship in youth work, organised in cooperation with the Erasmus+: National Agencies in the field of youth (and National Agencies for the Youth in Action Programme 2007 – 2013) over several years. Reflecting this background, the EU-CoE Youth Partnership expressed interest in cooperation in the organisation of the forum.

The preparation of the activity begun in early 2017 with a call for experts on the topic, who would take the roles as facilitators and a rapporteur in the forum. The selected facilitators were **Simona Muršec**, Slovenia, **Konstantinos Spatiotis**, Greece and **Vojislava Tomić-Radivojša**, Serbia. **Andreea Nagy**, Romania, took the role as the rapporteur. The preparation process included consultation with Professor **Tomaž Deželan** (Ph.D.) from the Faculty of Social Sciences in the University of Ljubljana on the topic of the activity, reflecting on his research interests, which among others included citizenship concepts, debates and regimes, new modes of governance, youth and the civil society. Several experts (mentioned later in the report) were included in the implementation of the programme of activities. The concept for the activity was consolidated in May 2017 prior to publishing the call for participants. The selection of participants was made in September 2017.

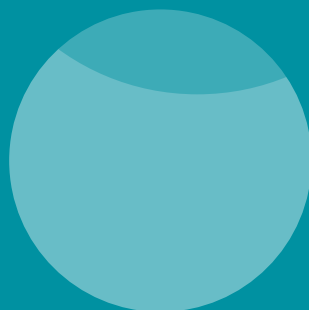
### 2.2 KEY CONCEPTS

During the preparatory discussions the participating institutions decided to use the concept of **education for democratic citizenship** instead of citizenship education, since it more appropriately reflected



the chosen approach for the topic. The concept was adopted in the [Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education](#) by the Organization's 47 member states in the framework of Recommendation CM/Rec(2010)7, and it is an important reference point for all those dealing with citizenship and human rights' education. It is also a way of disseminating good practice and raising standards throughout Europe and beyond, and it recognizes the role of non-formal education and youth organizations in promoting young people's active citizenship and human rights. The Charter defines "education for democratic citizenship as education, training, awareness raising, information, practices and activities which aim, by equipping learners with knowledge, skills and understanding and developing their attitudes and behaviour, to empower them to exercise and defend their democratic rights and responsibilities in society, to value diversity and to play an active part in democratic life, with a view to the promotion and protection of democracy and the rule of law". The main educational principles underpinning this type of education are: valuing diversity, inclusion, equal chances, respect for human dignity and life in peace<sup>5</sup>.

The chosen approach to the concept of European citizenship was to reflect on both perspectives: **European citizenship, as a set of legal rights of the citizens of the European Union Member States, as stipulated in the Maastricht Treaty, and as the practice of active democratic citizenship in European civil societies,**



**which are not bound to any specific geographical entity or legal rights regime.** The latter approach opens the European citizenship dispositions beyond the political or geographical borders of the European Union, and is more applicable in reflecting youth work practices around European citizenship.

## 2.3 TARGET GROUP

The target group for the activity was **youth work practitioners and youth policymakers, teachers, educators and activists connected to the topic of education for democratic citizenship with young people**, and who come from the Erasmus+ Programme Countries and Partner Countries of the Western Balkan Partner Countries. The activity was targeting primarily actors in the field of youth, but places were also left for actors representing the formal educational sector. Addressing young people's citizenship effectively requires synergies across the relevant fields and frameworks, and the priorities and objectives of citizenship education in Europe are still defined to a large extent in the formal educational curricula at the national levels<sup>6</sup>.

## 2.4 AIM AND OBJECTIVES

The aim of the activity was defined jointly by the participating institutions to **promote the European dimension in education for democratic citizenship with young people and contribute to the recognition of European citizenship**, with the following specific objectives:

- To map out recent trends, developments and policy processes related to the topic of the activity;
- To provide insight and stimulate discussion related to the concept of European citizenship;
- To provide space for the exchange of participants' practices on addressing the European dimension in the education for democratic citizenship, in particular through youth work and non-formal education;
- To identify challenges in approaching the European dimension in education for democratic citizenship and showcase inspiring practices and ways to address them;
- To encourage networking, new partnerships and cooperation among participants;
- To advocate the recognition of the added value of the European dimension in education for democratic citizenship as a tool for addressing current challenges in European societies.

<sup>5</sup> Recommendation CM/Rec(2010)7 of the Committee of Ministers to member states on the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education

<sup>6</sup> European Commission/EACEA/Eurydice, 2017. Citizenship Education at Schools in Europe – 2017. Eurydice Report. Luxembourg: Publications Office of the European Union



# 03

## SELECTED PARTICIPANTS AND THE DAY-TO-DAY PROGRAMME OVERVIEW

The forum provided places for [34 participants](#) from 16 countries: **Albania, Austria, Bosnia and Herzegovina, Croatia, Finland, Germany, Hungary, Italy, Montenegro, Norway, Poland, Serbia, Slovenia, Sweden, Turkey** and the **United Kingdom**.

Corresponding to the target group set for the activity, the participants were youth work practitioners, teachers and educators from the field of formal education, local youth policy-makers, researchers and youth activists, who had a background in education for democratic citizenship.

The programme was developed on three main pillars:

- Mapping out past developments and policy processes and looking into the future;
- Working on participants' practices, identifying challenges and finding solutions;
- Exploring the key concepts connected to the activity and their implications on the practices and processes of education for democratic citizenship with young people.

The programme aimed at reflecting and finding possible answers and solutions to the following questions:

- To what extent civic identification and the will for collective political action is possible at the European level?
- Do young Europeans have opportunities to become socialized to European citizenship, what does the concept mean and what are the mechanisms to practise it?
- Is the European dimension promoted using appropriate pedagogical approaches to citizenship at the

- national level and are there synergies between different European countries?
- What is the current role of education for democratic citizenship in developing young people's sense of civic engagement for Europe and European concerns?



# 3.1 DAY TO DAY PROGRAMME OVERVIEW

The Forum on education for democratic citizenship with a European dimension “Raise your voice for tomorrow’s Europe” unfolded over three full days with a variety of activities aimed at reaching its aim and objectives. The activity took place in the [City Hotel Ljubljana](#).

## PROGRAMME

### TUESDAY

14. November

**Introduction to the forum:**  
background and expectations

### WEDNESDAY

15. November

**Keynote speech on the concept of European citizenship:** an insight into the concept and different understandings of European citizenship, a reflection on how European citizenship is promoted and applied in the fields of education and youth

### THURSDAY

16. November

**Panel discussion:** advocating the recognition of the added value of the European dimension in education for democratic citizenship in addressing contemporary European concerns

#### BREAK

**Education for democratic citizenship with a European dimension:**  
mapping trends, developments and policy processes

**A reflection on the concept of European citizenship:** a discussion stimulated by the keynote speech

**Networking:** mapping out possibilities for partnerships and future cooperation

#### LUNCH

**Sharing of practices:**  
getting to know participants’ practices and finding commonalities

**Addressing challenges in practices:**  
identifying ways and means to address challenges in participants’ practices

**Follow-up:** discovering opportunities for a follow-up and the support available for future activities in the field

#### BREAK

**Reflecting on practices:**  
identifying challenges in participants’ practices

**Good practice examples:** exploring a selection of inspiring practices in the field

**Evaluation and closure of the forum**

#### DINNER

Welcome evening

Optional evening activities in the town

Dinner out in Ljubljana

Farewell celebration



(Note: the following daily overview does not present the reflections and outcomes of the activities which are collected and analysed in the next chapter)

## 3.2

### DAY ONE

### TUESDAY,

### 14 NOVEMBER

The additional welcoming evening before the beginning of the forum offered an opportunity for the participants and the team to meet and get to know each other. The forum officially begun on Tuesday 14<sup>th</sup> of November. The introductory session started with presenting the team and organizing institutions, the background of the activity, its aim, the objectives and the programme of activities.

The participants were also given a chance to express their expectations and possible contributions to the forum. **Janez Škulj**, President of the Governing Board of MOVIT, officially opened the activity. His opening speech initiated the reflection on the topic of the forum, as it referred to the historical steps leading to the contemporary understanding of European citizenship and how it related to the programmes of the European Union in the field of education and youth. The introductory session also included the official launch of the renewed edition of the [T-kit on European citizenship in youth work](#) published by the Partnership between the European Commission and the Council of Europe in the field of youth.

The next session set the ground for mapping the trends, developments and policy

processes on education for democratic citizenship at the European level and the national levels of the participating countries. The session consisted of working groups on the following topics:

- Charter on the Education for Democratic Citizenship and Human Rights Education: the approach to the education for democratic citizenship with young people of the EU-CoE Youth Partnership (facilitated by **Mara Georgescu**, EU-CoE Youth Partnership)
- Education for democratic citizenship and European citizenship within the European Union's Programmes for youth: an overview and current developments (facilitated by **Sonja Mitter Škulj**, the SALTO South East Europe Resource Centre)
- National frameworks for the education for democratic citizenship (self-facilitated)

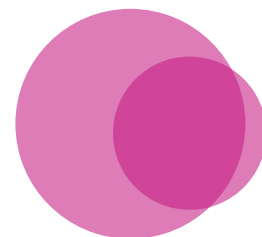
In the working groups, the participants were informed on how the institutions understood the key concepts, policies, what kinds of measures had been undertaken and what were the current challenges. All participants had a chance to visit all three working groups. The session was closed with a common reflection on what was discovered.

In the afternoon of the first day, the focus was shifted to the participants' practices on the topic. All participants had been asked in advance to present a practice or approach on education for democratic citizenship with young people, which they had developed and implemented in the past. The practices worked as a basis for identifying the challenges in working on this topic.

Four practices or approaches were selected in advance to be presented to the whole group with the aim of showcasing the variety of context and the methods to reflect upon, in particular with regard to how the European dimension was understood and addressed. The practices or approaches were from the following topics: 1.) integrating migrants by empowering them to take up leading roles, 2.) increasing the understanding of how European institutions work through visiting them in Brussels, 3.) tackling hate speech among different communities of youths in European cities and 4.) how to best communicate, increase outreach and raise awareness of the European dimension among young people who usually disregard mainstream politics, and are therefore (wrongly) labelled as being apathetic.

The presentations were followed by the identification of challenges in all practices and approaches by participants as well as a thorough analysis, rephrasing and clustering of these challenges.

The day was concluded by a city tour of Ljubljana by [Ljubljana Alternative Tours](#), which provide an insight on the alternative art and lifestyles in Ljubljana and engaged politics. The tour combines street culture and historic monuments and reveals hidden avant-garde places and settings in Ljubljana.





# DAY 1



WHAT IS THE CHALLENGE  
IN  
ADDRESSING  
THE EUROPEAN DIMENSION  
IN  
DEMOCRATIC CITIZENSHIP  
PROJECTS + ACTIVITIES





### 3.3

## DAY 2.

## WEDNESDAY

## 15 NOVEMBER

The next morning was dedicated to the conceptual exploration on European citizenship, its multiple meanings and implications for education for democratic citizenship with young people. This was carried out by the keynote speech *“European citizenship: a regional hub for global citizenship or a super nationality for the market’s liberal elite?”* by Professor **Bryony Hoskins** from the University of Southampton, a guided reflection in groups and facilitated thematic workshops stimulated by the keynote speech.

The thematic workshops associated were on topics:

- **“European citizenship and the right to have rights”**: can European citizenship be relevant for young people without a recognized legal status? (facilitated by Simona Muršec)
- **“European citizenship and the political orientation of young people”**: can European citizenship be relevant in the midst of growing nationalism and populism in Europe? (facilitated by Mara Georgescu, EU-CoE Youth Partnership)
- **“European citizenship vs “EU citizenship”**: in what way can European citizenship be relevant for young people outside of the European Union? (facilitated by Konstantinos Spatiotis)
- **“European citizenship and democratic participation”**: Has

European citizenship the potential for reversing the political apathy of young people in contemporary Europe? (facilitated by an external facilitator **Nuno da Silva**, Portugal)

In the afternoon, the participants had a chance to return to the challenges they had identified and analysed in their practices and approaches and to develop inspirational responses stimulated by the thematic discussions in the morning. The participants worked in groups to find solutions by asking questions such as “why is this important”, “what’s stopping us?”, “can we influence it?” “what are the reasons we need to overcome it?” and trying to foresee the impact of overcoming this challenge once it was resolved. The group discussions continued with identifying possible solutions as well as alternative ways of getting the same impact. The session was concluded with a summary of the proposed solutions.

Further input on how to address the European dimension of education for democratic citizenship was provided by inspiring examples in Europe on the education for democratic citizenship with young people, which the organising team had identified before the forum.

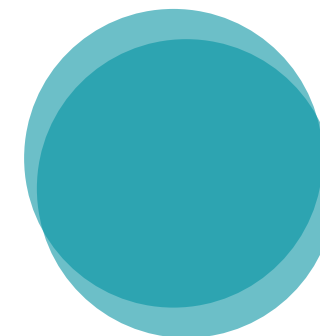
The [inspirational practices](#) were:

- **The training concept “European Citizenship in Youth Work”** (presented by Nuno da Silva, trainer)
- **The learning programme “Youthful Europe”**, (presented by **Vojislava Tomic Radivojša**, trainer and **Maija Lehto**, the SALTO South East Europe Resource Centre)
- **The Civic Education Programme**

**“Europe at School”** (presented by **Ninon Legarde**, Young European Federalists)

- **The blended learning toolkit for teaching and learning EU citizenship**, (presented by **Miha Zimšek**: Faculty of Social Sciences, University of Ljubljana)
- **“Youth Vote” Didactic materials for secondary schools to address the political participation of young people** (presented by **Kaja Cunk**, the Association for Culture and Education PiNA)

The participants had expressed an interest in which presentation they wanted to attend. After the presentations the small groups came together to share some highlights from the presentations with other participants. After the programme of the day was over, the participants gathered for dinner at the social enterprise [Skuhna](#), which runs a restaurant providing authentic food from foreign countries. Skuhna aims at increasing the employability of migrants in Slovenia through culinary work and to bridge the understanding between migrants and the locals.





# DAY 2



The New York  
36 Hours in  
Ljubljana, Slovenia  
BY ALEX CREVAR, OCT 5, 2017



## 3.4

### DAY 3.

### THURSDAY

### 16 NOVEMBER

The third day began with an expert panel looking into perspectives for a better recognition of the European dimension in education for democratic citizenship at the local, national and European level.

The panellists were:

- **Rok Primožič**, Office of the Republic of Slovenia for Youth within the Ministry for Education, Science and Sports
- **Tanja Taštanoska**, Eurydice Slovenia, Department of Educational Development and Quality within the Ministry for Education, Science and Sports, Slovenia
- **Kristen Aigro**, European Youth Forum, Belgium
- Ninon Legarde, Young European Federalists, France
- **Irena Topalli**, Beyond Barriers Association, Albania
- Nuno da Silva, Freelance Trainer, Educational Advisor and Evolutionary Entrepreneur, Portugal

After the panel the group had a session of facilitated networking by using the organisational profiles distributed among the participants. Finally, the participants were also provided with room to learn more about the future initiatives of the organising institutions on this topic and the possibilities for cooperation within the Erasmus+ Programme in the field of education, training and youth.

The presentations were:

- The European cooperation within the Erasmus+ Programme in the field of youth (facilitated by **Heike Zimmermann**, Jugend für Europa)
- The activities organized by the EU-CoE Youth Partnership (facilitated by Vojislava Tomić Radivojša)
- The European cooperation with the Erasmus+ Programme in the field of education and training (facilitated by **Urška Šraj**, Cmeplus)
- Cooperation with the Western Balkan countries: the SALTO South East Europe Resource Centre (facilitated by Maija Lehto, the SALTO South East Europe Resource Centre)

The activity was closed with final reflections and evaluation by the participants, a summary of outcomes by the rapporteur and the conclusions by the organising team.





# DAY 3





# 04

## OUTCOMES AND REFLECTION

The outcomes and reflection of the activity are clustered into two thematic subsections: the debates over the concept of European citizenship and the challenges in the practice of education for democratic citizenship with a European dimension, finding creative solutions and fostering recognition.

### 4.1 THE DEBATES OVER EUROPEAN CITIZENSHIP

One of the central debates of the forum was formed around the topic of European citizenship; if it was an appropriate concept to address young people's civic aspirations and initiatives in contemporary Europe.

As mentioned under the subtitle Key concepts of the report, two primary approaches towards European citizenship explored during the forum were:

- European citizenship as the complementary status of citizenship within the European Union Member States, based on the Treaty of Maastricht on European Union in 1992.
- European citizenship as the practice

of active democratic citizenship in European civil societies, which are not bound to any specific geographical entity or legal rights' regime.

It soon became evident that there was a great deal of ambiguity regarding the concept and how it was being used.

By setting the scene with an introductory input in the first day of the forum, Janez Škulj, President of the Governing Board of MOVIT, guided the participants through how citizenship, and European citizenship in particular, was integrated and handled in the European Union's youth policies from the Maastricht Treaty in 1992 onwards.

Janez Škulj emphasized that due to the political climate in the 1990s and early 2000s, European citizenship was predominant on the public agenda of the European Union. Funding for activities with young people within this framework was available, both in the Member States and in cooperation with the neighbouring countries. The ambition was to build a Europe of active citizens, who would be interested in participating in decision-making and contributing to policy developments within the European Union. Also, the perspective for the further enlargement of the Union, namely the inclusion of the Western Balkan countries was announced in the Thessaloniki Summit in

2003, opening the possibility for European citizenship to be extended to the citizens of these countries as well.

He also argued that speaking about European society is far more difficult today, since there are several parallel discourses about citizenships in Europe reflecting the division between the "economically affluent north" and the "deprived south", intensified by the recent financial and economic crisis, and the division of the "liberal west" and the "conservative east", as a consequence of the so called European refugee crisis, based on the political disagreement on immigration in the European Union. A European dimension in education for democratic citizenship in his view, might as a consequence be difficult, since there is no longer a common understanding what the European dimension is. "What makes the European dimension today different from, for example, the Latin American dimension?" Provocative as this statement may sound, it highlighted the importance of an institutional and political framework and related policies in shaping the understanding of European citizenship.

Following the speech, the participants reflected on the topic by pointing out the very different possibilities and resources the European countries had to integrate the European dimension in civic education / edu-



cation for democratic citizenship in schools or in non-formal education. The countries on the disadvantaged side of the economic division or the countries with a more conservative approach might have fewer opportunities or a willingness to promote “Europe” through education, which could potentially contribute to young people getting ever more alienated from it. The level of the political dissolution of contemporary Europe and its implication on education for democratic citizenship was highlighted at this point, and also later on by several other guest speakers and participants of the forum.

Professor Bryony Hoskins from the University of Roehampton continued reflecting on the implications of the recent developments in her keynote speech “European citizenship: a regional hub for global citizenship or a super nationality for the market’s liberal elite?” Building on to what was brought up by Janez Škulj, she pointed out that following the financial and economic crisis, the policy focus had shifted to encourage young people to build skills for employability and entrepreneurship. Citizenship education was put aside, only to be taken up again as a way to counterbalance racism, xenophobia and discrimination arising in the context of the reception of migrants and refugees in the European Union, along with other societal challenges, namely the rise of populism, as well as distrust and misinformation in the public sphere. “It (citizenship education) is now more defensive than expansive. It is about addressing violence, extremism and divisions in society, rather than building a stronger, more cohesive Europe.”

The institutional framework and policies connected to it inevitably influence the



way European citizenship is articulated, understood and used. Nevertheless, Professor Hoskins’ input also encouraged the participants to contemplate the question of European citizenship from a “bottom-up” point of view. She raised the question on what kinds of citizens we want in Europe, with the aim of opening the perspective for civil society to articulate citizenship dispositions and through that, influencing the related policies and measures. She presented a typology of citizenship dispositions present in the contemporary discourse:

- **Market liberal citizen** (Competitive, efficient, productive and mobile citizen, who involves themselves in a wide range of experiences to enhance his/her position in society.)
- **Liberal democrat citizen** (Oriented towards helping others, but does not question the status quo or power structures in society.)
- **Civic republican citizen** (Patriotic citizen who feels a civic loyalty towards the nation state)
- **Nationalist citizen** (Values ethnic and cultural unity, prioritises security and defence, has populist views and opposes immigration.)
- **Critical global citizen** (Understands and cares about global interdependencies and inequality, and performs actions to create global social justice.)

Bryony Hoskins emphasized that none of the citizenship dispositions in the typology occur as such, but people, although they might have a preference, practise several of them in different contexts and situations.

She also urged the participants of the forum to review critically the European citizenship promoted in the past by European institutions, proposing that it predominantly encompassed elements from market liberal citizenship. Therefore, it might have been primarily accessible for those young people who have the adequate socio-economic resources to practise it. She also noted that within the shift of the focus of the European public agenda from civic matters to employability, volunteering and other community initiatives became more accessible or attractive for young people, who have better perspectives and more resources for gaining assets beneficial for sustaining or improving their socio-economic position in the future. Bryony Hoskins refers to these young people as the cosmopolitan “elite”. On the contrary, less privileged young people are even less acquainted with such opportunities, which have for ever more widened the gap between these groups. For them, European citizenship has shown to increase competition and insecurity, as the free movement of goods, services and people have jeopardized the means of subsistence the generations before them were able to rely on.

To conclude, Bryony Hoskins posed a question of whether European citizenship in the future could be a “hub for global citizenship”, a geographically and politically framed practice of critical, global citizenship, which recognises the global and transnational interdependencies beyond Europe, but nevertheless has concrete civic and political



mechanisms in place to make it possible to apply them in practice.

The responses from the side of the participants were manifold. The idea that young, educated, multilingual Europeans who lived in, and travelled to different countries and who constitute “the elite” benefiting the most from European citizenship, was challenged by many. There is a lot of evidence that young people suffering from the consequences of the economic downturn in their countries, use their right to free movement, guaranteed within the European Union, in a search for a better life abroad, and therefore can be characterised as benefiting from the European citizenship, at least as understood in the context of the European Union.

The participants also pointed out that, for example, mobility projects, such as the European Voluntary Service (EVS) within the Erasmus+ Programme were designed keeping in mind the needs of young people with fewer opportunities, strive to reach marginalised young people and increased their participation in the Programme. Therefore, there are mechanisms in place at the European level to counter the polarisation of young people to “elites” and the disadvantaged.

This provoked further reflection on who belongs to the European or cosmopolitan “elite” and whose citizenship dispositions are associated with it. There are many young people who do not share either “market-liberal” or “critical global” identification, but are, however, not disadvantaged or marginalised. Also, to what extent these dispositions are fluid? Could an EVS volunteer from a disadvantaged background be considered “elite” after finalising his or her service with presumably improved language skills, and for having lived in a different country? The role of transnational mobility was in general concluded to be important in developing global or European citizenship dispositions. A question was raised of whether mobility could become the norm





in Europe, and not continue to be perceived as a privilege of the few? Finally, self-reflective questions were also raised, whether the participants were themselves part of the European or cosmopolitan elite, and therefore biased in their views.

It was also stated that young Europeans coming from countries outside the European Union, and to whom the European Union citizenship was not applicable, often have a mind-set of a global citizen aware of the civic, political and social challenges on a global scale. However, it might be more difficult for them to actively practise European citizenship due to a lack of recognised democratic means at the European level, other than those relevant for European Union citizens.

It was also concluded that the tools to cope with current societal challenges are available to us; they only need to be put in practice effectively. It was suggested that an inclusive Europe driven by solidarity, respect for human dignity and human rights, freedom, democracy, equality, the rule of law and a life in peace, cannot be built and maintained without informed citizens capable of applying critical thinking and assessment to what happens in their environment.

The thematic workshops on European citizenship from different perspectives revealed the high level of complexity of the concept and its practical appliance. The tension between the rights-based understanding on citizenship, which in the context of the European Union refers to the legal rights of the citizens of the Member States, and the philosophical understanding of European citizenship as a democratic practice

in the European context, creates different dilemmas. Many Europeans have limited rights to participate in the democratic processes at the European level. As pointed out before, either since they are residents of countries outside the European Union (which is perceived as the main instrument of political decision-making in Europe) or they do not have the legal status in spite of residing in the European Union. At the same time there are societal trends and developments which have an adverse effect on democratic participation and citizenship at the European level, and which have an effect on all Europeans. Young people today are exposed to nationalistic political ideologies, right-wing extremism or violent radicalisation, to name just a few. Additionally, the effects of increasing market fundamentalism compromise democratic systems and the environmental hazards remind us of their limits. Engagement and commitment in building democratic citizenship at the European level, therefore clearly requires more than legal rights and the formal access to decision-making processes.

## 4.2

# CHALLENGES IN THE PRACTICE OF EDUCATION FOR DEMOCRATIC CITIZENSHIP WITH A EUROPEAN DIMENSION, FINDING CREATIVE SOLUTIONS AND FOSTERING RECOGNITION

The main challenges in integrating the European dimension in education for democratic citizenship with a European dimension identified by the group were connected with the following aspects:

- The complexity and ambiguity of the notion of European citizenship;
- A lack of appropriate training and funding for youth work practitioners and teachers on the topic;
- A lack of open and safe spaces for young people to address in depth, political concerns and form informed opinions;
- Overcrowded curricula and hierarchical structures (in schools);
- The lack of interest and motivation of young people.

The complexity and ambiguity of the notion of European citizenship was considered to have an overarching influence on the integration of the European dimension in education for democratic citizenship, primarily since makes it difficult to form clear aims and objectives for the activities and design of pedagogical approaches. Consequently, there is also a lack of competence among the educators on the topic. They find it difficult to engage young people, not knowing exactly what they are promoting.





The lack of appropriate training and funding of youth work practitioners and teachers were thought to derive mainly from the lack of recognition of the education for democratic citizenship with a European dimension at the national level. This is relevant particularly in the field of youth, which is characterised by the lack of continuity in approaches and programmes and a lack of sustainable funding in many countries. In the formal educational sector, the rigorous curricula for civic education also prevents teachers from addressing the practice of democratic citizenship and its European dimension.

The young people's lack of motivation and interest in the topic was considered to correlate with other phenomena, which put young people in precarious or vulnerable positions. Many young people come from disadvantaged circumstances and lack future perspectives in education and employment. The difficulties they face in transitions into adulthood cause a feeling of not belonging in society and not being able to influence its development, leaving them with a feeling of alienation, disappointment and apathy. In such a situation, the European context and democratic participation therein feel very far from their everyday lives. The participants also pointed out that some young people have learnt intolerance towards people from other countries, generalised xenophobia and are prone to support very nationalistic political ideologies or religious extremism. This poses a challenge for education for a democratic citizenship in general and in particular its European dimension.

In countries of the European Union as well as in the Western Balkan countries some young people have negative or ambivalent attitudes towards the European Union and disbelief of disappointment towards European integration. Often these attitudes are influenced by national politics, which in some cases use or misuse the European Union's legislation and decision-making processes in their political rhetoric. This influences the whole outlook these young people have of Europe in general and might make them reluctant to attend any activities promoting it.



## 4.3 REFLECTION OF CHALLENGES

Evidently, there was a consensus among the participants that education for democratic citizenship with young people is highly important. This has also been recognised by the European Union:

*“In democratic societies citizenship education supports students in becoming active, informed and responsible citizens, who are willing and able to take responsibility for themselves and for their communities at the local, regional, national and international level. [...]Citizenship education involves not only teaching and learning of relevant topics in the classroom, but also the practical experiences gained through activities in school and the wider society that are designed to prepare students for their role as citizens.”<sup>7</sup>*

The participants of the forum agreed that youth work practitioners and teachers have an important role in integrating approaches of democratic citizenship in their activities and classroom routines. Complementary to their knowledge about democratic citizenship, they are also expected to act as role models for young people they work with. It was highlighted that for example, democratic practices such as voting in the classroom or taking decisions together, are a part of the learning process as much as theoretical information about these topics. Irena Topalli, representing the Beyond Barriers Association, and who was one of the panellists, concluded: “A

*positive dynamic in which learners who trust each other and feel comfortable to express themselves freely, is crucial.”*

Regarding the European dimension, the presentation, reflection and identification of challenges in participants' practices and approaches led to a common conclusion: all young people living in Europe, irrespective of their legal status or socio-economic background should have the possibility to attend to and benefit from education for democratic citizenship with a European dimension. This was considered to be of utmost importance in building democratic European societies in contemporary times of heightened global interdependency.

This was also stressed in the panel discussion in the last day of the forum. Citizens today are inevitably influenced by global tendencies, and if the European institutions wish take an active role in this process, citizenship and education for democratic citizenship with a European dimension should be a priority in the political agenda. Reversely, the European dimension should be at the core of education for democratic citizenship at the national and local levels should the countries seek to benefit from the European frameworks in globalised politics. Therefore, recognition of the importance at both the national and the European level is crucial for creating viable educational approaches and activities.

There is also a great need to clarify what the European dimension means and what kinds of meanings European citizenship can have. [The revised T-Kit for European Citizenship in Youth Work](#)<sup>8</sup> offers sugges-

<sup>7</sup> European Commission/EACEA/Eurydice, 2017. *Citizenship Education at School in Europe – 2017. Eurydice Report*. Publications Office of the European Union

<sup>8</sup> P. Bortini, M.A. García Lopez (2017): *European Citizenship in Youth Work*, Revised edition. Edit. M. Georgescu et al. Council of Europe Publishing



tions on what young people might learn about when the European dimension is included in practice: human rights and democracy, environmental issues, developmental issues, countering poverty, cultural diversity and living together in diverse societies, European affairs, the relations between nation states and European institutions, political trends, policies agreed upon at the European level and their consequences at the national or local level, etc. The European dimension therefore means the European perspective to civic, social and political issues, which also have their local and national dimensions. It is about finding a common interest in democratic life with other Europeans with reference to the common means to practise it. European citizenship obviously does not have a single meaning, but it does not, however, mean the concept cannot be taught and used in all of its dilemmas and ambiguities.

The participants pointed out that transnational mobility programmes, such as the Erasmus+ Programme provide an ideal space for young people to explore the European identity, commonalities and differences with their peers from other European countries and the possibilities to cooperate in reaching common goals. Mobility programmes therefore contribute to the discovery of European citizenship next to young peoples' other civic and political identifications. The programmes were mentioned to be especially important for young people in Western Balkan countries. They might have less opportunities to get acquainted with the European dimension in their free time, since many young people have fewer possibilities to travel and experience, let alone move to other European

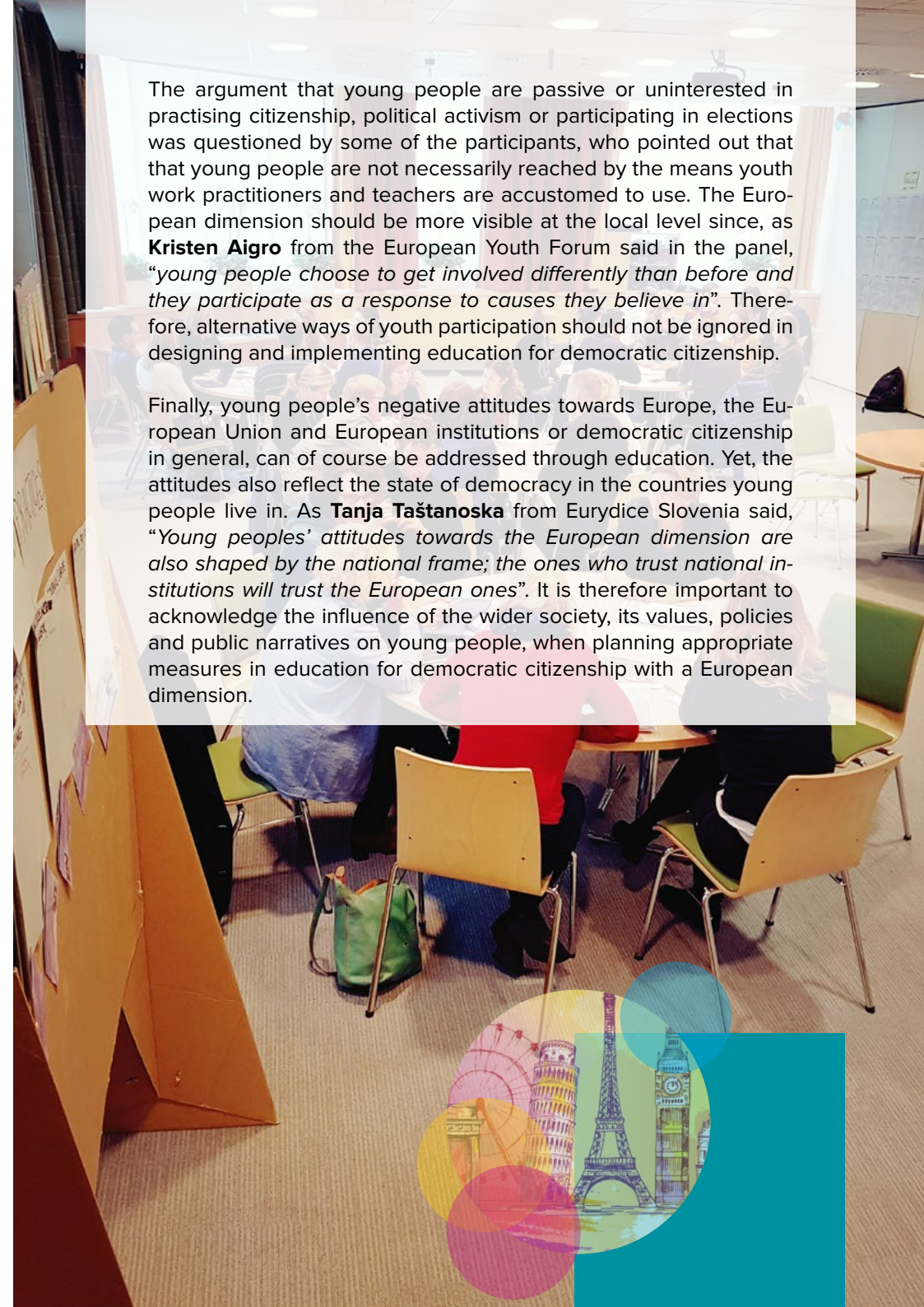
countries, due to a lack of financial resources or travel restrictions. Nevertheless, it is also important to address democratic citizenship with a European dimension at the local level in order not to overly highlight mobility in citizenship.

Professor Bryony Hoskins pointed out that the less privileged young people can be best reached in vocational education, where there should be more emphasis in civic and citizenship education. Many young people who are in vocational education, are those who are not involved in civil society organisations, do not take part in international mobility programmes and who therefore are not necessarily reached by non-formal education. However, as the public agenda is currently oriented towards market liberal citizenship, there would be a risk that the curricula would emphasize that aspect also with regard to the European dimension, instead of opening the students' perspectives towards critical global citizenship in the European context.

The group concluded that all practitioners of education for democratic citizenship should have a chance to constantly update their knowledge and build competences in delivering their programmes and activities, since the topic is highly influenced by societal developments. The education of educators, especially in the formal educational sector, is often outdated. In the youth field, the problem is more the lack of education and training available for youth workers and youth leaders on this topic. More synergies between schools and civil society organisations would also be needed in order to ensure better quality and outreach of education for democratic citizenship with a European dimension.

The argument that young people are passive or uninterested in practising citizenship, political activism or participating in elections was questioned by some of the participants, who pointed out that that young people are not necessarily reached by the means youth work practitioners and teachers are accustomed to use. The European dimension should be more visible at the local level since, as **Kristen Aigro** from the European Youth Forum said in the panel, *“young people choose to get involved differently than before and they participate as a response to causes they believe in”*. Therefore, alternative ways of youth participation should not be ignored in designing and implementing education for democratic citizenship.

Finally, young people's negative attitudes towards Europe, the European Union and European institutions or democratic citizenship in general, can of course be addressed through education. Yet, the attitudes also reflect the state of democracy in the countries young people live in. As **Tanja Taštanoska** from Eurydice Slovenia said, *“Young peoples' attitudes towards the European dimension are also shaped by the national frame; the ones who trust national institutions will trust the European ones”*. It is therefore important to acknowledge the influence of the wider society, its values, policies and public narratives on young people, when planning appropriate measures in education for democratic citizenship with a European dimension.





# 05

## SUMMARY OF THE MAIN CONCLUSIONS

- The political situation in Europe is increasingly characterised by the dissolution of common goals, perspectives and visions. Also, the socio-economic differences between citizens, particularly young people, are getting bigger. Consequently, it is difficult to find a consensus on what the education for democratic citizenship with a European dimension could aim at and what the “Europe” it refers to is.
- Connected to the previous point, there is also a high level of complexity and ambiguity over the concept of European citizenship, which makes it difficult to design and implement pedagogical processes based on it.
- The European dimension in education for democratic citizenship can be described as finding a common interest in democratic life with other Europeans with reference to the common means to practise it. The European dimension therefore brings an additional level to the citizenship practices already existing at the local and national level.
- Education for democratic citizenship with a European dimension has the utmost importance in the globalised, interdependent world, where European institutions play a political role and citizens in Europe are inevitably influenced by global trends, and developments at the local level.
- The level of recognition of education for democratic citizenship with a European dimension in formal and non-formal education is not high enough to ensure adequate funding for training educators and practitioners, and for programmes and activities targeting young people.
- As a consequence of the previous point, there is a lack of competences to deliver quality education for democratic citizenship with a European dimension.
- It is worth remembering that education does not bring the desired results if it does not take into account the societal preconditions and contexts.
- Some young people have negative or ambivalent attitudes towards Europe and European institutions, as well as exhibiting nationalistic, religiously fundamentalist or xenophobic thinking patterns and behaviours. This poses a challenge in promoting the European dimension of citizenship.
- Due to more young people having a low socio-economic position, many of them do not have access to education for democratic citizenship with a European dimension or they lack motivation and interest in it.
- Young Europeans are in an unequal position when it comes to the access of democratic means at the European level, as many of them are associated with the European Union.
- The Erasmus+ Programme has great potential in providing young people space to discover their European identifications, find common causes with their peers from other European countries and therefore explore the possibilities to practise their European citizenship.
- It is also important to support and practise education for democratic citizenship with a European dimension at the local level, not to only associate it to mobility, and to connect the European dimension with the local environment.
- It is important to find synergies between the formal educational sector and the youth sector in creating effective approaches for education for democratic citizenship with a European dimension.







## EVALUATION AND PLANNED FOLLOW UP

The participants' evaluation of the activity indicated that the majority of them (82.3%) assessed the forum having fulfilled their expectations (On a scale of 1 "not at all" to 5 "completely", 82.3% indicated 4 or 5). The evaluation was also conducted specifically with regard to each separate objective, as well as different aspects of the practical organisation organization, contribution of the team, facilitators and experts, the selected topics, approaches and methodologies and outcomes relevant for the individual participants.

According to the team evaluation, the forum managed well to stimulate discussion on the topics of European citizenship, the role education for democratic citizenship with a European dimension, the challenges in practices and what was the background of the challenges. The forum also showcased several inspirational practices, but the results are still to be seen if and if yes, what kinds of inspirational responses to the challenges will be created by the participants, and how successful they will be in addressing them.

To respond to the practitioners' need to gain competences in integrating the European dimension in education for democratic citizenship in local and international contexts, the organisers plan to develop an educational tool on the topic. The tool will showcase a variety of ways the European dimension can be present in education for democratic citizenship with young people in different educational settings, and provide step by step advice in designing the pedagogical processes. Some of the practices presented during the forum can potentially be integrated in the tool.

The tool will be published in a form of a self-paced online course in the spring of 2019.

It is also evident that there is a need to find commonalities and synergies, and compare the challenges among different stakeholders at the European level, as well as to bring more attention to the topic. In 2018 the EU-CoE Youth Partnership organises a stakeholder seminar on young people's citizenship in Europe.

The participants had a chance to network during the seminar and initiate future cooperation activities. Several agreements were made to develop the Erasmus+ Projects, specifically within the Key Action1 and 2, which were based on the outcomes and reflections of the forum. Several local initiatives, as well as the adoption of new approaches and methods in already existing activities in participants' organisations were planned.

The activity was organised in cooperation with:

[Institute MOVIT](#) – the [SALTO South East Europe Resource Centre](#) and the [Slovenian National Agency for the Erasmus+ Programme in the field of youth](#);

[Interkulturelles Zentrum](#), the [Austrian National Agency for the Erasmus+ Programme in the field of youth](#);

[JUGEND für Europa](#): the [German National Agency for the Erasmus+ Programme in the field of youth](#);

The [Foundation for the Development of the Education System](#): the [Polish National Agency for the Erasmus+ Programme in the field of youth](#);

[The partnership between the European Commission and the Council of Europe in the field of youth](#).







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