



TRAINING MODULES ON  
EUROPEAN CITIZENSHIP  
2004-2005

**MODULE 1 –  
CITIZENSHIP IN EUROPE**

6-12 December 2004

European Youth Centre Strasbourg

# Documentation

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## **1.....Context and Setting of the Seminar**

### **a. The framework and rationale of the citizenship modules: the partnership**

#### ***A joint effort for further quality training in European youth work by the Council of Europe and the European Commission***

One of the aims of the Council of Europe and of the European Union in the youth sector is the promotion of European Citizenship and of international co-operation between young people, youth workers/leaders and youth work structures in Europe. This aim is primarily pursued through the programmes of the Directorate of Youth and Sport of the Council of Europe and the YOUTH Programme (2000 to 2006) of the European Union. These programmes support the development and implementation of European youth projects: youth meetings and exchanges, trans-national voluntary service projects, youth initiative projects, study sessions and training for youth workers/leaders, networking and co-operation between youth work structures in Europe, youth information projects, the development of publications, etc. They involve all actors in the field of youth work and are based on a non-formal education approach.

The **Partnership Programme on European Youth Worker Training** (the Partnership) is a joint initiative of the Council of Europe and the European Commission. The two institutions decided to take common action in this field several years ago, and have since renewed their cooperation. The aim of the Agreement is

***“to promote active European citizenship and civil society by giving impetus to the training of youth leaders and youth workers working within a European dimension”.***

The cooperation between the two institutions covers a wide spectrum of activities and publications, as well as developing tools for further networking. Three main components govern the partnership: a training offer, publications (both paper and electronic versions of training materials and magazine) and networking tools (trainers pool and exchange possibilities). The ultimate goal is to raise standards in youth worker training at a European level and define quality criteria for such training.

Europe has an increasingly direct influence on the lives of young people. Whether we consider the domain of the European Union member states or the wider circle of member states of the Council of Europe, the influence and impact of “Europe” on young people is undeniable. Youth policies and programmes are an important part of this development. European citizenship implies a set of entitlements and obligations applying to all citizens of Europe. However, the experience of European citizenship by young people goes much beyond formal aspects. It also involves the question of access to rights concerning mobility, education and the labour market, as well as the question of the motivation of young people to actively get involved in the European dimension of their lives. Awareness is only the first step to enter a process. Youth workers are irreplaceable mediators in this process. Taking on this role implies, however, that youth workers themselves participate in the definition of the contents and practices of European citizenship.

Evaluation of youth programmes and projects within and beyond the Partnership Programme between the European Commission and the Council of Europe has shown that many youth workers and other partners working with European youth activities feel unprepared and insufficiently equipped (in terms of methodologies, information resources and practical examples) to face this task.

The Partnership held several pilot training courses on European Citizenship between 2001 and 2003. Based on the need for a higher number of training activities and a wider outreach in this field, the Council of Europe and the European Commission have embarked on developing **short-term European Citizenship training modules**. These modules have been jointly developed by representatives of the Council of Europe and the National Agencies and SALTO Centres of the YOUTH programme as well as trainers.

The Training Partnership will hold the first 3 training modules between December 2004 and February 2005. Each of these will be hosted by the European Youth Centre of the Council of Europe in Strasbourg. They will actively involve staff and trainers of the Council of Europe, the National Agencies-SALTO network, the European Youth Forum as well as some former participants of European Citizenship courses.

Each training module **focuses on one important aspect of the concept and practice of European Citizenship**. There will be common elements that all of the modules address, and there will be a specific focus for each of them.

b. The purpose of the citizenship modules: concept and overall aim

The learning objective for any training course on European citizenship should be to develop a sense of space and place in contemporary Europe, the skills required to be active agents for change and development, and the knowledge required to make informed choices within this context.

*Aim of the training modules*

The aim of the training modules is to support the professional development of youth workers and youth leaders by extending their competencies to integrate *elements of* European citizenship within their projects and practice and support their role as multipliers with young people.

*Objectives of the training modules*

- To provide participants with knowledge and information about the historical role and present function of European institutions and the concepts and formal meanings and expressions of European citizenship.
- To enable participants to reflect about European citizenship and European identity and key values and concepts associated with it, such as human rights, democracy and respect for cultural diversity.
- To develop participants' knowledge and motivation to critically understand the European youth programmes and their potential to support the awareness of European citizenship among young people, through youth work.

*Aspects of European Citizenship*

Three training modules are offered between December 2004 and February 2005. These will be followed by other modules later in 2005 and 2006. Each course includes a few common elements, like a non-formal and intercultural educational approach and basic information on European programmes and funding mechanisms for youth. Modules will gather thirty participants for five training days. Five trainers carry out each module with the support of resource persons. All modules are offered in the English language.

**MODULE 1 CITIZENSHIP IN EUROPE**

6-12 December 2004, European Youth Centre Strasbourg

**MODULE 2 EUROPE: CONCEPTS & VISIONS**

24-30 January 2005, European Youth Centre Strasbourg

**MODULE 3 THE ROLE OF YOUTH WORK IN PARTICIPATION**

21-27 February 2005, European Youth Centre Strasbourg

c. The function of module 1: aim, objectives and expected outcome

*Aim of the series of training modules (as described above)*

The aim of the training modules is to support the professional development of youth workers and youth leaders by extending their competencies to integrate *elements of* European citizenship within their projects and practice and support their role as multipliers with young people.

*Specific objectives of module 1*

- a. to develop the awareness and attitudes (and by implication, the capacity) of the participants for dealing with the complexity of the idea and practise of “being a citizen”;
- b. to explore concepts and practices of citizenship as lived in the realities of the participants and to compare those lived experiences to theoretical and conceptual models of citizenship and European citizenship;
- c. to discuss and explore with participants their experiences of European programmes for youth as:  
a. spaces and locations for (youth and European) citizenship and  
b. as tools for the promotion of (youth and European) citizenship;
- d. to explore, based on the experiences participants, the participants’ senses of belonging and identification (local, national, regional, European, cultural, social, political, etc, etc) and how these relate to the ways in which young people construct and express citizenship;
- e. to deal with concepts of civil society and to discuss / share approaches and practices of youth participation / action within civil society
- f. to reflect on the dynamic context of European and world society and politics (cultural, social, economic, demographic, geographical) and how that affects the conditions for the development of citizenship in Europe.
- g. to develop participants capacity to multiply the newly gained awareness, etc, to their peers and other young people in their youth work contexts.

*Desired learning outcomes*

It is hoped that, as a result of the module, participants will:

- recognize the parts of their daily work that are related to citizenship and European citizenship;
- recognize the behaviours and actions associated with citizenship in daily life;
- learn more about the content of European citizenship, in terms of attitudes, behaviours and actions;

- learn about concepts of citizenship (e.g. Values, Human Rights, democracy, respect for diversity) and conceptual and theoretical models of European citizenship;
- identify their experiences of citizenship and how they understand citizenship;
- understand better the possibilities of youth work as a space for experiencing citizenship and for developing educational / learning processes useful for developing European citizenship;
- understand better the machinery on the European level that supports in financial and other ways projects with the European citizenship dimension;
- understand that citizenship in its construction and expression is very diverse and heterogeneous among similar and dissimilar youth;
- get to know many and diverse examples of the forms and expressions of citizenship among youth;
- understand the idea of participative citizenship and get to know the practise of constructing citizenship through participation;
- to learn about civil society and the relationship it has to citizenship and European citizenship;
- get to know the main elements of historical evolution and contemporary debate on citizenship and European citizenship (institutional developments and contemporary manifestation of formal citizenship in Europe, link to how to influence such developments through civil society);
- learn about tools for how to multiply their learning once back home.

### *Note from the team*

The set objectives are ambitious and conceptually very deep. It is therefore vital to be explicit and specific during every part of the course and relate the intellectual debates to something lived, to the reality and experience of participants. The learning objectives are set exceptionally high and do not correspond with the possibilities of the course format. In the understanding of the team it will therefore be a success, if each and every participant can learn some of the things outlined in the course description.

d. The approach of module 1: contents and methodology

*Main elements of the course contents*

- What is 'citizenship' about?
- Citizenship, identity and European Citizenship
- Formal and legal concepts of citizenship
- Historical and cultural understandings of citizenship & modern concepts and practices of citizenship
- The relation of a citizen to the local environment, the region, the state, to Europe and to the World
- The citizen-citizen aspect of citizenship in youth work
- Migration and immigration in the context of citizenship and youth work
- People without formal citizenship & citizens without a state
- Integrating European citizenship into youth work
- Active participation and civil society

*Methodology*

The training modules will be based on the principles and practice of non-formal education in youth worker and youth leader training, as they have been developed and implemented at the European Youth Centres as well as in other training contexts. Therefore, the modules will:

- be based on the intrinsic motivation of the learner;
- generally not imply the control of individual learning achievement;
- be learner-centred and based on the experiences of participants;
- be based on a personal responsibility for learning, supported by a strong group dimension and a collective approach;
- enable participants to apply and transfer what they learned to their youth work practice;
- take into account the needs and motivations of participants and be open to regular feed-back and evaluations;
- be documented to gain a maximum multiplying effect.

### *Course contents as foreseen by the planning seminar in June 2004*

During the planning seminar for the three training modules in June 2004 a working group concentrated on the planning of module 1 and compiled the following list of contents elements to be covered and addressed in order to fulfill the above objectives and reach the described learning outcomes:

#### Usual elements for any TC:

- welcome evening
- opening
- introductions to the course
- introduction to the context of the TC (history, partnership, etc)
- getting to know each other
- participants expectations and needs
- developing the ground rules for the work
- group building
- reflection on how to follow-up the TC
- evaluation of the TC
- closing session
- farewell evening
- free time (max ½ day)

#### Me as a Citizen

- participants own experiences of citizenship
- experiences in the field of citizenship
- being a citizen
- identity

#### What is Citizenship?

- theoretical / conceptual models of citizenship and European citizenship
- concepts and contents of citizenship ....

#### Living Citizenship

- Simulative and participative reflection on the four dimensions of Citizenship (political, social, cultural and economic)
- Interaction between the simulation and the cognitive input elements throughout the programme
- Use of the AGORA (reflection, information and issue regulation space to be present throughout the course, as well as space for the resolution participative case study citizenship problems which can then be debriefed according to the different dimensions of citizenship)

#### European Society and Politics

- historical evolution of European thought on and practices of citizenship
- contemporary debates and dilemmas in relation to citizenship
- the dynamic context of European and world society

### Civil Society?

- what is it?
- what is the place of young people?
- how does it relate to citizenship?

### Citizenship through Participation

- active youth participation
- roles of young people and how that relates to citizenship
- youth work, empowerment, young people's ways to citizenship

### Youth Programmes

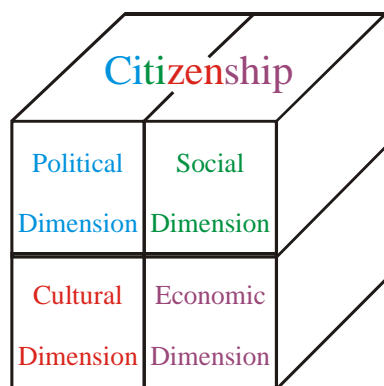
- examples of good practice
- European programmes for youth, information,
- Examples from participants experience
- From concepts to action – using the programmes

### Multiplication

- what and how to multiply?
- youth expressions of European citizenship – how to work with that at home?
- recognizing needs and taking action – following up the learning

### AGORA

The AGORA is the space in which the group building shall take place. It provides occasions for the transmission of information to the participants and exchange of information between the participants. It is a space for practising the 4 dimensions of living citizenship on two levels (abstract and actual group life):



Political – decision making, making the rules of the group, creating the community

Social – dealing with inclusion / exclusion issues, group behaviour

Economic – access to resources, power

Cultural – understanding culture as a notion, difference within the group

Activities within the AGORA sessions could be participative and simulative case studies demonstrating a problem that has to be solved. The exercises would have to be debriefed according to one of the dimensions as well as the relevance for the participants' home and work contexts. The Case studies shall be based on youth "relevant" scenarios that can be demonstrable of citizenship dimensions

e. The actors of module 1: participants, team, experts and staff

*Profile of participants*

The module is intended to be an opportunity for further training complementary to experiences and previous training for youth workers and youth leaders who:

- have experience of at least 2 years in youth work (as volunteers or professionals);
- have organised or co-organised at least 1 international youth project;
- have experience in developing and managing a project with and for young people;
- are directly involved in youth activities with young people;
- are supported by their organisation in the application and in their work to integrate European Citizenship into youth work;
- are committed to work directly with young people on issues related to European citizenship;
- are motivated to undergo training and able to attend the course for its full duration;
- are able to work in English;
- have a general knowledge and understanding of youth work realities in their countries;
- are resident in a member state of the Council of Europe or in another country signatory to the European Cultural convention.

*Criteria for composing the group of participants:*

- Correspondence to the participant profile outlined above;
- Representation of a diversity of experiences among participants (cultural, social, economic, demographic, political, etc);
- Representation of a diversity of target groups with whom the youth workers work (immigrants, disabled young people, disadvantaged young people, peripheral youth, youth from rural contexts, urban youth, etc);
- Representation of a diversity of levels of youth work conducted (local through to European / international) and of organisations and institutions conducting youth work.

Priority will be given to those applicants who, by their previous experiences, are able to contribute to the reflections and discussion on the programme contents, and/or plan to integrate European Citizenship into youth work following their participation in the training module.

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Secretarial support

f. The flow of module 1: programme

|  | Monday<br>6 Dec        | Tuesday<br>7 December  | Wednesday<br>8 December  | Thursday<br>9 December                                | Friday<br>10 December                               | Saturday<br>11 December   | Sunday<br>12 Dec   |
|--|------------------------|--|--|---|---|---|--|
| <i>Breakfast<br/>08:30 – 09:15</i>   |                        |  |  |   |   |   |  |
| <b>09:30 hrs<br/>Morning session<br/>coffee and tea<br/>break included</b>   | <b>CITIZENS ARRIVE</b> |  |  | European Society:<br>Input<br>Discussion<br>Exercises | Exploring the<br>dimensions of<br>citizenship ...   | Exercise<br>"Making links"<br><br>Different players of<br>civil society, their<br>roles, expectations,<br>aims and interactions | Civil Society<br><br>Citizenship<br>through<br>participation |
| <i>Lunch break<br/>13:00 – 15:00</i>   |                        |  |  | <b>CITIZENS: BE ON TIME!</b>                          |   |   |  |
| <b>15:00 hrs<br/>Afternoon session<br/>coffee and tea<br/>break included</b> |                        | Group Building<br><br>Me as a citizen?<br><br>What is citizenship? | Exploring the<br>dimensions of<br>citizenship ...<br><br>Creating the AGORA,<br>understanding its<br>functions and uses<br>and setting the rules | Exploring the<br>dimensions of<br>citizenship ...     | Exercise<br>continued<br><br>Meeting local citizens | Youth Programmes:<br>Examples of<br>good practice<br>Multiplication<br>Follow-up to<br>the course<br>Evaluation<br>Closing      |  |
| <i>Dinner<br/>19:00</i>  |                        |  |  |   |   |   |  |
| <b>Evening</b>   |                        | Citizens celebrate ☺   | Citizens talk:<br>AGORA  | Citizens discuss:<br>AGORA                            | Ending with<br>local citizens                       | Citizens<br>say farewell ☹  |  |
|  |                        |  |  |   |   |   | <b>CITIZENS GO HOME AND MULTIPLY</b>                         |

*Detailed Programme of the module*

**Monday December 6, 2004**

- Arrival of participants
- 17:30 Welcome desk and reimbursement clinic
- 19:00 Dinner
- 20:00 Welcome evening  
Getting to know each other, welcoming drinks etc

**Tuesday December 7, 2004**

- 09:30 Official opening and hearty welcome
- 09:35 Introduction of team and participants
- 09:45 Introduction to the course context > general frame, partnership, topical history
- 10:00 Introduction to the course > objectives, expectations from different sides
- 10:15 Introduction to the programme and methodology
- 10:45 Coffee and tea break
- 11:15 Expectations of participants
- 12:15 Group-building exercise: Domino
- 12:45 Introduction to the time-line
- 13:00 Lunch break
- 15:00 Group building exercises: Magic stick and Points down
- 15:45 Time-line “5 events that have influenced me as a citizen”
- 16:30 Coffee and tea break included in the groupwork
- 17:15 A glimpse on the other time lines > rotation scheme > concours
- 17:30 What is citizenship? Focus on Rights and duties  
Citizenship collages > portrait of a citizen > group work
- 18:30 What is citizenship?
- 19:00 Dinner
- 21:00 Citizen’s Party

**Wednesday December 8, 2004**

- 09:30 Energiser, Introduction of the day  
09:40 Citizenship: Concepts, conflicts and contradictions  
Input, reflections, group work and exercises
- 11:00 Coffee and tea break included
- 13:00 Lunch break
- 15:00 The economic dimension of citizenship  
Exercise: The trading game
- 16:30 Coffee and tea break included in the groupwork
- 19:00 Dinner
- 21:00 AGORA

**Thursday December 9, 2004**

- 09:30 Energiser, Introduction of the day  
09:40 The social dimension of citizenship  
Exercise: Take a step forward
- 11:00 Coffee and tea break
- 11:30 The political dimension of citizenship  
Image theatre: young people and politics
- 13:00 Lunch break
- 15:00 The cultural dimension of citizenship  
Exercise: Eurorail a la carte
- 16:30 Coffee and tea break included in the exercise
- 19:00 Dinner
- 21:00 AGORA

**Friday December 10, 2004**

- 09:30 Energiser, Introduction of the day  
09:40 The four dimensions and the complexity of citizenship  
Complex exercise: Making links (adjusted)  
  
11:00 Coffee and tea break included in the exercise  
  
11:30 Exercise Making Links continued  
  
13:00 Lunch break  
  
14:00 Exercise Making Links continued  
  
15:30 Free afternoon  
  
20:00 Dinner in town

**Saturday December 11, 2004**

- 09:30 Energiser, Introduction of the day  
09:40 What is citizenship – revisited  
Review of the citizenship collages  
  
11:00 Coffee and tea break  
  
11:30 Multiplication: Ways of working with young people on citizenship  
  
13:00 Lunch break  
  
15:00 Multiplication continued: Follow-up to this course  
  
16:30 Coffee and tea break  
  
17:00 Evaluation  
  
19:00 Dinner  
  
20:00 Farewell Party

**Sunday December 12, 2004**

Departure of participants

## **2.....Contents of the seminar**

### **a. Overview of Session Outlines**

- |      |   |   |
|------|---|---|
| SO 1 | – | Welcome Evening   |
| SO 2 | – | Introductory morning incl. expectations of participants   |
| SO 3 | – | What is citizenship?  |
| SO 4 | – | Citizenship: Concepts, conflicts and contradictions   |
| SO 5 | – | The four dimensions of citizenship <ul style="list-style-type: none"><li>• economic</li><li>• social</li><li>• political</li><li>• cultural</li></ul> |
| SO 6 | – | The four dimensions and the complexity of citizenship   |
| SO 7 | – | Multiplication + follow-up  |
| SO 8 | – | Evaluation  |

b. Structure of the Session Outlines

|  |  |
|--|--|
| 1. Title   | The name or title given to the session   |
| 2. Background  | Why the session is necessary, the context in which it is dealt with (number and profile of participants, what happened before and what comes after...); elements to be taken into account (group development stage, atmosphere in the group), relation to the needs of the target group or sub-groups... |
| 3. Aims  | The general purpose of the session in the training   |
| 4. Objectives  | The concrete objectives or goals that the session seeks to achieve. It should be concrete and multiple. In as far as possible, it should also address the learning or educational objectives according to: <i>Knowledge, Skills and Attitudes</i> .  |
| 5. Competencies addressed                                  | The main competences, which should be addressed and/or developed during the given session ( <i>where appropriate</i> )   |
| 6. Methodology and methods<br>( <i>proposed and used</i> ) | The methodology includes also the approach to make sure that the objectives above-mentioned will be made achievable. The methods presentation should be a simple outline – not a description of the method itself.   |
| 7. Programme<br>( <i>proposed and realised</i> )           | As in above, a draft of the timetable suggested and actually used in the unit.   |
| 8. Notes for further use                                   | This is a bit/sort of conclusion from those in charge (or the team) of the session. It addresses issues similar to the tips for facilitators or particular warnings future trainers should take into consideration.  |
| 9. Outcome   | A short description of the outcomes<br>(in relation to the objectives)   |

c. Session Outlines (chronological order)

**SO 1 – Welcome evening**

|                          |   |
|--------------------------|---|
| 1. Title                 | Welcome evening, Monday 6 Dec 20:00 – 21:30 hrs   |
| 2. Background            | The first informal moments of a training course are crucial in creating an atmosphere for the course. First impressions always matter. It is the task of this evening to make participants feel welcome, comfortable and relaxed and to facilitate the getting-to-know-each-other.  |
| 3. Aims                  | To provide an opportunity for participants and team members to get to know each other   |
| 4. Objectives            | To facilitate the group development process by creating opportunities for participants to communicate informally and get to know each other   |
| 5. Competences addressed | Ability to present oneself in different ways and engage with others in an intercultural, international setting  |
| 6. Methodology/Methods   | Several small exercises and icebreakers   |
| 7. Programme             | <p>Introduction to the team, name games, getting to know each other, info</p> <p>05' A short general welcome</p> <p>20' Name ball game<br/>My name is ____ and I am a citizen of ____</p> <p>10' Alternative map of Europe<br/>My name is ____ and I travelled from ____</p> <p>30' Human Bingo (see Annex A.1)</p> <p>30' True or ... false? Flipcharts stuck to their front.<br/>5 statements, 1 is wrong. Others have to guess which is the one.</p> <p>05' Survival info until next morning</p> <p>Drinks</p> |
| 8. Notes for further use | Try to make sure that every participant has arrived and is there. Be prepared to make last-minute changes and replace an exercise by something less involving or more energetic – depending on how slow or fast the group develops and grows.   |
| 9. Outcome               | The evening run smoothly. None of the participants felt particularly misplaced or unconformotable. Everyone participated actively, it was a lot of fun and provided memorial moments for the coming days.   |

## SO 2 – Introductory Morning

|                          |  |
|--------------------------|--|
| 1. Title                 | Introductory sessions, Tuesday 7 Dec 09:15 – 15:45 hrs   |
| 2. Background            | <p>The first formal moments of a training course provide an idea of the atmosphere and context of the activity. The session should allow for each stakeholder and the context/framework of the course to be introduced and should provide some basic introduction into the course aims and objectives, programme and methodology. Furthermore this programme element also has to provide space for participants to get to know each other further, continuing the process started at the more informal welcome evening.</p> <p>Don't forget that the way how the session is planned and organised should also provide participants with an idea of the rhythm and methodology likely to be used during the course!</p> |
| 3. Aims                  | The aim of this session is to introduce participants to the institutional and educational framework of the module as well as its programme and methodological approach, providing an opportunity to them to express their own expectations, too.   |
| 4. Objectives            | <p>To familiarise participants with the institutional aims of the Council of Europe and the European Commission (Training Partnership) in relation to youth worker training and European citizenship;</p> <p>To familiarise participants with the aims and objectives of the module;</p> <p>To introduce the objectives, methodology and day-by-day programme;</p> <p>To foster the group development process by creating opportunities for participants to communicate and get to know each other;</p> <p>To motivate participants to develop and voice their own opinions in the planning and organisation of the training module.</p>   |
| 5. Competences addressed | <p>Understanding the institutional priorities and objectives behind educational activities;</p> <p>Understanding the key concepts and methodologies behind a training programme or schedule;</p> <p>Ability to work with and contribute to an international and multicultural group;</p>   |
| 6. Methodology/Methods   | Official opening. Creative group building activities combining visual and verbal communication. Plenary presentations on and explanation of the programme and methodology of the course.   |
| 7. Programme             | <p>09:30 Official opening and hearty welcome</p> <p>09:35 Introduction of team and participants</p> <p>09:45 Introduction to the course context &gt;<br/>general frame, partnership, topical history</p> <p>10:00 Introduction to the course &gt;<br/>objectives, expectations from different sides</p>  |

|                          |  |
|--------------------------|--|
|                          | <p>10:15 Introduction to the programme and methodology</p> <p>10:45 Coffee and tea break</p> <p>11:15 Expectations of participants towards the course</p> <p>12:15 Group-building exercise: Domino</p> <p>13:00 Lunch break</p> <p>15:00 Group building exercises: Magic stick and Points down</p>   |
| 8. Notes for further use | When planning the programme, leave some extra room for possible changes and delays.  |
| 9. Outcome               | <p>The session run smoothly. The participants were welcomed and important and relevant information was shared with them. Participants appreciated the information presented at the beginning of the module.</p> <p>Participants also had chance to get to know each other better during 3 different group-building exercises. They enjoyed the opportunity to get to know each other better, even though not much time could be reserved within the programme due to general time constraints.</p> <p>The expectations for this course were shared. Participants expressed the following fears:</p> <p><b>I am afraid (of)...</b></p> <p>A</p> <ul style="list-style-type: none"> <li>- „not understanding the message of the others”</li> <li>- „there will not be enough time to get all the information that i need”</li> </ul> <p>B</p> <ul style="list-style-type: none"> <li>- „isolation and exhaustion”</li> <li>- „that the experiment won’t work”</li> <li>- „that i will smoke too much here in „France”</li> </ul> <p>D</p> <ul style="list-style-type: none"> <li>- „not to learn anything”</li> <li>- „not seeing the point of this training”</li> <li>- „failing to work constructively”</li> <li>- „to remain on the surface of the issue and not to bring about any results”</li> </ul> <p>E</p> <ul style="list-style-type: none"> <li>- „not being able to articulate and initiate a project on European Citizenship”</li> <li>- „not being able to contribute as much as possible”</li> <li>- „not being able to multiply”</li> <li>- „getting more puzzled about the concept of citizenship”</li> </ul> <p>F</p> <ul style="list-style-type: none"> <li>- „i am a little afraid to let go”</li> <li>- „the unknown is always a little scary and also exciting”</li> </ul> |

|  |   |
|--|---|
|  | <p>G</p> <ul style="list-style-type: none"> <li>- „not adapting at the group and failing to achieve the ouutcomes through dialogue”</li> <li>- „not being able to consolidate knowledge because of the complexity of the subject”</li> <li>- „different backgrounds of the poarticipants with different interests”</li> </ul> <p>H</p> <ul style="list-style-type: none"> <li>- „being not able to show that citizenship doesn’t mean exclusion”</li> <li>- „citizenship in legal terms will be more important thann cultural approach”</li> </ul> <p>I</p> <ul style="list-style-type: none"> <li>- „nothing”</li> <li>- „to be out of energy”</li> <li>- „not to see any of Strasbourg”</li> </ul> <p>J</p> <ul style="list-style-type: none"> <li>- „don’t meet friends”</li> <li>- „not to learn more about citizenship”</li> <li>- „not to be able to multiply into my country”</li> </ul> <p>K</p> <ul style="list-style-type: none"> <li>- „of bad weather”</li> </ul> <p>L</p> <ul style="list-style-type: none"> <li>- „a situation where my ideas and opinions aren’t accepted by the rest of the group”</li> <li>- „an atmosphere where i can’t get along with the majority of the group”</li> <li>- „not learning interesting things along this week”</li> <li>- „having to sit and listen for long periods of time”</li> </ul> <p>M</p> <ul style="list-style-type: none"> <li>- „to be misunderstood by the rest of the group”</li> </ul> <p>N</p> <ul style="list-style-type: none"> <li>- „INFO BOMB - too much information at once”</li> </ul> <p>O</p> <ul style="list-style-type: none"> <li>- „wasting the time - being inefficient”</li> </ul> <p>P</p> <ul style="list-style-type: none"> <li>- „not getting enough sleep ☺”</li> <li>- „having to sit all the time and doing no sport...”</li> <li>- „i might starve because of the bad food”</li> </ul> <p>R</p> <ul style="list-style-type: none"> <li>- „nothing”</li> <li>- „uneffcient work”</li> <li>- „nothing”</li> </ul> <p>S</p> <ul style="list-style-type: none"> <li>- „fight between EU and non EU countries”</li> <li>- „no new ideas for work”</li> <li>- „no fun”</li> </ul> <p>T</p> <ul style="list-style-type: none"> <li>- „negative experiences”</li> <li>- „lots of questionnaires”</li> <li>- „conflict situations”</li> </ul> |
|--|---|

### SO 3 – What is citizenship?

|                          |   |
|--------------------------|---|
| 1. Title                 | What is citizenship, Tuesday 7 Dec 15:45 – 19:00 hrs  |
| 2. Background            | <p>Citizenship is a fluid concept, under development, complex, full of contradictions, surrounded by questions. In some languages the word doesn't even exist whereas in others it is commonly known and widely accepted.</p> <p>This session plays the important role of introducing the concept of citizenship and exemplify the many different approaches to and understandings of the notion throughout Europe.</p>           |
| 3. Aims                  | To exchange and share different understandings of citizenship in Europe   |
| 4. Objectives            | <p>To raise awareness and get an overview on the diversity of participants understanding of citizenship;</p> <p>To discuss the differences and similarities of these different approaches and understandings;</p> <p>To develop the group and make participants aware of the similarities and differences among them as youth workers and in relation to citizenship.</p>   |
| 5. Competences addressed | <p>Ability to work in group, empathy, critical analysis;</p> <p>Ability to relate citizenship to the realities of youth work;</p> <p>Knowledge on citizenship as a conceptual notion.</p>   |
| 6. Methodology/Methods   | <p>Personal Time-Lines in individual and group work</p> <p>Citizenship collages in individual and group work</p> <p>Input with visual aid</p>   |
| 7. Programme             | <p>15:45 Time-line “5 events that have influenced me as a citizen”</p> <p>16:30 Coffee and tea break included in the groupwork</p> <p>17:15 A glimpse on the other time lines<br/>&gt; rotation scheme &gt; concours / exhibition</p> <p>17:30 What is citizenship? Focus on Rights and duties<br/>Citizenship collages &gt; portrait of a citizen &gt; group work</p> <p>18:30 What is citizenship?<br/>Input / Presentation</p> |
| 8. Notes for further use | There was not enough time for the input to be properly related to participants' own experiences.  |
| 9. Outcome               | The afternoon worked really well. All participants came up with personal and very individual lists of 5 events which have influenced them as a citizen. One random example: 1992 War. 1997 Handball team. 1998 Youth Work / NGO. 2002 TC Intro. 2004 Special Olympics. The rotation following individual work took longer than expected because the   |

exercise stimulated so much interest and provided for many questions and discussions. It has been a powerful tool to facilitate a much deeper understanding of different European realities and understandings of citizenship.

The citizenship collages were similarly diverse and thought-provoking. One picture, again randomly chosen, to visualise:



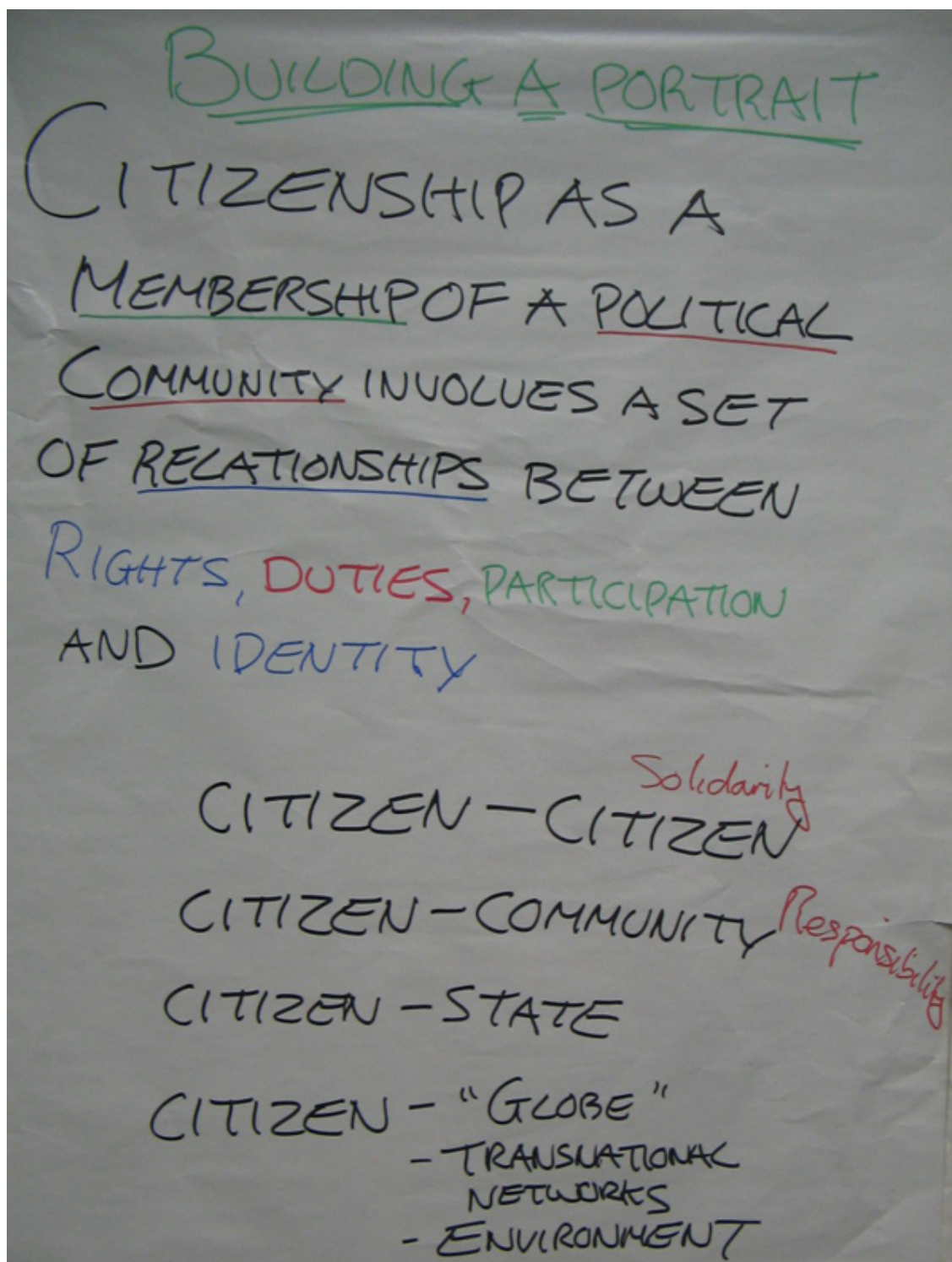
Despite their exhaustion the closing input on citizenship was highly appreciated by participants. It can be found in Annex A2.

## SO 4 – Citizenship: Concepts, conflicts, and contradictions


|                          |   |
|--------------------------|---|
| 1. Title                 | Citizenship..., Wednesday 8 Dec 09:30 – 13:00 hrs   |
| 2. Background            | The concept of citizenship has evolved and changed over time - and is still changing. It has to do with identities of people and is therefore not purely logical, but also personal and emotional. It's opening up questions rather than providing simple answers, and it is not without contradictions and conflicts.  |
| 3. Aims                  | To provide an overview on different conceptual understandings of citizenship and the most relevant questions and conflicts in relation to these concepts.   |
| 4. Objectives            | To familiarise participants with different concepts regarding the notion of citizenship;<br>To familiarise participants with the main questions, conflicts and contradictions in relation to the different concepts.  |
| 5. Competences addressed | Knowledge on concepts of citizenship<br>Ability to relate to these concepts<br>Ability to relate to some of the questions these concepts are posing   |
| 6. Methodology/Methods   | Expert input with individual reflections, buzz groups and discussion  |
| 7. Programme             | 09:30 Energiser, Introduction of the day<br>09:40 Citizenship: Concepts, conflicts and contradictions<br>Input, reflections, group work and exercises<br><br>11:00 Coffee and tea break included<br><br>13:00 Lunch break   |
| 8. Notes for further use | This input is not reproducible by means of the photographed flipcharts!   |
| 9. Outcome               | The session was intriguing for everyone – seeing simple question of daily life related to citizenship, being introduced to key elements of the notion 'citizenship' and being provoked to discuss controversial questions with no easy answers.<br><br>The following photocopies of flipcharts provide a good impression of the contents of the discussions evolving: |

BASIS FOR CITIZENSHIP?

- UK - social behaviour bill  
- citizenship test NATIONALITY
- HUNGARY - GOOD BEHAVIOUR  
- referendum on dual citizenship for Hungarian minorities  
SPECIAL STATUS
- IRELAND - smocking! LANGUAGE
- NETHERLANDS - AGE  
- Theo Van Gogh  
- debate on dual citizenship  
BLOOD/FAMILY
- FRANCE - MARRIAGE  
- FORBIDDING OF RELIGIOUS SYMBOLS  
- national community  
→ public face
- UKRAINE - ORANGE  
- DEMONSTRATIONS  
- POLISH Dimension? → East Germans as 2nd class citizens  
→ parallel societies
- GERMANY - new nationality law  
→ blood + residence
- DENMARK



# PORTRAIT OF THE INDIVIDUAL :



Rights-based model  
guarantees autonomy  
of the individual

RIGHTS => DUTIES

↓                      ↓

FREEDOM FROM...      FREEDOM TO...

STATE: NEUTRALITY AND  
UNIVERSALITY

NO CONCEPT OF  
THE COMMON GOOD

Buzz group / : ~~SSS~~

T. H. MARSHALL

CITIZENSHIP AND SOCIAL CLASS (1950)

BASED ON BRITISH HISTORY BUT WE CAN DISCUSS IT....

CIVIL

- FREEDOM OF CONSCIENCE
- ASSEMBLY
- OWN PROPERTY
- SPEECH

→ RIGHTS SECURED THROUGH JUSTICE

POLITICAL

- CITIZENSHIP AND POLITICAL REPRESENTATION AND PARTICIPATION.
- LINK TO DEMOCRACY

SOCIAL

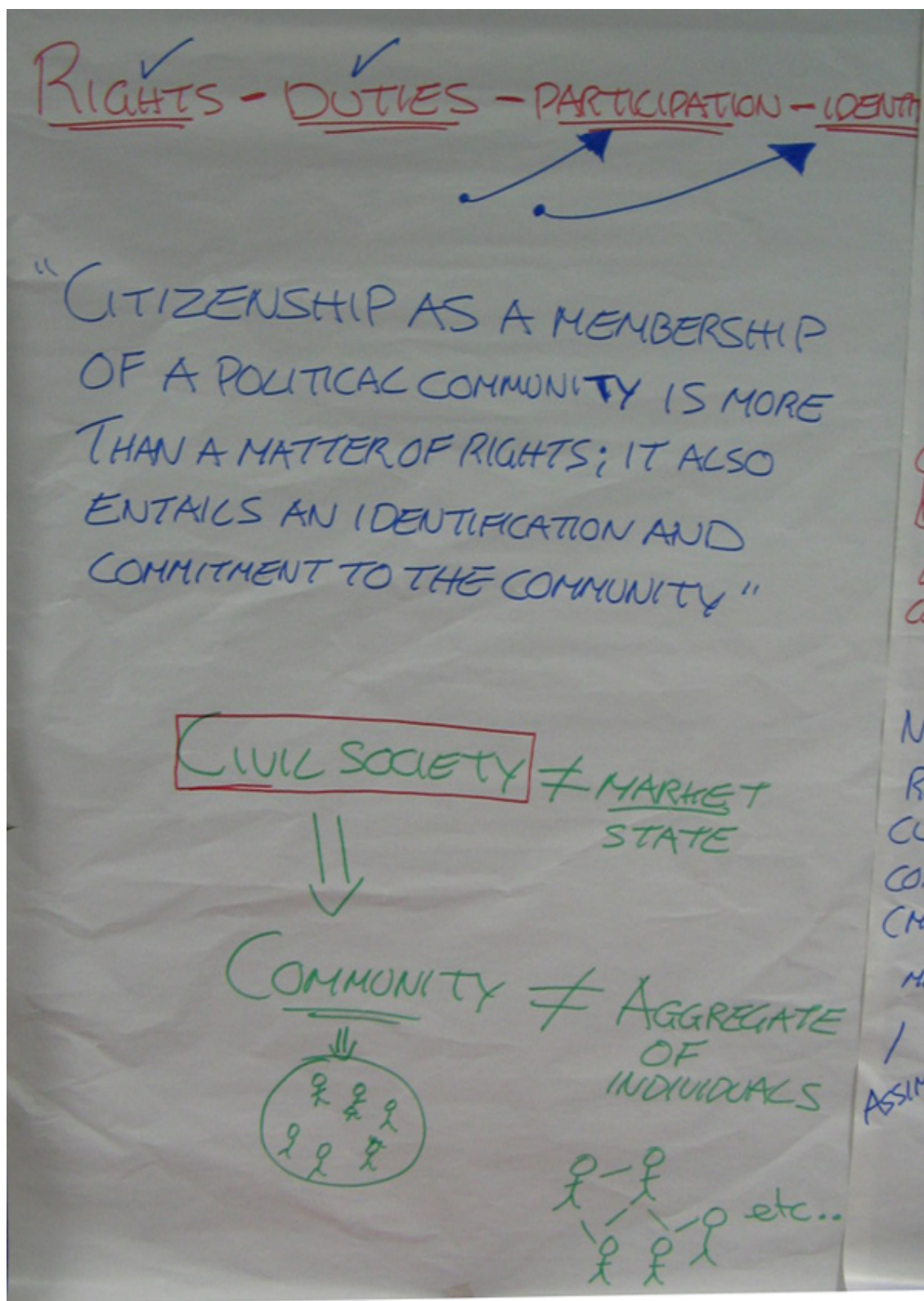
- Difference between formal and substantive equality

↓

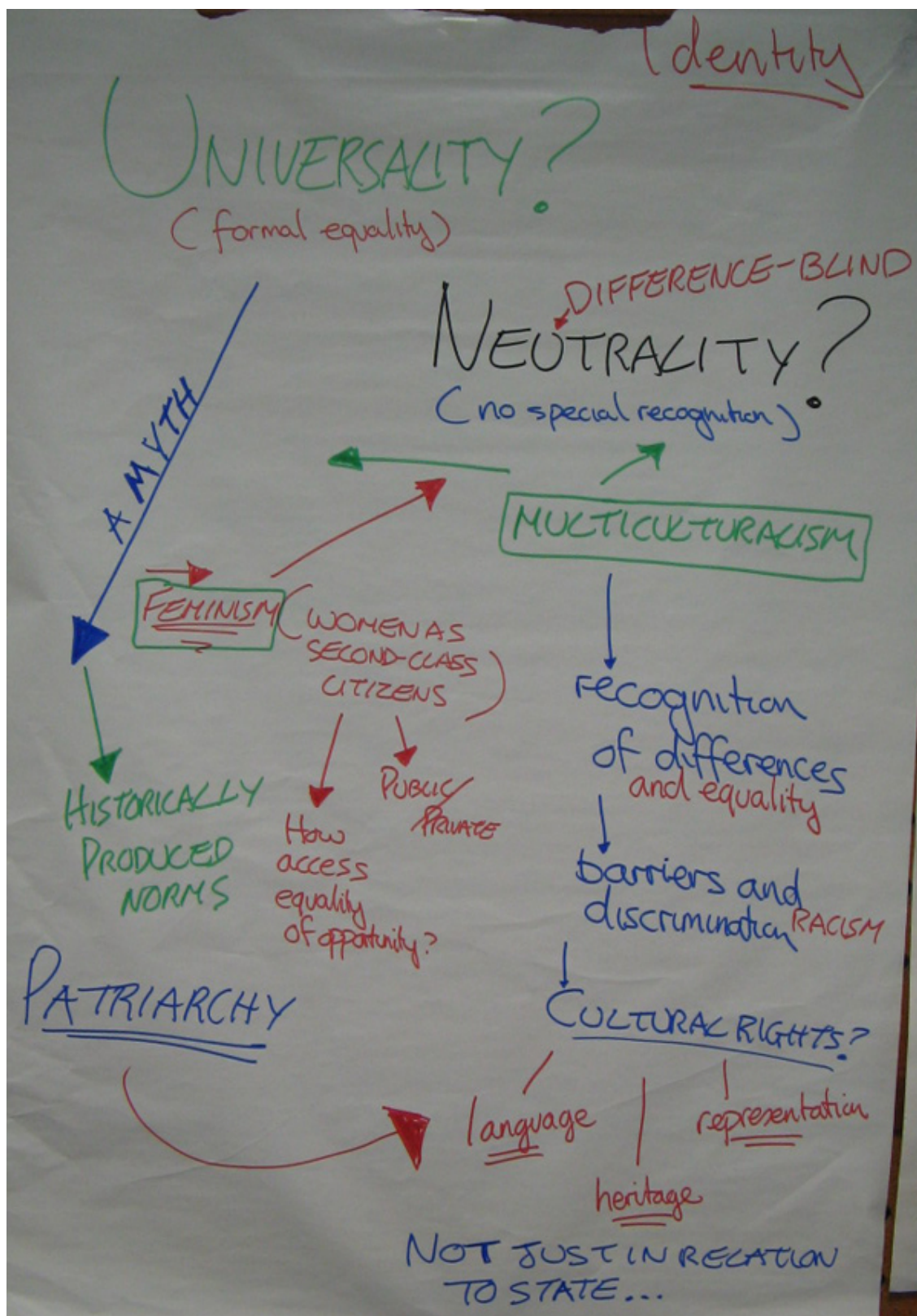
BUZZ

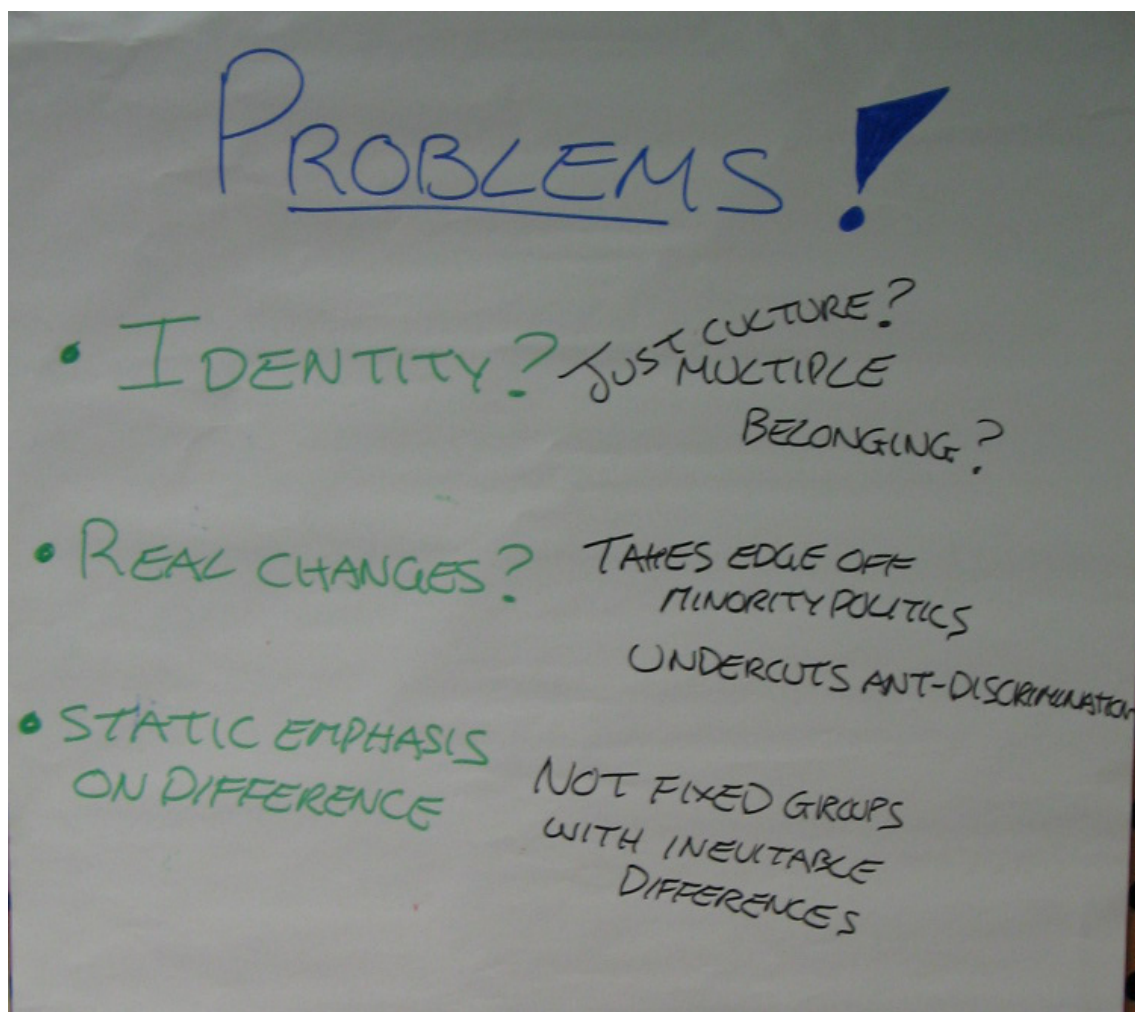
SOCIAL RIGHTS IN YOUR CONTEXT

CAN HAVE EQUALITY IN LAW AND POLITIC





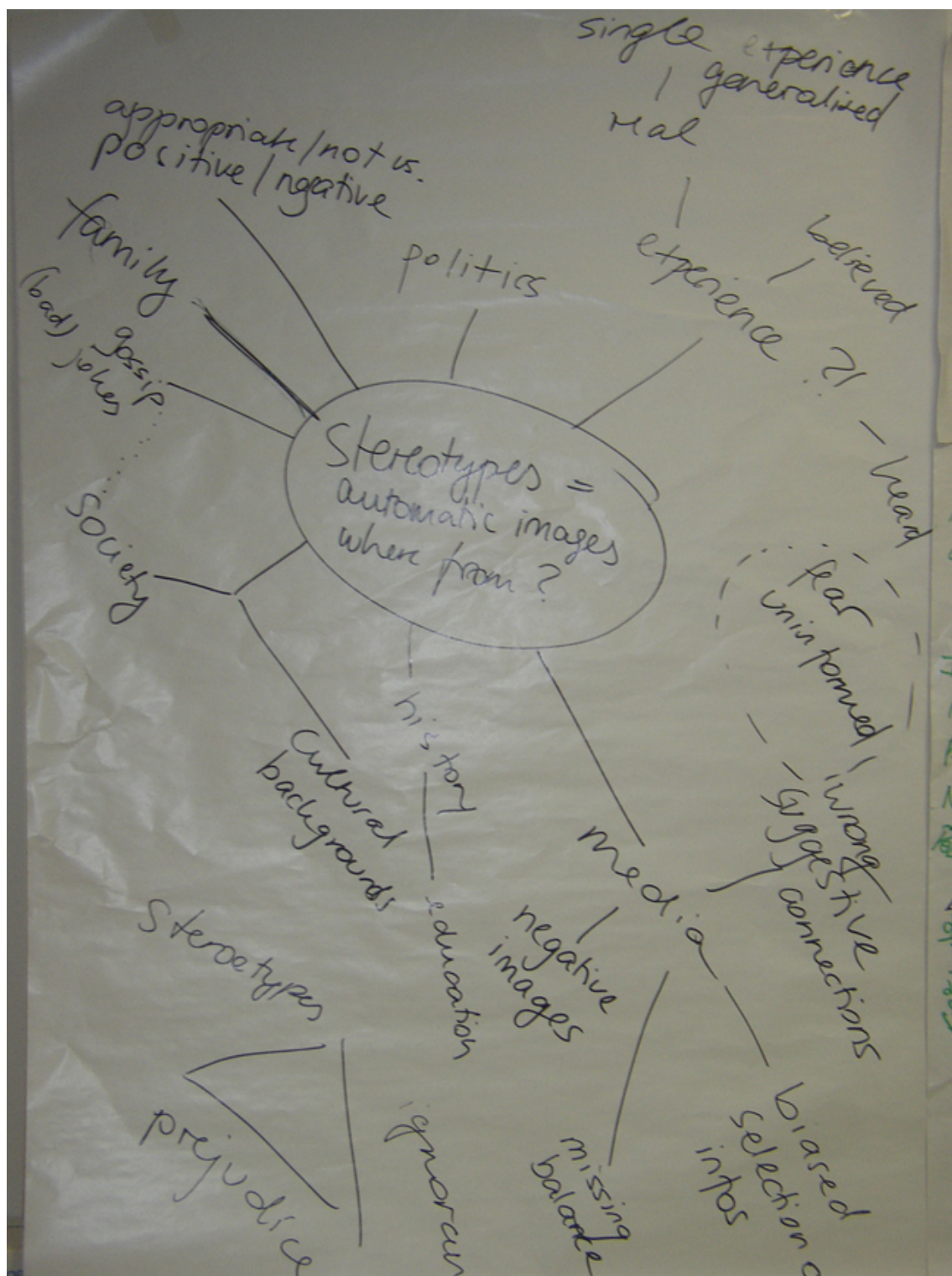




## SO 5 – The four dimensions of citizenship

|                          |   |
|--------------------------|---|
| 1. Title                 | The four dimensions, Wed 8 Dec 15:00 hrs - Thurs 9 Dec 19:00 hrs  |
| 2. Background            | This part is meant to provide space and opportunity for participants to work on and with the 4 dimensions of citizenship (economical, social, political and cultural).  |
| 3. Aims                  | To enable participants to critically reflect upon and engage with the different dimensions of citizenship   |
| 4. Objectives            | To develop an understanding about the different dimensions of citizenship;<br>To develop a feeling for the many complex relations between different aspects of identity and citizenship;<br>To promote empathy with those who are different or think differently;<br>To raise awareness on one's own role and responsibility as citizens.   |
| 5. Competences addressed | Knowledge about the dimensions of citizenship   |
| 6. Methodology/Methods   | 4 exercises, one for each dimension, including proper debriefing  |
| 7. Programme             | <p><b><u>Wednesday December 8, 2004</u></b></p> <p>15:00 The economic dimension of citizenship<br/>Exercise: The trading game</p> <p>16:30 Coffee and tea break included in the groupwork</p> <p>19:00 Dinner</p> <p><b><u>Thursday December 9, 2004</u></b></p> <p>09:30 The social dimension of citizenship<br/>Exercise: Take a step forward</p> <p>11:00 Coffee and tea break</p> <p>11:30 The political dimension of citizenship<br/>Image theatre: young people and politics</p> <p>13:00 Lunch break</p> <p>15:00 The cultural dimension of citizenship<br/>Exercise: Eurorail a la carte</p> <p>16:30 Coffee and tea break included in the exercise</p> <p>19:00 Dinner</p> |

|                                 |   |
|---------------------------------|---|
| <p>8. Notes for further use</p> | <p>All exercises have been adapted for use with this particular group and in this specific context.</p> <p>The trading game has been developed by Christian Aid and modified and extensively used by OXFAM and many others. The exercise is copyrighted, so please contact Christian Aid before using it. You can find the material used during this module in Annex A3.</p> <p>The exercise ‘Take a step forward’ can be found in COMPASS, the Council of Europe’s manual on human rights education.</p> <p>Image Theatre uses the human body as a tool for representing feelings, ideas, and relationships. Through sculpting others or using their own body to demonstrate a body position, participants create anything from one-person to large-group image sculptures that, in this context, reflected the sculptor’s impression of power relations within the political dimension of citizenship and specifically in regard to young people.</p> <p>The exercise ‘Eurorail a la carte’ can be found in the Council of Europe’s education pack from the campaign All equal – All different. The adapted list of persons used during this module can be found in Annex A4.</p> |
| <p>9. Outcome</p>               | <p>All sessions run smoothly and were succesful in relation to aims and objectives.</p> <p>During the debriefing of the Eurorail exercise a discussion came up about prejudices, stereotypes and violence. Where do stereotypes come from was one question discussed intensively (see flipchart next page):</p>   |



9. Outcome (*continued*)

How does violence develop was another question debated:



## SO 6 – The four dimensions and the complexity of citizenship

|                          |   |
|--------------------------|---|
| 1. Title                 | Complex citizenship, Fri 10 Dec 09:30 – Sat 11 Dec 11:00 hrs  |
| 2. Background            | After having worked with and on the four dimensions of citizenship separately, this session is addressing citizenship in its entire complexity.   |
| 3. Aims                  | To enable participants to critically reflect upon and engage with the complex concept of citizenship  |
| 4. Objectives            | <p>To develop an understanding about the relations between the different dimensions of citizenship;</p> <p>To develop a feeling for the many contradictions and conflicts between different aspects of identity and citizenship;</p> <p>To raise awareness on one's own role and civic responsibility for one's own actions;</p> <p>To develop an understanding of the relation between rights and responsibilities;</p> <p>To develop a feeling for the highly complex and multi-dimensional relationships between different actors and sectors in a democracy;</p> <p>To promote co-operation and civic responsibility.</p> |
| 5. Competences addressed | <p>Ability to work in a group: active participation, cooperative learning, problem-solving and conflict resolution, negotiation skills</p> <p>Knowledge, skills, values and attitudes as a person and as a youth worker in relation to citizenship</p>  |
| 6. Methodology/Methods   | Exercise Making Links – adapted   |
| 7. Programme             | <p><b><u>Friday December 10, 2004</u></b></p> <p>09:30 The four dimensions and the complexity of citizenship<br/>Complex exercise: Making links (adjusted)</p> <p>11:00 Coffee and tea break included in the exercise</p> <p>11:30 Exercise Making Links continued</p> <p>13:00 Lunch break</p> <p>14:00 Exercise Making Links continued</p> <p>15:30 Free afternoon</p> <p>20:00 Dinner in town</p> <p><b><u>Saturday December 11, 2004</u></b></p> <p>09:30 What is citizenship – revisited<br/>Review of the citizenship collages</p> <p>11:00 Coffee and tea break</p>  |
| 8. Notes for further use | If using this adaption of 'Making Links' make sure there is enough time available, it basically takes one day! The adapted version can be found in Annex A5.  |

|                   |  |
|-------------------|--|
| <p>9. Outcome</p> | <p>The exercise fully reached its aim and provided for many thoughts and reflections during the debriefing, which partly used a silent floor discussion as a way to visualise the many different questions.</p> <p>Revisiting the citizenship collages as developed on the first day of the module proved powerful too. Some of the groups changed the way their collage looked completely, some others just slightly – but the meaning of all collages changed to great extents either way.</p> |
|-------------------|--|

## SO 7 – Multiplication and follow-up

|                          |   |
|--------------------------|---|
| 1. Title                 | Multiplication + follow up, Saturday 11 Dec 11:30 – 16:30 hrs   |
| 2. Background            | Every learning process has to be followed with concrete action that will make a real impact in the environment of the participants. This session is essential for closing the cycle of learning for participants, enabling and empowering them to use the gained competences in their work back home.             |
| 3. Aims                  | To provide the participants with ideas and information about multiplication and follow-up possibilities   |
| 4. Objectives            | To develop an understanding about the relations between the different dimensions of citizenship;<br>To develop a feeling for the many contradictions and conflicts between different aspects of identity and citizenship;<br>To raise awareness on one's own role and civic responsibility for one's own actions. |
| 5. Competences addressed | Ability to translate gained knowledge into one's own work   |
| 6. Methodology/Methods   | A big floor illustration of different target groups for multiplication and different ways of working with those target groups.<br>Facilitated working group discussions to identify possible means to support this kind of work organisationally and/or financially.  |
| 7. Programme             | 11:30 Multiplication:<br>Ways of working with young people on citizenship<br><br>13:00 Lunch break<br><br>15:00 Multiplication continued: Follow-up to this course<br><br>16:30 Coffee and tea break  |
| 8. Notes for further use | Make sure there is enough space available.  |
| 9. Outcome               | The session was good, despite the tiredness of many participants.   |

## SO 8 – Evaluation

|                          |   |
|--------------------------|---|
| 1. Title                 | Evaluation, Saturday 11 Dec 17:00 – 18:30 hrs   |
| 2. Background            | It is highly important to hear from the participants what they have to say about the module – even more so as it is a pilot activity.                               |
| 3. Aims                  | To evaluate the module  |
| 4. Objectives            | To evaluate the module, its approach as well as programme (elements) and methodology<br>To give space for participants' recommendations                             |
| 5. Competences addressed | Evaluation,<br>Listening  |
| 6. Methodology/Methods   | A physical group exercise, followed by time to fill in a questionnaire individually.  |
| 7. Programme             | 17:00 Evaluation<br><br>19:00 Dinner<br><br>20:00 Farewell Party  |
| 8. Notes for further use | Make sure there is enough space available for the group exercise.   |
| 9. Outcome               | The feedback was mainly positive, while a number of criticism were voiced and suggestion made which can all be found in the participants pre-course questionnaires. |

### **3. .... Appendices**

The following appendices can be found on the coming pages:

- |    |   |
|----|---|
| A1 | Human Bingo adapted version   |
| A2 | Presentation on Citizenship – What is citizenship?                    |
| A3 | Trading Game – Material used  |
| A4 | Eurorail a l a carte = Citizen's Express – revised list of travellers |
| A5 | Making Links – adapted (3-dimensional)                                |

## A1. Human Bingo

Find a person who:

1. is for the first time in Strasbourg
2. has travelled more than 12 hours
3. can write in three different alphabets
4. has children
5. is married
6. lives in a city with more than 2 million inhabitants
7. speaks 4 languages or more
8. has the same favourite music as you
9. plays the piano or the guitar
10. likes to play basketball
11. can sing
12. has been to your country
13. has come to Strasbourg by train
14. comes from a country which has no Ministry of Youth
15. lives in another country than the one in which he/she was born
16. was involved in an international youth project before
17. has two nationalities, i.e. two passports

## A2. Presentation 'What is citizenship?'

# WHAT IS CITIZENSHIP?

**European Citizenship Training  
Modules**  
**Module 1: Citizenship in Europe**  
**6 – 12 December 2004**  
**European Youth Centre, Strasbourg**



## Definitions

- Citizenship is:
  - "... a status bestowed on all those who are full members of a community. All who possess the status are equal with respect to the rights and duties with which the status is endowed..." *Marshall, 1973*
  - "... a complex and multidimensional concept. It consists of legal, cultural, social and political elements and provides citizens with defined rights and obligations, a sense of identity and social bonds." *Ichilov, 1998*

## Characteristics of Citizenship

- Membership of a political community
  - identical rights and obligations
  - shared moral code
  - sense of identity
  - shared loyalty to an idea of civilisation
- Exists in public, democratic spaces
  - Presence of trust – my rights are fulfilled in respect of those of others

## Associations

- Citizenship is most commonly associated with:
  - The nation-state
  - Territorially bound communities
  - Cultural / Ethnic / National Belonging
  - Language

## Dimensions of Citizenship

- Political
  - The political rights and responsibilities of the citizen vis a vis the political system
- Social
  - The behaviour and relations between individuals in a society, loyalty, solidarity
- Economic
  - The relationship between the individual and the labour – consumer market
- Cultural
  - Perceived consciousness of a common cultural heritage that creates a similarity with others

## A more personalised approach?

- Senses of Belonging
  - Self defined
  - Multiple
  - Cuts across political, social, cultural and economic aspects of citizenship
  - Relate personal perspectives to collective values

### A3. Trading Game – Handouts

## Trading in the citizens' world

# Objectives

The objective for each group of citizens is to make as much money as possible by using the materials given.

No other material can be used.

Money is made by manufacturing shapes.

The goods which you should manufacture are represented on the 'Diagram of Shapes'.

Each shape has its own value and these should be credited to the banker by your group accountant.

You can manufacture as many shapes as you like – the more you produce, the more wealth you will accrue.

Training Modules on European Citizenship  
Module 1 - Citizenship in Europe

## Trading in the citizens' world

# The Rules

Citizens! There are just 5 simple rules:

- All the shapes need to be cut with sharp edges using scissors and must be of the exact size shown.
- The group accountant is the only person who can undertake transactions with the banker, depositing money, making loans, handing in and selling manufactured goods.
- You can only use the materials which you have been given.
- There is to be no physical force during the game.
- The leaders represent the World Trade Organisation (WTO) and will intervene in any disputes.

Manufacturing can begin now.....

Training Modules on European Citizenship  
Module 1 - Citizenship in Europe

#### A4. Citizen's Express – revised lists of travellers

DEAR EUROPEAN CITIZEN,

You are boarding the „Happy Citizen's Express” train for a week long ride from Faro to Vladivostok. You are travelling in a couchette compartment which you have to share with three other people. With which of the following fellow citizens would you prefer to share?

1. An American soldier on his way to Frankfurt.
2. An overweight Spanish civil servant who smokes.
3. An Italian disk-jockey who seems to have plenty of euros.
4. A South-African woman selling leather products.
5. A young artist who is HIV positive.
6. A Roma man from Hungary just released from jail.
7. A Basque nationalist who travels regularly to Russia.
8. A German rapper living a very alternative life-style.
9. An Austrian blind accordion player.
10. A Ukrainian student who doesn't want to go home.
11. A middle-aged Moldavian woman who has no visa and a 1 year old child in her arms.
12. A Dutch hard-line and aggressive feminist.
13. A Swedish skinhead apparently under the influence of alcohol.
14. A guy from Belfast going to a football match.
15. A Polish prostitute from Berlin.
16. A French farmer who speaks only French and has a basket full of strong cheese.
17. A Kurdish refugee living in Germany who is on his way back to Azerbaijan.
18. An orthodox practising Jew who prays three times a day.
19. A Muslim student returning to Hamburg after a stay in the Middle East.

## A5. Making Links - adapted

### Making active agorans...

**Group size**

27

**Time**

5 hours including lunch and coffee, etc

**Overview**

This activity involves negotiation about the rights and responsibilities of citizens, the European Union and its institutions, NGOs and business.

**Related objectives**

The different dimensions of citizenship  
The rights of the citizens  
Exploring the needs and expectations of citizens and others vis a vis other actors of democracy  
Finding links among the main actors of the social, political and economic arena on different levels (daily life, associative life, political life of a country, European level)

**Objectives**

Give an opportunity to summarize, practice and conclude of the content elements of citizenship  
To develop a feeling for the complex relations between the different sectors in a democracy  
To promote co-operation and civic responsibility

**Materials**

A large sheet of paper (A3) or flipchart paper for each group  
Post its in different colour  
2 markers of different colours (e.g. green and red) for each group  
A ball of string  
A roll of sticky tape (Scotch tape or sellotape) for each group  
Scissors

**Instructions**

Explain that the purpose of the activity is to provide a synthesis of the results of the different relations between the four sectors within (an ideal) democratic society, using the model of Making Lnsks exercise, but on a holistic way and in a wider context.

Divide the participants into five non equal groups to represent five "actors" in a democracy: the EU and its institutions, the NGO sector, Business, citizens and "national government" (state) respectively. One table will be reserved for unsolved or non-discussed questions, and which will be taken up through the debriefing.

Form the groups – each member of the group receives a specified role and has to refer to it in the group formation process. The discussion of functions and roles of each group should take place in consideration of the fact that all three levels of governance (local, national and supra-national [EU]) are represented among the roles.

Each group a large sheet of paper and markers – they should achieve the following things:

Establish their own personal role within the larger grouping by expressing their specific interest and represent that interest to the rest of the group who have different interests but are part of the same group.

Establish a list of the functions and roles that the actor of democratic politics they represent is supposed to fulfill in the political system. They should list their five most important functions on the large sheet of paper, using the red marker.

Establish a list of expectations that their group has towards each of the other actors in the system.

Establish a division of responsibility for who negotiates which of their needs with which of the other actors.

Each group has to present their own understanding of the functions / roles of their group to the others – they should write their list on a flip chart using a red marker to help the others understand. If possible, they should limit their list to five key functions.

Expectations should be presented in a second round, again on a flip chart (one for each specific actor) and using a green marker so as to make the differentiation between the expectations and the functions outlined earlier. The groups can formulate as many expectations as they like for each actor. They should be as specific as possible.

The rounds of negotiation now begin. You should allow 15 minutes for each round and 5 minutes for internal consolidation and strategy revision of the different groups. There will be three rounds, as follows:

Business:

In round 1: negotiation with Government, NGOs and Citizens

In round 2: negotiation with Government, Citizens and EU

In round 3: negotiation with Government, NGOs, EU

Government:

In round 1: negotiation with Business, Citizens and NGOs

In round 2: negotiation with Business, EU, NGOs

In round 3: negotiation with Business, Citizens, EU

NGOs:

In round 1: negotiation with Business, Government, EU and Citizens

In round 2: negotiation with Government, Citizens and EU

In round 3: negotiation with Business, Citizens, EU

European Union:

In round 1: negotiation with Citizens and NGOs

In round 2: negotiation with Business, Citizens, Government and NGOs

In round 3: negotiation with Business, Citizens, Government and NGOs

Citizens:

In round 1: negotiation with Business, Government, NGOs and EU

In round 2: negotiation with Business, NGOs and EU

In round 3: negotiation with Government, NGOs and EU

Remind people that when a demand is accepted one piece of wool should be taped between the two papers to signify acceptance of responsibility. When an issue or negotiation is unresolved it should be tied to the “question mark ?” table for discussion during the debriefing.

By the end of the process, the four "actors" should be linked up by a complicated web of wool. In the debriefing the objective is to analyse the different agreements made and the process of their making.

An analogy and link should be made to an integral concept of citizenship involving all 4 dimensions of citizenship and many more considerations at the very end of the session in relation to the work of Saturday.

#### COMPOSITION OF THE GROUPS

##### EUROPEAN UNION AND ITS INSTITUTIONS (5)

Commissioner for Trade and the Internal Market  
EU representative for Common Foreign and Security Policy  
Member of European Parliament (conservative)  
Member of European Parliament (green)  
Representative of the European Central Bank (ECB)

##### NON GOVERNMENTAL ORGANISATIONS (8)

Representative of the European Level Organisation of Social Democratic Youth (political)  
Representative of the Young European Environmentalists  
Representative of a World Level Human Rights Monitoring Organisation  
Representative of the European Association of voluntary and semi-professional youth workers  
Representative of the youth committee of the European Social Forum (anti-globalisation movement)  
Representative of a global development aid charity  
Representative of Young Farmers and Rural youth in Europe  
Representative of a European Trade Union Association

##### BUSINESS (3)

Representative of multinational company (e.g. NIKE)  
Representative of a national company with global reach (e.g. NOKIA)  
Representative of the European Federation of Employers

##### CITIZENS (8)

Lesbian, gay, bisexual or transgender (LGBT) citizen  
A homeless person  
Representative of a local church  
A young person engaged in academic studies (political science)  
An unemployed young person  
An immigrant  
Two different, 'average' citizens without special interests – they may follow their conscience concerning the interests they feel are their own

##### NATIONAL GOVERNMENT (3)

The minister for the environment  
The minister for social affairs  
The minister for finance

#### **DEBRIEFING (to be adapted to context, participants and course of the exercise)**

## Role cards

|   |   |
|---|---|
| You are the Commissioner for Trade and the Internal Market of the European Union    | You are a conservative Member of the European Parliament  |
| You are a representative of the European Central Bank                               | You are a Member of the European Parliament from the European Greens                                    |
| You are the EU representative for its Common Foreign and Security Policy            | You are the representative of the European level organisation of Social Democratic Youth (political)    |
| You are the representative of a world level Human Rights Monitoring Association     | You are the representative of the European Association of voluntary and semi-professional youth workers |
| You are the representative of the youth committee of an anti-globalisation movement | You are the representative of the Young European Environmentalists                                      |
| You are the representative of a global development aid charity                      | You are the representative of young farmers and rural youth in Europe                                   |
| You are the representative of a European trade union association                    | You are the representative of a multinational company (e.g. NIKE)                                       |

|   |   |
|---|---|
| You are the representative of a national company with global reach (e.g. NOKIA)                                   | You are the representative of the European Federation of Employers  |
| You are the representative of a local church.   | You are a lesbian or gay or bisexual or transgender (LGBT) citizen  |
| You are a homeless person   | You are a university student  |
| You are an unemployed young person who has never had a job  | You are an immigrant  |
| You are a citizen without an affiliation to a movement, an NGO or a party – your decisions follow your conscience | You are a citizen without an affiliation to a movement, an NGO or a party – your decisions follow your conscience |
| You are the minister of environment of citizen country  | You are the minister for social affairs of citizen country  |
| You are the minister for finance of citizen country   |   |