



TRAINING MODULES ON EUROPEAN CITIZENSHIP 2006

Documentation

MODULE-2 VISIONS AND CONCEPTS OF EUROPE

27 May- 2 June 2006 , Bonn

This report gives an account of various aspects of the training course. It has been produced by and is the responsibility of the educational team of the study session and the editor - documentalist. It does not represent the official point of view of the Council of Europe.

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Acknowledgements

Team

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Executive Summary

This was the second Module of the second set of EC Modules in the production of the Partnership. The team developed the Module concept and programme based on the former Modules, especially the Module with the same focus, however it was modified and amended in a way that it actually became a different Module with a different approach, including the redefinition of learning objectives. The Module system has not changed in the past years, only the main aims and objectives were defined, but the core content, the methodology and a systematic Module structure have not been improved yet. Thus the team had to create and recreate the basis, the content and the methodology based on the experience taken from the first three pilot courses and the first set of Modules.

Aims and objectives

The main aim of the training Module was to develop a sense of space and place in contemporary Europe, the skills required to be active agents of change and development, and the knowledge required to make choices within this context.

The objectives of the module 2: “Europe: concepts and vision”:

- to provide participants with an opportunity to reflect upon Europe (concept and perception) – its history, integration process, nationality, sovereignty and belonging to the Europe of today, its relation and position vis-à-vis the rest of the world, current challenges and tensions;
- to acquaint participants with different definitions of citizenship;
- to reflect about European citizenship and related values;
- to motivate participants to explore their own European identity;
- to provide participants with knowledge and information about the relevance of the actions/means of European institution regarding European citizenship;
- Reflect on the role of youth workers in connections with EC education and its relevance for young people.
- 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 and through youth work.

Participants:

The activity was attended by twenty-three participants from 16 European countries (mainly youth workers and youth leaders). Most of the participants were between 18 and 30 years old and came from Central and Eastern European countries.

There is still one striking observation that has been similar in all former Modules. There are much less youth workers, citizens of “older” member states interested in the subject than from new member states and non-member states of the European Union. This is something that could be researched.

Educational team:

The educational team was composed of four team members (1 course director, 1 senior trainer, 1 junior trainer, 1 documentalist). One representative of the German National Agency of the YOUTH programme also provided support in the organisation of the Module.

Educational approach:

This Module was based on the approach that there is a social and individual aspect of European Citizenship and it reflected in the programme. Each day a session was devoted to the social and theoretical context, and the following one to its implications to the person, to the participants themselves, as humans, as citizens, as Europeans and as youth workers. The flow of the course resulted in a smooth and logical frame, and participants found their own ways and interest in the subject matter according to their own background and life situation.

It became again clear that the concept with its political, economic, social and cultural aspects are still weak and full of contradictions, and is an ongoing open debate in certain dimensions, but it does have solid foundations such as the interpretations of citizenship, Human Rights and interactions among the different subjects of European Citizenship (institutions, citizens, states, society, culture etc.). Including this, the complexity and relevance of the phenomenon became clear to most of the participants. The European Citizenship education that has started in the youth field in 2000 is a politically motivated process, which is not a judgment but it has to be clear to all, however it is also important that this subject is properly translated and adapted to the different national and local youth work realities and social contexts.

During the course the team developed new exercises and investigated new resources that were integrated in the learning process. The team strongly recommends these methods and resources which can be found in this documentation, including its reflections and further recommendations for improvement.

Results

The Module was mainly positively evaluated by both the participants and the trainers, however there were some very good and relevant remarks that shall be taken into consideration when developing the concept, the structure and the implementation further.

There were also initiatives coming from participants in terms of projects or further development of the concept. There is one remarkable idea that there should be a collection of relevant youth work methods, especially designed and adapted to European Citizenship education, which actually started as a project already 2 month after the Module.

The educational team as well as the participants were mainly satisfied with the outcome of the Module. The participants came out of the Modules full of new ideas and contributions for the further development of projects with a European

Citizenship dimension and seemed to be willing to network.

As far as the specific topic of the Module is concerned ("Visions and concepts of Europe"), the Module allowed participants to reflect on the concept of Europe in its various dimensions (history, integration processes, nationality, sovereignty, etc.). It also enabled participants to reflect on their own sense of belonging to Europe and on the intertwining between the notions of European citizenship and European identity.

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INTRODUCTION

Background to the interest of the two institutions in the theme of "European Citizenship"

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 then 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 module concept

The Training Partnership held three pilot training courses on European Citizenship between 2001 and 2003. These 9-day courses were based on the curriculum framework developed by the Curriculum and Quality Development Group. 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, 5-day European Citizenship training modules. These modules were jointly developed and implemented with representatives of National Agencies and SALTO Centres of the YOUTH programme.

After the successful implementation of these six modules between December 2004 and the second half of 2005, another **six training Modules are offered in May-November 2006**, hosted by the National Agencies of the YOUTH Programme of the European Commission.

The learning objective for any training course on European citizenship is 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.

The Modules are considering the European Citizenship a notion and a practice that is under construction in Europe. It is also agreed that the Modules are taking into consideration the different concepts of Europe (European Union, Council of Europe, Europe of regions, geographical Europe etc.) as well as the different concepts of Citizenship. It also means that the Modules have to introduce the complexity of this subject as well as the clarity of some aspects.

As in the ones realised in 2004-2005, the training modules do not attempt to address the concept and practice of European Citizenship comprehensively, but rather focus 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.

The following modules have been implemented in 2006

Module 1.

European Citizenship: Institutions and Politics

29 May – 4 June 2006.

Budapest, Hungary

Module 2.

European Citizenship: Visions and Concepts of Europe

27 May – 2 June 2006.

Bonn, Germany

Module 3.

European Citizenship: Citizenship

4 – 10 September 2006.

Bern, Switzerland

Module 4.

European Citizenship: Intercultural Learning

25 September – 1 October 2006.

Cardiff, UK

Module 5.

European Citizenship: Human Rights

23 – 29 October 2006.

Eisenborn, Luxembourg

Module 6.

European Citizenship: Role of Youth Work in Participation

23 – 29 October 2006.

Rome, Italy

All Training courses – Modules include a few common elements, like non-formal and intercultural educational approaches to European Citizenship and basic information on European programmes and funding mechanisms for youth. All modules are offered in English.

The aim for these training Modules on European citizenship is:

- To develop a sense of space and place in contemporary Europe, the skills required to be active agents of change and development, and the knowledge required to make choices within this context.

The objectives of the Modules are:

- 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;

- 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 safeguarding human rights, participation in the development of 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 European citizenship dimension of youth work.

The aims and objectives of the module 2: "Europe: concepts and vision"

- To provide participants with an opportunity to reflect upon Europe (concept and perception) – its history, integration process, nationality, sovereignty and belonging to the Europe of today, its relation and position vis-à-vis the rest of the world, current challenges and tensions.
- To acquaint participants with different definitions of citizenship.
- To reflect about European citizenship and related values.
- To motivate participants to explore their own European identity.
- To provide participants with knowledge and information about the relevance of the actions/means of European institution regarding European citizenship.
- Reflect on the role of youth workers in connections with EC education and its relevance for young people.
- 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 and through youth work.

The profile of participants of the module 2: "Europe: concepts and vision"

The organisers and the preparatory team developed the following profile of participants for this course - module:

The course-module is intended to be an opportunity for further training complementary to previous experience and training for both 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 and a direct involvement with issues of European Citizenship in this context;
- are resident in a member state of the Council of Europe or in another country signatory to the European Cultural convention.
- have proven experience of youth work in the field of the specific focus of the Module to which candidates applies.

The team of trainers

Laszlo Foldi Course Director
 Peter Hoffman Senior Trainer
 Ljubov Lissina Junior Trainer
 Ingrid Müller German National Agency
 Luisa Bortolini Documentalist

Main contents addressed by the module 2: "Europe: concepts and vision"

Module 2 especially focused on the concepts of Citizenship, Europe, European Citizenship and the relation between youth work and European Citizenship.

Each topic was developed starting from the general concept and moving to the personal /particular aspect.

The team meant to offer the general frame of the current discussion about these issues and, at the same time, to put the participants in the condition of reflecting in a more personal way. We intended to facilitate the process of putting in relation the general concept with the participants' concrete situation, so that they could bring and share their own experience and to define with concrete contents the treated topics.

In each unit there were two parts: one introducing the main concept and one dealing with „me as...“.

Citizenship

- Defining Citizenship
- „Me“ as a Citizen

Europe

- Histories of Europe and European values
- Visions of Europe, personal identities and „Me“ as a European

From Europe and Citizenship to European Citizenship

- European Citizenship and the present day Europe – „Me“ as a European Citizen
- European Institutions and their programmes in youth work to support EC Education.

Youth work and European Citizenship

- Role of youth workers in EC
- Concrete actions on European Citizenship by youth organisations
- „Me“ as a European youth worker

The methodological approach

The Module was based on the principles and practise of non-formal education in youth worker and youth leader training, as it has been developed and implemented at the European Youth Centres as well as in the training context of the Youth Programme of the European Commission. Therefore, the module:

- Was based on the intrinsic motivation of the learner,
- Was learner-centred and based on the experiences of participants;
- Was based on a personal responsibility for learning, supported by a strong group dimension and a collective approach;
- enabled participants to apply and transfer what they learned to their youth work practise;
- took into account the needs and motivations of participants and was open to regular feed-back and evaluations;
- was thoroughly evaluated and documented to gain a maximum multiplying effect after the Module.

Moreover the Module was based on the concept written in the T-Kit 7, that approaches European Citizenship from social, political, cultural and economic perspectives taking into consideration its practical relevance to youth work. To ensure the personal learning the methodology of the Module is based on the personal experience of participants regarding their lives and professional experience.

Programme – detailed description of sessions

The programme of the Module 2: concepts and visions of Europe, held in Bonn in May-June 2006, was organised in different units. As explained above, in each unit there were two parts: one introducing the main concept and one focused on a more personal dimension and thus dealing with „me as...“.

The sessions, as presented in this document, may correspond to a whole programme day or to a part of it. For each session it is indicated the title, the objectives, the flow (including a description of the concrete activities, methodology and methods used and timing of the activities) and a part with evaluation and recommendations for any further use made by the team.

When relevant, the outcomes will be presented as well in appendix I, with a description of what was actually achieved through the session and/or with documents worked out by participants.

In the appendix II, background documents will be presented together with handouts and further reading. This part will include the text of power point presentations, the handouts and supportive material used during the sessions or distributed to participants.

The course team developed the session outlines. Each trainer followed the structure of the session presentation below. The session outlines were developed before the course, were updated during the course in a process of team work, and were finalised after the end of the course.

Session Outline **TC Introduction and group building** **Sun, 28/5, 9.00-12.30**

Objectives:

- To raise awareness of participants about aims and objectives of the course;
- To introduce the team's vision of the course and methodology of the course;
- To present the programme flow to participants;
- To discover the surroundings of the centre where we are going to work and live;
- To get to know each other better in the group;
- To start feeling as a group.

Material needs:

- List of the 4 groups prepared in advance on flip chart;
- Prepared clues;
- Paper, pens, glue, flip-charts;
- “Puzzles” of aims and objectives (put in colour envelopes);
- Components of methodology cut each one separately.

- Letter to participants from the team
- Clues
- Egg exercise description
- Interviews questions
- Creative thinking questions
- Presentation of objectives

Flow of the session

The idea of the method is to integrate together the part of introduction and group building and getting to know each other in an interactive diverse outdoor manner.

Participants should know from the previous evening that they would be ready to be outdoors for half a day.

9:00 PART I. WALKING AROUND AND DOING TASKS.

Team will prepare the list of the 5 diverse groups and hang the list in working room. One of the team members will meet participants in the morning and introduce the beginning and give a letter from the team and the first clues to the groups. The groups, before going to the first point, must name themselves and invent a symbol for themselves (a sign, motto, shout etc).

The groups have to visit 5 points where they will have to do some group-building exercises. They know that if they succeed with their task as a group, they will get a part of the whole thing (which are objectives of the course cut by 2-3 words). They must intend to collect all the parts (all the 5 envelopes).

In each point they will meet a team member who will explain them what to do and how to proceed.

Each group starts with a different point and then moves to another and each group must visit each point.

Point A – Participants should construct a slope for a raw egg to pass from the top of it down to the ground. The minimum high of the slope is 1 meter. It should be constructed of the things participants bring with them and the natural materials around (without harm to the nature); human body cannot be used – the slope must stand by itself. Each participant must contribute with some personal element in the slope. They are given 8 minutes to construct. Before putting an egg, they must explain about the elements used. They cannot try with an egg – only when they are ready with the slope, they get an egg for inauguration. They pass if the egg goes through the entire slope without breaking.

All the groups from Point A move to Point B.

Point B – The group should write a song using obligatory words: Citizenship, Bonn, Europe, Haribo, Crocodile. Each group has different style for the song such as: Children song, Rock-n-roll, Reggie, Hip-Hop and Balade. The group prepare the song and perform it for the trainer (Later they will perform their songs in front of the whole

group as an introduction of the evening activity). All groups move to Point C after this point.

Point C – Interviews and drawing portraits. The portraits are to be stick on the wall after the exercise. The groups move to Point D.

Point D – Discovering important information. The groups within 15 minutes have to find out what are interesting facts and happenings in the house, surroundings and Bonn. Participants go to Point E after this point.

Point E - Creative thinking check-point. Participants are proposed unexpected funny tasks to solve intellectually and creatively.

11:15 BREAK

11:45 SHORT DEBRIEFING ABOUT THE DISCOVERY

The questions: How do participants feel? What are the highlights from their groups? What did they discover?

12:00 PART II. PROCESSING THE RESULTS

1. The groups are given time to complete the “puzzles” by their groups. The “puzzles” are cut by 2-3 words formulations of objectives. When they are ready we read the objectives and comment on their understanding by participants.
2. All the objectives are projected so that participants can see them again.

12:20 PART III. INPUT

- Background of the Module
- General objectives and outcomes of the EC Modules
- Focus of our Module
- Overview of methodology
- Programme flow introduction

For the ppt presentation see Appendix II

12:55 CLOSING

Comments of the team:

- The objectives should be cut in a easier way, otherwise it takes more time to work on them;
- It may be enough to give only one objective to each group;

Session Outline
Citizenship reflection and definitions. Me as citizen.
Sun, 28/5, 14.30-17.30

Objectives:

- To reflect on understanding of Citizenship and its differences in the contexts of the participants;
- To give an overview of variety of understandings of citizenship;
- To reflect on what makes one citizen and which rights and responsibilities we have as citizens;
- To introduce social approach to citizenship: 4 dimensions;
- To reflect on participants' practice of citizenship on the perspective of 4 dimensions: Me as citizen.

Material needs:

- Paper A4, pens
- Flip-chart, flip-chart holder, markers
- Beamer

Flow of the session

14:30 ENERGIZER AND INTRODUCTION INTO THE AFTERNOON

14:45 A CIRCLE OF DEFINITIONS: WHAT DOES THE WORD CITIZENSHIP MEAN IN YOUR LANGUAGE?

All participants should say Citizenship in their language and express what it means with direct translation into English. If they come with any concepts or other associations with this word, they mention it and explain.

All participants come out in front of the group and write down the word Citizenship on the flipchart in their own language.

15:15 INDIVIDUAL REFLECTION

Within given time participants should answer some questions individually.

Questions: When do/did I feel most as citizen? When do/did I feel less as a citizen? What has made the idea of citizenship something valuable to me? Cases when my citizenship was threatened? When my citizenship was valued (estimated by someone/smith.)? Which spheres of citizenship do I more relate with and value? Write down your understanding of Citizenship.

15:35 WORKING WITH DEFINITIONS

1. Each participant finds a partner and in these pairs they share their personal reflections and definitions. They look for commonalities in their understanding of Citizenship.

2. Each pair finds another pair and they look for more common points and all together they must write down their common understanding of what is Citizenship.

For the list of definitions written by the participants see Appendix I

16:05 BREAK

16:30 FAIR OF DEFINITIONS AND UNDERSTANDINGS OF CITIZENSHIP

3. During the break the prepared definitions and quotes about citizenship are put on the tables around the working room, the results of previous working groups are among them. Participants walk around and read the variety of definitions and understandings of Citizenship existing. *(For the list of definitions proposed by the trainers see appendix II).*
4. Conclusion: Team comments that in fact there are many definitions which approach the subject differently and the concept has been developing continuously in different time of history.

16: 45 BRAIN-STORMING ALLTOGETHER: WHAT MAKES SOMEONE A CITIZEN?

Participants should name different things which they do in life as being citizens. All proposals should be written down on the flip-chart. When all the ideas are put up, the team asks what are all those things mentioned; then the team invites participants to group the things together and put links.

17:05 INPUT EXPLANATION ABOUT THE 4 DIMENSIONS OF CITIZENSHIP

Two approaches to Citizenship: social and personal. Both of them say about relationships between the individual and society (reference to definitions).

Personal approach deals with sense of belonging and the social one distinguishes 4 dimensions, which correlate with four subsystems which one can recognise in the society and which are essential for its existence. The dimensions are the political/legal dimension, the social dimension, the cultural dimension and the economic dimension. Explain briefly about each dimension.

The idea of "chair" is presented.

(For the ppt presentation see appendix II)

17:20 DESIGNING PERSONAL CHAIR OF CITIZENSHIP: me as a citizen

The team invites participants to design their chair to show how balanced it is.

Debriefing: easy/difficult? How balanced is your chair? Why? How does it impact on your life?

18:00 CLOSING

REFLECTION GROUPS

Comments by the team:

The exercise about how the word Citizenship is in different languages served as a good introduction into the topic and raised lots of issues associated to citizenship and local realities of participants.

Results of the brain-storming could be developed further on and bring the group closer to understanding the dimensions. Also rights and responsibilities we have as citizens could be stressed and discussed in this moment.

Then the possible results from the brain-storming could bring the group more smoothly to the presentation of the social approach to citizenship as 4 dimensions.

The model of 4 dimensions provoked strong discussions during debriefing and misunderstandings among the group: the participants realized its partial and limited vision on the concept.

Session Outline

The Europe we live in - My Europe

Mon, 29/5 - 9.00-12.30 & 14.30-17.00

Objectives:

- Exploring different historical roots of Europe and its interconnectedness and relevance for our current Europe
- Reflecting on „(Common) European values“
- Exploring the inner pictures/perceptions of „The Europe I live in“ as well as the „The Europe I wish to live in“
- Reflecting on the personal (European) identity

Material needs:

- Flipcharts, papers, markers
- Coloured crayons, water-colours
- Copies of the Historical Maps of Europe

Flow of the session

9.00-9.15 INTRO OF THE DAY

Focus of the day: My Europe – the Europe I live in? In the morning they will share their respective perceptions more to the WE (Exterior: Historical developments/roots; Interior: Values) and in the afternoon to the I (Exterior: My Europe – now and vision; Interior: my (European) identity)

9.15-10.45 HISTORICAL MAPS OF EUROPE: WHAT IS THEIR RELEVANCE FOR THE EUROPE YOU LIVE IN NOW?

Distributed in the room on tables we will have different historical maps (*Roman times, Expansion of Christianity from around 1000, Byzantine empire, Ottoman empire, Russian expansion in 16/17/18th century, Renaissance Europe, Europe of 1850, Europe of 1918, Europe of 1945, Europe of the EU in the 90ies*) clued on a flipchart; participants are

invited to walk around, and look out for the maps which show a development which has a relevance for the Europe they (personally) live in now. If they find a relevant map they write their name and a brief explanation of the connection/relevance for today. And finally they remain with that the map they find most relevant. Finally a brief “taking stock” of what is written and some reflective comments.

10.45 –12.30 WRITING A BOOK ON THE HISTORY OF EUROPE

The Assignment: Soon they will be in teams of 4 and they have received the job of a Publishing house to write a book on the history of Europe. In their first meeting they will have to agree on the index/topics of the book. As a preparation, first individually, they have to identify for themselves in the following categories the 3 “entries/members” in European history which have been most influential for the Europe they live in now: Personalities, Cultures/People, Events, Ideas/Ideologies.

At the first meeting of the authors team they have to present and explain their choices. Together they will have the task to write an index for their book on the “History of Europe”.

IN the plenary: Short presentations of the indexes and short debriefing (Focus on the different perspectives in History – there is not one History of Europe but many Histories which are interconnected; the values behind the different Histories).

(Indexes written by the participants are in the appendix I)

LUNCH

14.30 – 14.45: DANCE: THE EUROPE I LIVE IN NOW

Every now and then the music stops, and to a given word (Europe, Europeans, I as an European, Union, Europe and the world, etc.) they are asked to make a statue and freeze for a few seconds; and then they continue dancing.



14.45 – 15.45: MY VISION OF THE EUROPE I WANT TO LIVE IN

Three steps:

1. A guided dream journey into their vision of Europe; What do they see? Who do they meet? What colours are there? What are there doing? How does the environment look like? Etc.
2. Immediately after the dream journey without much thinking/reflecting they shall either paint or construct (with clay) their vision

3. Exchange in pair (*partner found with closed eyes before*) – the other one is sharing his/her impressions of the painting/construction, what s/he sees in it, notices; no discussion about it; the “creator” just accepts it as an “outside” perception of their inner vision

15.45 – 16.00 Break

16.00 – 17.00: EUROPE AND MY IDENTITY-MY EUROPEAN IDENTITY

Participants are invited to reflect on the relevance Europe plays in their identity right now; before that there was a short explanation of identity as a system of belongings which is constantly under construction. The image we offer to them is that of a “molecule” with “I” in the centre around which are positioned different shaped and sized atoms. The participants shall reflect where and how their “Europe”-atom is positioned.

Sharing with their pair

CLOSING PLENARY

Comments by the team

Especially the exercise with the Historical maps was very appreciated by participants and brought a lot of “Aha”-experiences. It provides a rather easy way to deal with the often “heavy” but important topic of history. The only adaptation for the next time would be to work more with the comments people have written on the posters with the maps – this could be an interesting starting point for discussions or a successive exercise.

Working on the history book of Europe provided a good opportunity to enter a little more into discussion about different understandings or perceptions of what/who was important in Europe history. But also here you would need some more time to analyse deeper. Most participants in the working group just added their individual ideas instead of arguing and discussing a genuine common index. There is a need for an adaptation of the method in terms of time allocation, preparatory elements or concrete task formulation.

The afternoon passed well and it was of course especially appreciated by those who like expressing themselves through non-verbal methods. The only remark of the team was about the opening dance with the statues was considered not very relevant and nothing more than an energiser at the end. Perhaps it was too demanding as an exercise at the beginning of the afternoon of the second day.

The work and reflections on “your identity” seemed very intensive. The only methodological remark the team made was to have an exchange in working groups rather than pairs which would better prepare the following discussion in plenary.

But overall the team concluded that this day had a good flow and that they would, apart from slight method adaptations, developed it again like this.

Session Outline
Europe: current challenges
What does Europe mean for me?
TUESDAY 30/5/2006 - 9.00-12.30 & 14.30-17.00

Objectives:

- To see the complexity of Europe and its present issues, to be aware of how facts happening in different places may affect us.
- To see the personal link with European citizenship, to present challenges and how participants place themselves with regards this topic.

Content

This topic should be analysed through the eyes of participants and the reality where they come from, the link with the 4 dimensions should be stressed. This session should include rights and responsibility from the point of view of European Citizenship.

Material needs:

- Papers, pencils, markers, crayons
- Sticking tape for the statement exercise

Flow of the session

9.30 WHAT ARE THE CHALLENGES IN FRONT OF EUROPE?

We prepared four documents (articles, essays, chat forum extract) that were printed and put on 4 flipcharts in the 4 corners of the plenary room.

Documents:

1. *Like it or not, Europe is paying the transaction costs of diversity*

Timothy Garton Ash, The Guardian, Thursday May 25, 2006

2. *Where does Europe end?*

By Gareth Harding, Chief European Correspondent

3. *What is European culture?*

William Outhwaite in W. Ehlert and G. Szele (eds.) "New democracies and old societies in Europe (Osmbruck forthcoming)

4. *Is Armenia in Europe?*

Discussion forum in <http://skyscrapercity.com/archive/index.php/t-261635.html>

5. *Illegal immigration looks to western Europe*

Sabra Ayres in Cox Newspaper Saturday May 13th

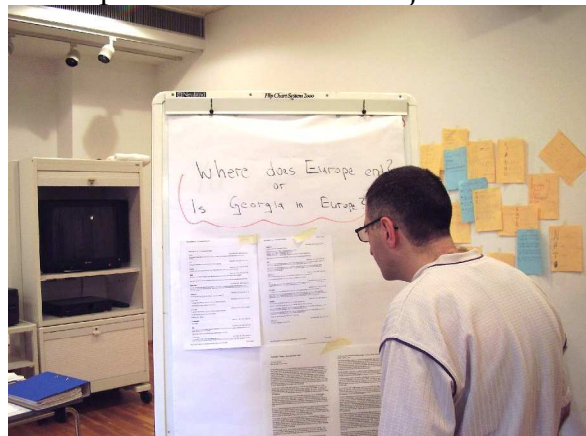
<http://www.statesman.com/news/content/news/stories/world/05/13eurimmig.html>

6. *Europe rethinks its “safe heaven” status*

By Sarah Wildam <http://csmonitor.com/2006/0524/p07s02-woeu.html>

(For the full texts, see appendix II)

Participants were asked to join one of the 4 corners voluntarily (keeping a balance among the 4 groups) and then discuss the document, answer to the following questions and later present it in the plenary.



- Does Europe have to pay for its diversity? (article 1.)
- What is the border of Europe? (article 4 and 2)
- What makes us exclusively European? (article 3.)
- What is the role of immigration in European democracy? (article 5 and 6)

(For the comments written by the participants see appendix I)

10.50 Break

11.10 STATEMENT EXERCISE ABOUT EUROPEAN CITIZENSHIP

Participants were asked to stand between + and – signs and after hearing the statements stand to + if they agree and to – if they disagree, then they discuss the reasons and arguments.

Statements:

- Immigration to Europe must be controlled according to its needs.**
- You can only be European Citizen if you are a citizen of one of the EU member state.**
- European Citizenship is more about responsibilities than rights at the moment.**
- European Citizenship needs European passport.**



12.30 Lunch

14.00 Participants were asked to go back to the same groups in which they discussed Citizenship in general on Sunday and they also received the papers that included their conclusions. They were asked to link Citizenship and Europe and bring their

questions and considerations to the plenary after 60 minutes. Each group (6) presented their conclusions and questions and after a short plenary discussion we summarized the past 3 days with a ppt presentation.

14.20 PRESENTATION ABOUT EUROPEAN CITIZENSHIP (in a way the summary of the first 3 days as well) (*see ppt presentation in appendix II*)

16.00 Free afternoon

Comments by the team

The team concluded that this programme gave lot of space to learn about diversity among the participants and by each other and also combined it with reference points to other academic and political developments. The participants expressed their satisfaction about the day, however they were also expecting more academic approaches at some points. It was also a good summary of the three days which could somehow wrap the topic into one single unit (Citizenship, Europe, European citizenship). We were missing the external expert role in Citizenship or Europe (Sunday or Monday), for further teams we recommend to invite also an external expert who can take care of the role of science in the process of learning.

Session Outline
European institutions and European youth programmes
TUESDAY 31/5/2006 - 9.00-12.30

Objectives:

- To raise awareness about European Institutions through quiz;
- To deepen knowledge about European Institutions, their functions and links with youth work;
- To familiarise participants with the European Youth Programmes (Youth, Partnership, EYF) and particularly with “Youth in Action” of European Commission.

Material needs:

- Paper (Format A4)
- Markers
- White board
- Quiz questions
- Power point presentations about EI
- Equipment for presentations

Flow of the sessions

9:00 QUIZ

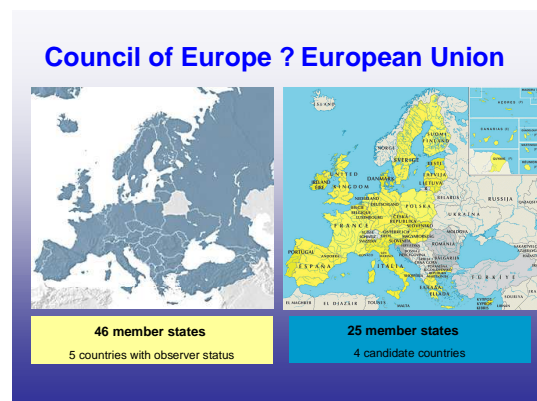
Participants divide into smaller groups (4-5 people). They name groups and these names are put on the board. They should prepare cards with letters (A, B, C, D, 0 – for none) to give their answers to the questions. They are explained the format: the question and four possible answers (A, B, C, D) are read once. The groups have 3 minutes to think and then they should raise their answers all in the same time. The right answer is given and the group who gave right answer get 1 point. The team can ask extra points questions.

For the list of questions see Appendix II

10:00 PRESENTATION OF THE COUNCIL OF EUROPE

By Nadine Lyamouri-Bajja

(for the complete power point presentation see Appendix II)



BREAK

11:30 PRESENTATION OF THE PARTNERSHIP BETWEEN THE COUNCIL OF EUROPE AND THE EUROPEAN COMMISSION

By László Földi

(for the complete power point presentation see Appendix II)

12:00 PRESENTATION OF THE YOUTH IN ACTION PROGRAMME

By Ingrid Müller



(for the complete power point presentation see Appendix II)

Comments by the team

The presentations have been appreciated by the participants and have fulfilled a specific need that was often mentioned in the previous days. Nevertheless having many presentation in the same morning resulted rather boring, it would be better to separate the presentations in different days or different parts of the day.

Session Outline

European citizenship and youth work

TUESDAY 31/5/2006 - 14.30-18.30

Objectives:

To explore the relationship between youth work and European citizenship.

Material needs:

4 flipcharts, papers, markers

Flow of the sessions

14.30 ROLE OF YOUTH WORKER IN EC EDUCATION

Participants were asked to think of their own experience and choose a project with young people, which could be somehow a connection with European Citizenship, and which they would be ready to explain to other participants. As a result 12 participants were up to give a little insight into their projects.

Four corners of the plenary were designated to be the so called “hot chairs” where the 12 participants were rotating (4 participants for 15 minutes) and the other participants had the chance to sit on the one they were interested in.

(For a list of the presented projects see appendix I)

15.30 break

16.00 FOUR CORNERS

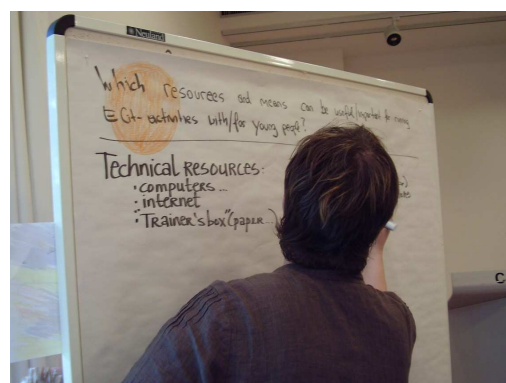
Team prepared four large flipcharts with the following titles: youth worker, youth group, methodology, resources. Participants were put into 4 groups and asked to reflect on the conclusions of the first 3 days on Citizenship, Europe and European Citizenship. Then they were asked to go to each flipchart and add their comments on the paper.

youth worker – necessary competences of youth workers in terms of European Citizenship education

youth group – understanding the needs of young people, the target group we work with

methodology – examples of methodological approaches in learning, considerations

resources – necessary resources (financial, knowledge, etc.) for European Citizenship education, ways and suggestions



(For the answers given by the participants see appendix I)

17.00 DISCUSSION IN PLENARY.

After each group had spent time contributing to the four aspects, they all went around and read the papers. We discussed each aspect one by one in plenary drawing the group conclusions and identifying missing elements or contributions. See the charts in appendix.

18.00 REFLECTION GROUPS

Comments by the team

The team considered these sessions well chosen, in spite of the fact that we had to improvise, for the invited project presentation cancelled their coming an hour before the afternoon session. It brought up deep involvement of participants, created a networking atmosphere. It would have helped to have an even better outcome if the participants were asked in advance to be much more prepared for it. It could be interesting to run parallel workshops for participants on how to set quality criteria in EC education, methodology in EC education, competencies of youth workers specially focused on EC education. However this construction served well the objective that participants are networking and planning projects broadly connected to EC.

Session Outline
Preparing for the Follow-Up
Thu, 1 June - 9.00-12.30; 14.30-16.00

Objectives:

- Synthesizing information reflections and conclusions on the topic
- Preparing for the next steps when going home
- Identifying possible co-operation projects between participants

Material needs:

- Flipcharts, papers, markers
- Coloured crayons, water-colours

FLOW OF THE SESSION

9.00-10.30 CAROUSEL EXERCISE: EXPLAIN EUROPEAN CITIZENSHIP IN 3 MINUTES TO...

The participants are divided in three groups.

Each group is split in two and forms two concentric circles (inner and outer). The two circles have an equal number of places (chairs). There should be couples of chairs facing each other so that the participants are sitting one in front of the other.

The facilitator ask people in one of the circles to explain “what European citizenship” is to the person they have in front as if this person was a specific listener (for example their mother, a colleague, their boss, a Euro sceptic...).

Afterwards, the facilitator asks one of the circle to move on one place so that all the participants have a different person in front of them.

Participants from the other circles have now to explain the same thing but to another imaginary listener. Each explanation may last up to three minutes, then the circle moves again.

10.30-12.30 CO-OPERATION PROJECTS

Participants could propose ideas for common projects (already elaborated in the previous days or also new ones) and ask those who are interested to discuss the idea and see if and how they want to take it forward.

The exercise was done in two rounds, there were up to 4-5 parallel discussions about project ideas.

12.30 LUNCH

14.30 - 16.00 PRESENTATION OF PROJECT IDEAS

Project ideas, as developed during the morning, are presented to the others in the plenary. Ideas are explained and questions can be asked to have more details about them.

(For a list of project ideas see appendix I)

Comments by the team

The exercise of explaining European Citizenship in 3 minutes was appreciated as a preparation for going back home and developing a sense for which the understanding they have gained through the course.

For the “project bourse” there were a lot of ideas and inspired planning for further co-operation.

Overall the team felt that this morning provided the right methods for participants to prepare for the transfer and follow-up.

Session Outline Evaluation. Thu, 1/6, 16.30-17.45

Objectives:

- To reflect on learning points of participants by the end of the Module;
- To evaluate the work of the group, fulfilment of objectives and relevance of programme elements for participants;
- To share feelings about the Module.

Material needs:

- Written evaluations printed for each participant;

Flow of the session

16:30- 17:00 "HOT CHAIR"

A chair is placed in the middle of the room. When some participant feels like, she/he should sit on the chair and say something she/he liked/disliked about the course. Those who agree with what is said, should sit on the lap of the person in the middle.

17:00 – 17:45 WRITTEN
EVALUATION

Questionnaires are prepared in advance and given to each participant to be filled in individually.

(See appendix II)



PROGRAMME GRID

Time	Saturday 27.05	Sunday 28.05	Monday 29.05	Tuesday 30.05	Wednesday 31.05	Thursday 01.06	Friday 02.06
9:00- 11:00 Coffè break 11:30 12:30		Intro to Module Group building	Europe: history European citizenship values	Europe: current challenges European citizenship	European institutions and European youth programmes.	Summary about European Citizenship Personal action plan and possible cooperation	DEPARTURE
Lunch 12.30-14:30							
14:30 16:00 Coffè break 16:30- 17:30	ARRIVAL	Citizenship reflection and definitions Me as a citizen	European identity: me as a European Identity/ my belonging	Me as a European Citizen Identity/ my belonging	European citizenship and youth work: me as a European youth worker	Personal action plan and possible cooperation Evaluation of the Module	
17:30 18:00		Reflection group	Reflection group	FREE TIME	Reflection group		
Supper 19:00							
	Getting to know each other	My personal culture			Dinner out	"Ciao" evening	

EVALUATION OF THE MODULE

PARTICIPANTS' EVALUATION: SUMMARY OF QUESTIONNAIRE

PART I: THE COURSE

1. What were the most important programme elements of this module for your learning? Please specify, which ones and why they were important for you?

TC introduction and group Building

1 participant: TC Introduction and group building

Citizenship reflection and definitions. Me as citizen.

The Europe we live in – My Europe 4

2 participants: Historical maps of Europe

2 participants: Writing a book on the History of Europe

Europe: current challenges What does Europe mean for me?

6 participants

Including: reflections on European current challenges, European identity, where are the borders of Europe? The notion of Europe, the statement exercise

Comments:

- Both are elements of discussion about the future and identity of Russia and myself

European institutions and European youth programmes 8

2 participants: presentation about the Youth programme and the Youth in Action programme

2 participants: Presentation on European citizenship

2 participants: presentation about the CoE and the partnership

1 participant: Power point presentations

1 participant: the quiz

Comments:

- I could learn facts
- It provided a better understanding of the reference system for what was discussing about

European citizenship and youth work 1

1 participant: project presentation

Preparing for the Follow-Up 3

3 participants: Co-operation projects

General elements 12

3 participants: discussions in small groups

Comments:

- Very interesting because all the 4/5 people could express themselves

2 participants: Reflection groups

Comments:

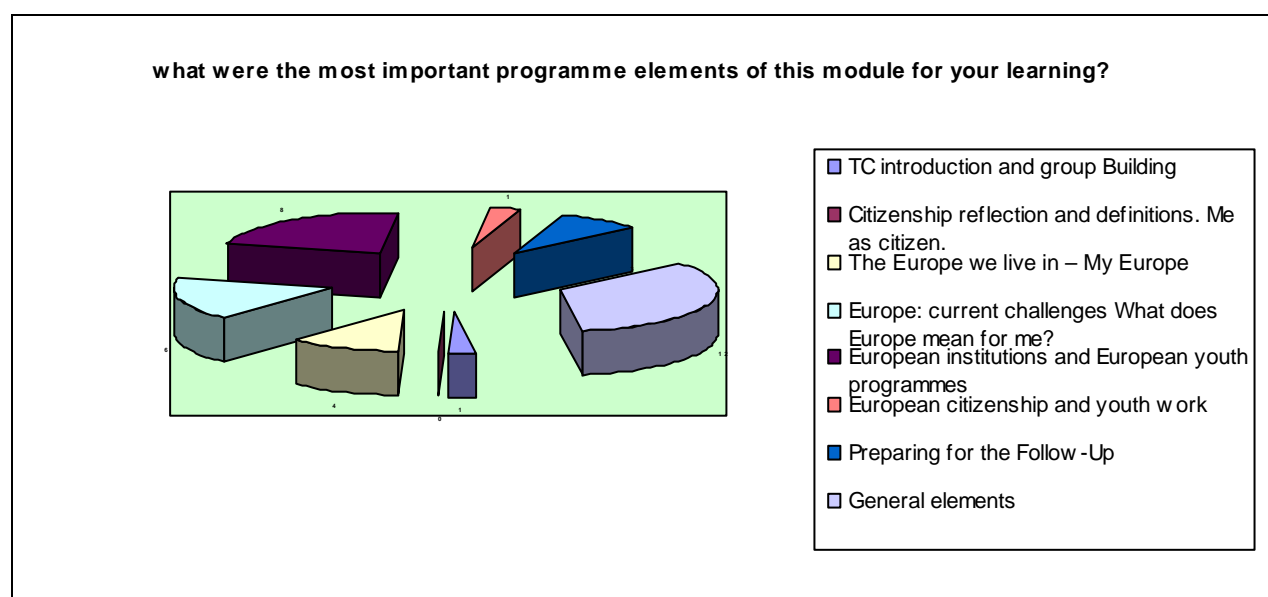
- You can express your opinion

6 participants: plenary discussions

Comments:

- You could always hear different things from different angles about many things

1 participant: energizers



2. Which programme elements were least relevant for your needs?

TC introduction and group Building

3 participants

Comments:

- Too much time spent to achieve the results which were modest: you can build group in less time

The Europe we live in – My Europe

2 participants: Writing a book on the History of Europe

Comments:

- I have already known that you should always have in mind the perspective in which something was written

2 participants: My vision of the Europe I want to live in

Comments:

- It's just not my cup of tea, to expose myself like that, moreover it doesn't seem to provide significant insight to me

European institutions and European youth programmes

1 participant: presentation about the CoE and the partnership (European institutions)

Comments:

- It was already a very familiar issue since I have studied international organisations and I have previous knowledge. Still I would have to take into considerations that it was very needed and valuable information for others that have a different learning background.

European citizenship and youth work

1 participant project presentation

2 participants: the four corner exercise

Comments:

- I have an experience in this case and it wasn't important for me to recognise it
- I wanted to go further

General elements

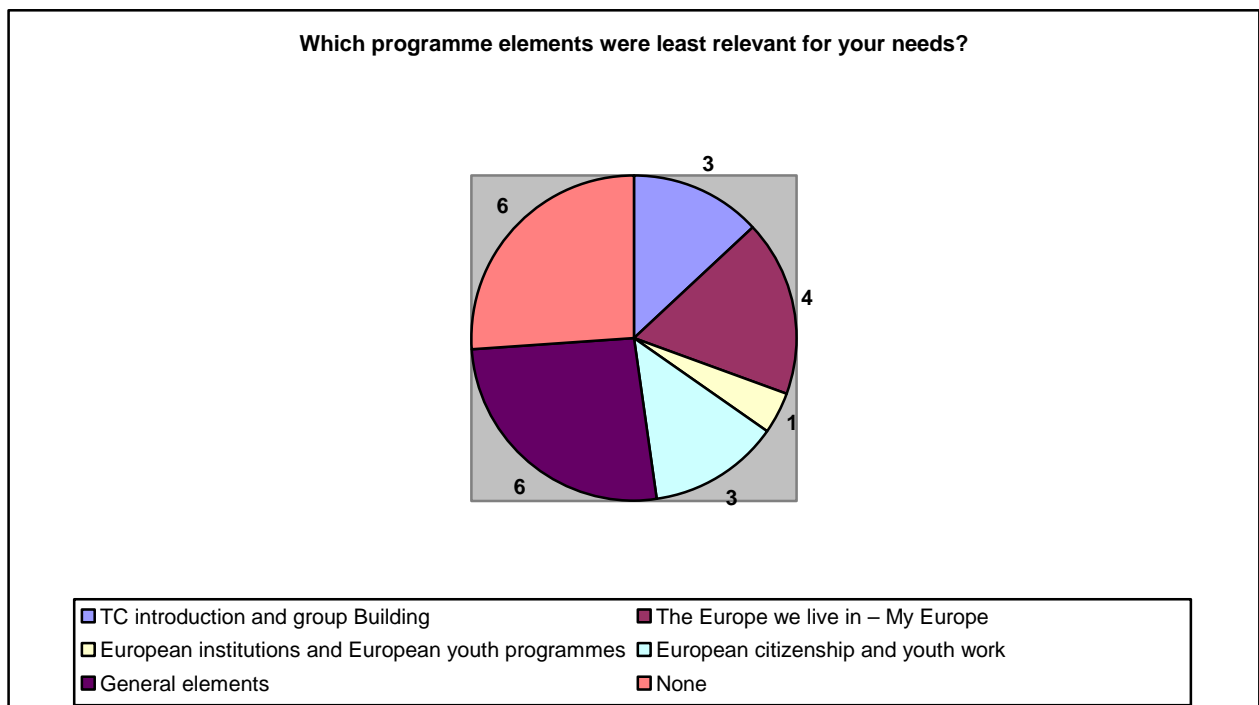
2 participants Reflection groups

1 participant: plenary discussions

3 participants Energizers

None

6 participants



3. To which extent do you feel that the objectives of this course have been fulfilled (please using the following scale: 1 = not at all fulfilled – 5 = fully fulfilled):

Objective	Average	Lowest	Highest	Comments
To provide participants with an opportunity to reflect upon Europe (concept and perception) – its history, integration process, nationality, sovereignty and belonging to the Europe of today, its relation and position vis-à-vis the rest of the world, current challenges and tensions.	3.9	2	5	<ul style="list-style-type: none"> • I have a clearer idea of what all these are about • I hadn't a strong need to know a lot but it was interesting • I expected more: to go through details • There was not enough discussion about the rest of the world • Reflection time was provided but I would have liked more details and in depth reflection + distinction of the topics • It was only reflection I would like to get more input/knowledge • I know it was not the aim of this seminar but in my opinion this point could be extended • Not every part or "side" of Europe was discussed
To acquaint participants with different definitions of citizenship.	4.1	1	5	<ul style="list-style-type: none"> • There could have been a little more discussion on the citizenship definitions on the table • I also received a lot of "a-ha!" ideas • Was not so different • There was enough definitions • A lot of possibilities were named • I was satisfied with it • They weren't definition but rather ideas
To enable participants to reflect about European	4.4	3	5	<ul style="list-style-type: none"> • Good constructive discussion

citizenship and related values				
To motivate participants to explore their own European identity.	4.4	2	5	<ul style="list-style-type: none"> • I didn't really effort to achieve that • Very well achieved • The most of us had already explored it • Techniques should be commented after drawing • Thanks for this
To provide participants with knowledge and information about the relevance of the actions/means of European institution regarding European citizenship.	3.7	2	5	<ul style="list-style-type: none"> • Long presentation and difficult for me to concentrate. I could have also read about these. • Good basic knowledge sadly very dry, details have to be read on • I found the presentations of EU institutions hard to integrate into this course
Reflect on the role of youth workers in connections with EC education and it's relevance for young people	3.6	2	5	<ul style="list-style-type: none"> • There was no much discussion about it • Units on the last day could have been slightly longer • Was not deeply oriented • We didn't really talk about that • Many of the participants are not active as youth workers
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 and through youth work	3.6	1	5	<ul style="list-style-type: none"> • The activities were well organized to achieve that goal • "The critically understanding..."? What we achieved was more kind of a general understanding of concrete aspects of the programme • Just I am not sure about the word "critically" • The actual content of the youth programme was not analysed, although some of the participants presented some interesting projects.

4. Do you think that the time available for the programme of the course (5 working days) was enough to properly address the objectives? Please explain your answer

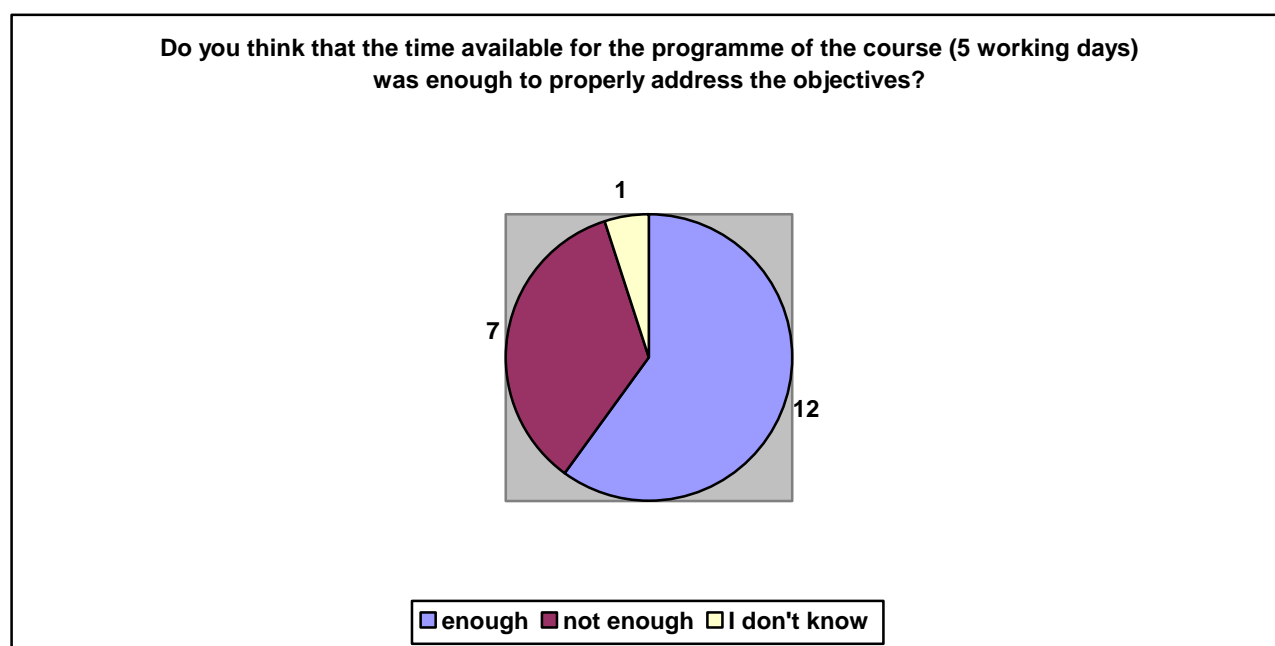
It was enough

- There are questions I have to go through myself, but should it have been longer I would become too tired to participate
- There is always lack of time, you have to make a selection
- Enough to fit some of the objectives
- I don't think more days would facilitate the concentration, and if there was this need, the seminar could be spared in two
- Increasing the length would demotivate people
- With more days it would not be easy to participate
- If it took more days I'm afraid I would not remember exactly the new facts, things and exercises
- 5 days is a good length and it is clear that not everything can be said on this topic in one course
- The time was enough but there were too many debates, reflections and in the end we go away with a lot of questions that have to reflect on ourselves. I'd have like to have some exact facts, some documentation.
- It's enough just to see how wide EC and youth participation is. There is not enough time for going into details.
- The objectives are properly addressed. Everybody should develop them in his mind
- Shorter time would not be so efficient. Longer more expensive and a lot of us need to be back at our communities

It was not enough

- We are dealing with a complex and diverse issues that cannot fully addressed and analysed in such little time
- 6 days would be better
- It is necessary to provide full 7 days for the programme. 5 days are too full and we can't get all that team and group is giving
- It's a very complex subject
- Not at all!!! I got in the issue just in the last days and I ma not satisfied because I still have questions
- I think it is not enough to explore all 7 objectives, I think that each objective takes 1 day in order to be explored more or less completely. But taking into account that this course is a part of a whole process maybe for this moment is ok. Later, when it will be clearer about EC, it should cover more days for example 7 or 8.
- I think a week could be better so there could be more discussions on the role of youth workers in EC education

Yes/no/I don't know



5. Your comments for the team:

Comments for the team were generally positive and supporting.

Most of the participants appreciated the trainers' capacity of taking into consideration the participants' needs and, when needed, to introduce some changes in the programme to better respond to them.

Trainers' preparation was also appreciated and in general participants noticed a good teamwork and a positive relationship among team members.

Most of them recognised a positive attitude towards participants in terms of attention, respect and avoiding judgments. Nevertheless some also suggests spending more time with participants in informal situations.

One participant noticed that time keeping was not good and that trainers didn't pay much attention if sessions were starting late or if a participant was not attending the sessions.

Participants recognised the excellent organisational work done by the hosting National Agency, the support for practical arrangements and the choice of the venue.

PART II: LEARNING

1. What were your initial expectations for this course?

Europe and European citizenship

- To have a clearer idea of what EC is
- To learn more about EC
- To learn more about EC and European values
- To learn more about citizenship

- To gain more clear understanding on Ec
- To gain insight about the notion of Ec
- Theory on Ec and connected issues
- Reflection on EC
- Discussion on existing visions and concept of EC
- That practical ideas of strengthening European citizenship would be discussed and analysed
- To explore different definitions of EC
- To learn more about Europe (concepts, institutions, history)
- Get to know the current agenda on citizenship in the European context
- To get some info about CoE and EU history functions, institutions and policies towards the so called "third countries"

Intercultural learning

- To get to know different people and culture
- To learn about other cultures
- To meet interesting people from different countries
- To learn how do other people feel who are already in the EU
- To discover a new culture in the hosting country

Partner

- To find partners for future projects
- Get to know political partners
- Contacts
- Contacts and future cooperation
- To meet possible partners

Exchange

- Good NGO's practice and ideas
- To make new friends
- To meet people
- To exchange view
- New friends

Myself

- Measure myself on my understanding and approach toward youth work/political education
- To have new ideas
- To reflect on myself
- Analyse my personal standing grounds concerning my European identity

Methodology

- I have to admit I was expecting a seminar at academic level. Maybe because of that I was surprised and cannot say not nicely.

2. Which of these expectations have been fulfilled, how and to which degree? Please be specific.

They were fulfilled

- Yes in a satisfactory extent
- I have learned much new things and it is to a very high degree.
- This training helped me to understand how important (European) Citizenship is. Before this course I didn't care with this, but now I felt this is a very useful and important thing for me and for the youngsters.
- They are fulfilled although now I feel some responsibility to work further on the topic and I don't know how much time I'll have to do so.
- We, as a group, reflected upon EC and related values, were motivated to explore our own European/national identity in connection with it's relevance to young people.
- Yes
- The first very much so: interesting people from a variety of backgrounds; not all of them working with a similar mind set, but well... The second was fulfilled in the sense that I am now more clearly able to tell what is important for me in youth work
- I did extend my knowledge and personal opinion about European Citizenship and European identity and I have motivation to continue studying and working with this topic.
- I didn't learn that much facts (but maybe was a too high expectation) and liked it in general very much. My expectations are fulfilled

My expectation were not completely fulfilled

- In general I expected more, in some cases even we didn't discuss some issues like for example future perspectives of EU towards third countries (Georgia)
- Most of my expectations have been fulfilled because I have learned more about EU, EU institutions and E.C. I have met very interesting and intelligent people from all over Europe.
- I expected a course more oriented towards knowledge and skills while it dealt more with attitudes and belief. I explored the EC concept from different point of view.
- All but not the second (to find contacts) because there were mixed youth workers and youth leaders.
- I found there should be more info and more free time to get to know people.
- I am satisfied with input on EC and with the discussions and reflection. I would have enjoyed a lot more theory, I realise it is not for everyone but I think we need more theory in non-formal education.
- Not completely: the EC concept was discussed from the participants' point of view, so it was subjective but we've discovered that there were many things that we have in common
- Rather fulfilled
- I think that I have fulfilled my expectations 90%, because EC is not a completed process, it is in the process and there are some arguable factors and realities

3. Having taken part in this course, how would you now evaluate your knowledge concerning European Citizenship?

No knowledge

Detailed knowledge

1	2	3	4	5	6
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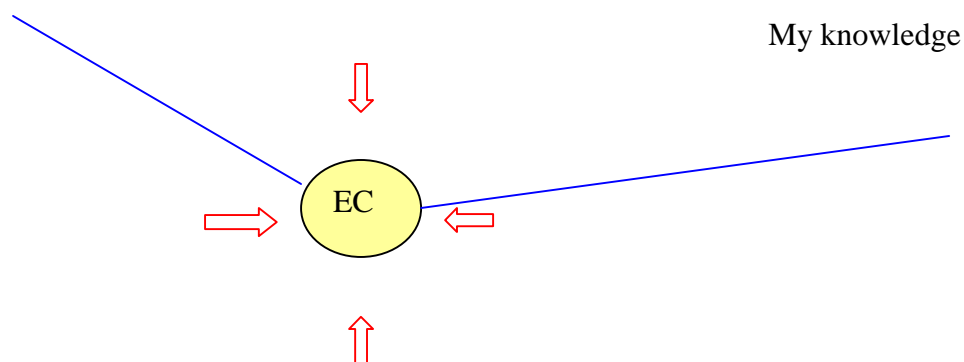
Average 4.2	Lowest 3	Highest 5
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Please describe briefly the areas of knowledge where you now feel stronger

European Citizenship

- European Citizenship (2 pax)
- European Citizenship deals with European identity and national identity
- EC is not only a static concept, is flexible and non-economic, involved also values, diversity etc.
- What you can define EC and what is the need for its development for the future of Europe
- I know that I am not alone in thinking this is something in process
- This is an on-going debate, my work already strongly contributes to the building of EC
- It's related to the values of the European citizenship, of my belonging to this, my identity. There are many questions I have to reflect later.
- I feel stronger in the understanding of the importance of EC
- Cultural aspects of EC
- I feel I am on the right way with my thoughts, methods, projects and have to work on it now
- European citizenship is different from European Union citizenship
- EC (what does it mean for me)
- The awareness of different definitions
- Definition of EC and Europe

One of the participants expressed his opinion through this image



Europe and European Institution

- European Institutions (European Union and Council of Europe)
- CoE work on EC
- European visions and institution
- What it means for people from Europe to be European
- What it means for me to be one of them
- European values
- International institutions (CoE, EU)

Youth work and European programmes for youth

- Before participating I was afraid to organize some activity regarding EC, now I feel I know more about EC and I am much more motivated to do projects in this field.
- The youth programme (2 pax)
- Participation
- Youth in action
- Methods and content of EC education

Other

- My identity
- I feel I am on the right way with my thoughts, methods, projects and have to work on it now

And those that you would still like to improve

European Citizenship

- I need to continue working on EC!
- Knowledge of the social and political theory on EC and related subjects
- The actual contents of Citizenship and Ec meaning the legal and cultural elements
- EC what does it mean exactly
- To get to know more detailed and more precise definitions (from different points of view)
- EU citizenship versus European citizenship

Europe and European Institutions

- European history and Institutions
- Some history of Europe
- Knowledge of the political systems and institutions
- I have to learn more about European institutions and their role in the society, how they can help people/citizens
- Council of Europe
- History of Europe
- Political and historical background of Europe
- More knowledge about the different countries

Youth work

- EU youth policy

- Organization of youth programmes
- To critically understand European Youth programme and mutual cooperation concerning future project and ideas implementation.
- Joint activities about intercultural learning
- Projecting skills
- Intercultural learning

Other

- There are always things you can improve. I think in this matter you should never stop improving
- To make definitions and sum up the important things

4. What do think you still need to know about European Citizenship?

European Citizenship

- Clear definitions (in Hungarian too)
- Clear definition and translated definitions
- Its new dimension
- Its role for me as an individual and for my country
- How it started (and from whom) the idea of EC
- Action and plans towards EC development in different regions in Europe
- It's a developing process.

Europe and European Institutions

- I need to know more about the European institution and the concepts of the future of Europe

Youth work

- Follow up of the training module so we can see the theory implemented into practice and concrete outcomes
- Ways to motivate young people to be more active citizens

Intercultural learning

- More about the different cultures and their way of thinking

Other

- How I can actively contribute to it
- Some concrete activities/actions that we can use to behave as European citizens
- To think more deeply about dilemmas as identity-construction
- A lot!!

PART III: TRANSFER

1. How will you follow-up your participation in this Module?

More training

- I want to take part in another module

- I'll try to take part in another seminar maybe improving my career with a master degree
- Participate in the partnership seminar on theory of EC in Strasburg

Projects on EC

- I want to do at least one project in my NGO about this topic and include elements of it in all of my actions/projects
- I'll try to organize projects (conference/forum) which will include aspects that I feel were not discussed here
- I'll try to organize a seminar in my University and discuss the issue further and deeper
- Organise youth exchanges (bilateral and multilateral)
- I can organize debates /lectures about EC addressed to high-school students aged 15-18
- I will organize a workshop for my partners
- Joint projects in co-operation with module participants
- Concrete project in this field
- Concrete trainings and activities in my field of action as a trainer
- I will participate in the designing and organization of a project on drug addiction with other module participants
- Hopefully implement a project
- To organize projects

Articles/publications

- We will publish a document concerning this module
- I'll write an article
- I will write an article in the student newspaper

Act as multipliers

- I will talk about it and show to other young people this opportunity and others
- To disseminate my knowledge and experience in my network at regional, national and international level over the next 3 months
- I will talk to the leaders of my organization about the time spent here
- Report to my organization
- To speak with my familiars
- I will work on the EC presentation in my organization
- I will do my best to multiply the gained information and knowledge among the members of my organization
- I don't know cause I will change my job, but I will work in the same organization so I will find someone who can continue to work on EC

Other

- Reflect on my understanding /approach towards citizenship education
- It's difficult for me to follow up my participation in this module

2. Which aspects of what you have learned at this Module do you intend to multiply, to who and how?

Concept of EC

- Concept of EC, European identity, national identity for young people from civic leadership programme, National youth council and for my colleague at work
- I will spread the gained information in local youth clubs
- What is Ec, what's the need to develop it? For young people in Cyprus
- EC is everywhere but we need to raise awareness of it: I plan to work with my 2 NGOs
- I'll try to multiply the info about the notion of citizenship and European values to my colleagues and to my community.
- EC visions and concepts to young people through non-formal education
- I will do seminars for my students, workshops about Ec
- Notion of Europe and in particular the status of the eastern border
- That the term EC does not only refer to the EU countries but it connects all the people living in this continent, that it is a question of personal identity not a political decision of uniting few countries
- The meaning of Ec
- The strong desire of non EU member countries of having a European identity
- The strong desire of helping one another in many areas in the name of Europe
- Report on the concept of EC in my organization

Activities/methods/programmes

- All different all equal campaign, sharing European values among young people
- Concrete methods in a Action 5 module in August
- Youth programme
- Energizers on the long meeting of the Presidency of Student Union
- Information on Youth program
- I want to contribute to the facilitation of the follow up in Austria
- I have concrete ideas on working on facilitating the collection of methods for EC learning to publish a manual
- I'd like to use the new methods I've discovered here

Other

- Notion of diversity as a value
- I don't know first I have to sort my impression of what I have learned in this course
- Opportunities for young people, I will talk about it in my organisation
- Relation formal - non formal education
- Article for the Polish press
- Opportunities of the youth programme
- Cooperation with some participants for the future

- To my colleagues in the way that we will include 1-2 units about it in our standard programme
- To young people implementing my project

3. How will your organisation follow-up your participation in this module

Concrete projects and activities

- Planning similar projects in the future
- Participating in youth exchanges it will have more interesting activities
- Supporting the projects I have planned here
- We will organise educational activities
- By arranging a similar project in my country
- We will do our best to start a youth exchange project
- We will evaluate the opportunities for us in international youth work
- Yahoo group for participants
- Trainings
- Study visits
- I have to organise a seminar for my colleagues on what I have learned here
- I have to share some ideas and contacts for future project
- Training courses
- Educational activities
- I have 100% support form my organisation and we planned to hold activities on EC (EYF, and Youth programme)

Report and multiply in the organisation

- Formal evaluation and discussion
- I need to do some kind of documentation
- I will innest my knowledge and skills gained in this module in the realisation of our projects
- They will be informed about what was happening here
- I will encourage them to participate in future modules

Other

- Support this kind of activities with decision making bodies
- They will give me working time to do projects about Ec
- I still have to check with them
- I am a freelance trainer....
- We will reflect on criteria for ourselves and potential partners

4. What else do you feel you need (e.g. training, educational support, financial support etc.) to be able to conduct the follow-up you plan?

Educational support/training

- Educational support from EU and CoE
- I think I need more training and educational support
- Maybe some informational support from the team on Ec
- I need to know more about organising youth programmes and develop leader skills.
- Educational support
- Detailed info
- Experienced trainers and well informed
- Scientific background
- Advice (which has been offered)
- Some additional training concerning different methodologies
- Information
- Training
- Relevant material

Financial support

- Financial support from EU and CoE
- Some money for short seminars
- Financial support (5 participants)
- Maybe financial support
- I think I will need money to follow up this programme
- To get my project founded by “Youth” or by the CoE

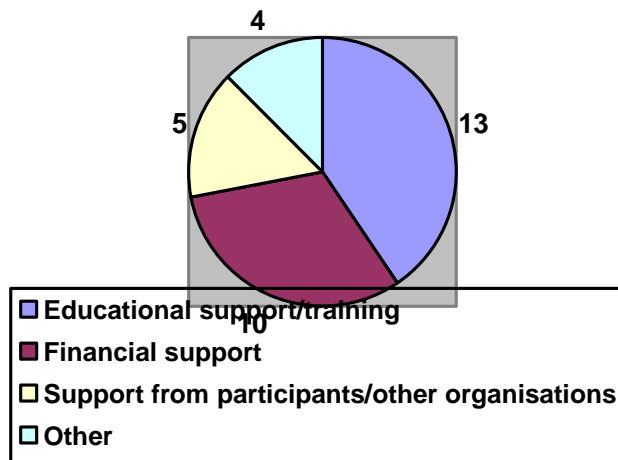
Support from participants/other organisations

- Support from other NGOs
- Possibly a reflection/follow up meeting with participants from all the modules to share experience and good practice
- Help from other participants
- Contacts
- To have the possibility to share with other people about this topic

Other

- Just a little time: let's begin
- I'll need moral support from my colleagues and from my students' parents
- I would like to see how other participants are managing projects: it would motivate me
- Expert knowledge available on request

What else do you feel you need to be able to conduct the follow- up you plan?



EVALUATION OF THE MODULE

Team Evaluation

Based on the evaluation meeting of the team on June 2nd 2006

The team focused in its evaluation on overall impressions of the course and of the module format, the preparatory process, the teamwork and the cooperation with the hosting National Agency.

PREPARATORY PROCESS

Module 2 started on May 27th 2006 that is shortly after the selection process of the team and with a very short time at disposal to recruit the participants and send the relevant information to them.

Due to lack of time it was difficult to fix the dates for the preparatory meeting and a big effort was needed to spread the information about the course and to recruit the participants.

Nevertheless it was possible to make the preparatory meeting one month before the beginning of the course with a relevant benefit for the preparation. The team members had the opportunity to get to know each other, to agree on the basic concepts related to the course contents, to reformulate the modules objectives and to spread the tasks for the following weeks.

Prior to the prep-meeting all the team members received from the Course director all the relevant documentation about the last years modules including document about description and quality of the modules, the evaluation reports and results of the evaluation seminars. The support documentation resulted to be very helpful and made it easy to entry into the preparation of the course.

THE COURSE AND THE MODULE FORMAT

Although the overall impression about the course is a positive one, especially as regards the logic of the programme flow, the team individuates some weak points in the general frame of the module.

As mentioned above, module 2 addressed a variety of contents and namely: citizenship, Europe, European citizenship, youth work and European Citizenship. It seems rather ambitious to include these different issues in one 5 days course, although it is obviously necessary to introduce the concept of Citizenship before dealing with European Citizenship or EC education.

In the case of module 2, both the part about citizenship and the part about youth work should have being developed further.

Nonetheless it seems unrealistic to consider a longer training activity that would exclude a lot of potential participants who cannot commit themselves for longer

courses, this option was already experimented in 2001-2003 and considered not completely successful.

For this reason the team considers more adequate to split the contents in different modules, that is to use a truly modular system in which some courses are propaedeutic to others, or are addressed to different target groups.

Namely the contents of module 2 could be split in three different modules: the first focused on the concept of citizenship including a reflection about “me as a citizen”, the second focused on political and institutional vision and Europe current challenges, the third addressed to youth workers and focused on European Citizenship education including how to put the topic into practice in educational activities (both formal and non-formal).

In the evaluation meeting the team also considered the request often made by the participants of having a more explicit presentation of the official position of the European Commission and the Council of Europe about challenging topics as E.U. enlargement process, relationship with neighbouring countries, migration policies etc. Although this expectation was clearly not included in the module objectives as presented to the participants since the beginning, the team reflected on the reason why many of the participants felt they were missing such an “institutional” position. We came to the conclusion that the expectation naturally arise from the fact that two institutions promoted the module, moreover the title itself has a strong political connotation and may suggest that the institutional vision and concepts will be presented.

We think it will be important to guarantee as much transparency as possible about this aspect especially when proposing models or reference materials and documents.

LEARNING AND TRANSFER

The group of participants was rather heterogeneous with different expectations, professional and educational background and different learning needs, therefore it is not easy to individuate a common learning point. The impression is that most of them had several insights, that is an unexpected source of reflection, information, learning or inspiration. Most of them seem to have acquired awareness of the complexity of the topic and clearly understood the idea of European Citizenship as “under construction”. Moreover, participants coming from E.U. member states increased their interest towards partner countries and especially countries of the Caucasian region.

During the evaluation meeting, the team especially considered the role of trainers in the last phase of the module when participants were supposed to develop some project ideas.

Trainers probably could have being more involved in this phase, offering more support especially helping them to find the link between European Citizenship and their project ideas.

TEAM WORK

The team of trainers was well balanced for what concerns gender, origin, working style and background and this was perceived and appreciated by the participants.

Cooperation was not easy in the beginning, especially during the preparation meeting probably because team members did not know each other, had different expectations and different working styles. The quality of teamwork visibly improved during the course: team members managed to deal with difficulties in a very fair and transparent way.

Finally we can say that the cooperation was excellent with team members feeling comfortable with each other and most of all being able to deal with unexpected situations, to quickly and effectively react to programme changes. This is probably one of the most difficult challenges for a team and it implies mutual trust and respect.

COOPERATION WITH THE HOSTING NATIONAL AGENCY

The support of the Hosting National Agency was excellent, and the engagement of the Agency contributed to the success of the module in many ways. The NA representative made an extensive effort to assist team and participants in any and every aspect.

The venue was more than appropriate, providing all the needed facilities and technical equipment, it was easily reachable by plane and train.

APPENDIX 1

OUTCOMES BY THE PARTICIPANTS

Citizenship reflection and definitions. Me as citizen.
Sun, 28/5, 14.30-17.30

FAIR OF DEFINITIONS AND UNDERSTANDINGS OF CITIZENSHIP

Definitions of citizenship by the participants

It is a political status that allows me to acquire some RIGHTS (social, civic, political), and at the same time DUTIES (taxes, military service...)

Citizenships means:

- Legal status
- Welfare
- Take part in political process
- Rule of law
- High sense of responsibility towards local community, state and non citizens
- Obligations (ex. Pay taxes)

Citizenship is based on human values: culture, tradition, experience, responsibility, and rights.

People who belong to a community: in a mutual way, meaning that you feel the need to belong to the community and the community accepts you as a member

Norms of this community: common and shared norms must be present (acceptance of the society right to impose norms

Protection through this community: in the sense that belonging gives the responsibility to provide it to individuals.

- Rights for obligation
- Belonging to a country
- Social cohesion
- Feeling to be at home
- Protection and security
- "Clear borders"

The Europe we live in - My Europe
Mon, 29/5 - 9.00-12.30 & 14.30-17.00

WRITING A BOOK ON THE HISTORY OF EUROPE

Indexes written by the participants

Index of Europe (a story for youth)

1. Democracy and unity the Greek civilization and the Roman empire
2. Medieval times, renaissance, enlighten movement new ways of thinking
3. World war I and II
4. Schumann's idea of Europe
5. Cold war
6. Collapse of Soviet Union
7. Newly independent countries in Europe
8. European challenges
9. Values of Europe

Index of Europe

1. Personalities

Columbus

Hitler

Stalin

2. Cultures

Byzantine

British/German/French

3. Events

Revolution against ottoman

World war II

Countries getting their freedom

4. Ideas/ ideologies

Democracy

Greek

Christianity

Mixed economy system

Communism

Nationalism

Fascism/Nazism

The European index

1. Dictators/kings

Charles Magne, Stalin, Hitler, David Builder

2. Culture/people

Christianity (mixture of religion)

Ottoman empire

The French

.....

3. Events

1st and 2nd world wars
Collapse of the Soviet Union
Georgia United
Revolutions (from Hungary 1956 to Ukraine 2004)
September 11th

4. Ideas/ideologies

Enlightenment
Idea of peaceful cooperation
Discussion on EU constitution
Liberalism

20 th CENTURY			
People	Nation	Events	Ideas
Tatcher Robert Schumann Hitler Stalin Lenin De Gaulle	All European Countries	2004 EU enlargement 1991 Down fall of SSSR and Yugoslavia 1988-1989 down fall of the communist regimes/countries NATO/Warsaw pact Cold war 29-33 economic crisis Birth of extremist ideologies 1 st world war 1912 Balkan war	United ex diversity Fascism Communism Nationalism Christianity Islam Democracy American democracy (or dream)

European index

- Greek culture

- Democracy
- Alexander the great (of Macedonia)
- Socrates, Aristotle, Plato

- Roman Empire

- Christianity

- Crusades
- Fights between Catholics and Protestant
- Martin Luther

- Columbus goes to America

- Gutenberg
- Ottoman empire
- Age of enlightenment
 - Maria Theresa school for all
 - French revolution
 - Montesquieu
 - National state
 - Declaration of women's rights
- Industrial revolution
 - Steam machine
 - Railways
 - Workers' movement
- 1848 spring of nations
 - Revolutions
 - Karl Marx
 - Engel
- 1917/18 socialist revolution
- World war 1st
 - End of Habsburg empire
 - Czech state T.G. Masaryk
- League of nations first international organisation
- World war 2nd
 - Fascism
 - Hitler
 - Stalin
- International nation groups
 - Schumann, Monet
 - UN 1949
 - EU 1951
 - Soviet Union, East bloc
 - Tito
- Cold war
- Fall of Berlin wall
- 9/11/2001 Terrorism
- 2004: European enlargement

Europe: current challenges
What does Europe mean for me?
TUESDAY 30/5/2006 - 9.00-12.30 & 14.30-17.00

WHAT IS THE CHALLENGES IN FRONT OF EUROPE?

Participants' comments to the articles

1. DOES EUROPE HAVE TO PAY FOR ITS DIVERSITY?

(Article: Like it or not, Europe is paying the transaction costs of diversity. Timothy Garton Ash The Guardian Thursday May 25, 2006)

1. The article, discussed points:

National parliaments have 3-400 members and are still working relatively properly, so the "50 seats" should not be a problem.

People are turning away from politics as a whole and not only from the political debate concerning Europe.

We agreed with the final statement: Europe has to choose whether to eat or to have the cake.

2. "The cake", discussed point

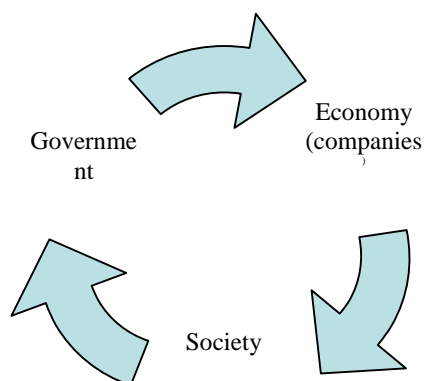
Social security as something European

Health care in the USA

Effect of the social security on economy: could it be responsible for stagnation?

If we are aiming at economic growth, we have to sacrifice (?) part of our social welfare.

3. The models:



Each has its own interest (ex. Companies are interested in profit, society is interested in welfare..) which are in conflict. Often governments are supporting the interests of companies, can society influence governments to turn towards them?

2. WHAT IS THE BORDER OF EUROPE?

(Articles: Where does a Europe end? By Gareth Harding Chief European Correspondent, Is Armenia in Europe? Discussion forum in <http://skyscrapercity.com/archive/index.php/t-261635.html>)

The group started asking this questions to participants from Georgia and Armenia to hear their point of view first.

Caucasian region is definitely part of Europe as there has always been much relationship with European countries. From the cultural and historical point of view it belongs to Europe, that's how people feel there but this is not always accepted or perceived in the same way.

In some countries (the nearest) it can be obvious but what about further countries like Spain or Portugal do they perceive the Caucasian region as part of Europe?

Participants also underline the differences among the three countries of Caucasian region and the problems they have especially in terms of conflicts, and the different relationship with the European Union (not all of them benefits from the Neighbouring policies).

3. WHAT MAKES US EXCLUSIVELY EUROPEAN?

(Article: What is European culture? William Outhwaite in W. Ehlert and G. Szele (eds.) "New democracies and old societies in Europe Osmbruck forthcoming).

The group changed the initial title "Something unique about Europe? Into "something *fairly* unique about Europe" and made the following comments:

- Do we need the others to identify ourselves? To line the demarcation from them?
- Are the basic criteria to identify ourselves as European things like "race", religion, region (geographical area)?

Europe:

- peaceful cooperation
- diverse identities within Europe
- social welfare/security

A common European identity is needed /an excuse for political and economical strength of Europe in the world.

4. WHAT IS THE ROLE OF IMMIGRATION IN EUROPEAN DEMOCRACY?

(Articles: Europe rethinks its "safe haven" status By Sarah Wildam

<http://csmonitor.com/2006/0524/p07s02-woeu.html>,

Illegal immigration looks to western Europe. Sabra Ayres in Cox Newspaper Saturday may 13th

<http://www.statesman.com/news/content/news/stories/world/05/13eurimmig.html>.

1. Border policies

- Using sophisticated control systems
- Tighter control
- Dealing with "brokers" cooperation with non EU countries/governments

2. Legal immigration

- Lack of supply in EU countries: the demand should be matched with non EU people

3. Should we reduce the cultural differences/features?

- Each immigrant has rights and obligations
- To allow them to speak their own language etc. but they should learn the language culture and history of the country they live in

4. Immigration to Europe is a chance or a threat?

5. The change of intellectual and less intellectual individuals to be able to enter into EU through a controlled selection process

Improved immigration laws: to grant immigrants with legal status based on education and professional abilities.

Balance between their needs, demands and labour supply.
Integration of immigrants within the community.

European citizenship and youth work
TUESDAY 31/5/2006 - 14.30-18.30

ROLE OF YOUTH WORKER IN EC EDUCATION

List of the projects presented by the participants

NTC on Human rights education “The road to rights”.

Promoted by Youth association Troni in Kobuleti Georgia. The project founded by the Youth foundation of the Council of Europe. The aims of the project were:

to develop the participants’ knowledge and competence in key concept of human rights education with young people;

to review and address the essential competences, skills and attitudes for trainers working with HRE;

to design modules for training of trainers and multipliers at national level;

to contribute to the development of a pan-European network of trainers on human rights education with young people.

Student democracy

Two seminars hold in Mostar and Oslo two exchange information on functioning of student organisations. The project financed by the Norwegian Ministry of Foreign Affairs included the following partners: Student Union of the University of Monstar (BiH); Student Union of the University of Dzemaal Bijedic (BiH); Student parliament Oslo.

Training courses on conflict resolution and ICL

Promoted by Caucasian Young people for peace, in Yumri Armenia.

A series of training courses on conflict resolution and Intercultural learning involving young people (22-30 years old) from Armenia, Azerbaijan, Georgia and Turkey.

The aims were to promote intercultural dialogue and tolerance in South Caucasus and Turkey.

Anti drug campaign

Drama workshops organised by the “Theatrical group of the University of Cyprus” and the “Cyprus organisation against addiction” in Kenfthea Cyprus. After a series of meetings where a team of students express their ideas and experiences regarding to addictions (drug, alcohol, diet etc.) a specific scenario was written based on the conclusion of each meeting. The scenario was then performed during the University of Cyprus annual cultural event.

Black and Caspian See region security in connection with European security

A workshop organised by Tbilis State University, Department of Political Science and addressed to degree students resident in the South Caucasus region.

The aim was to arise and follow up the issue of collaboration and dialogue between South Caucasus and Europe.

E.mail clubs

Extra curricular activity for young people aged 15-16 years old. The activity consisted in exchange of e-mails, photos, information among students from Poland, other European countries (Italy, Latvia, Sweden, Netherlands) and Cambodia. The students present themselves and ask questions to the others. After one term they make presentations of their friends, their free time, interests, their countries, regions etc.

The aim is to get to know each other and to discuss similarities.

Training courses on political issues

A series of training courses was realised between 2002 and 2004 by "Schuler helfen leben" with the "association for the advancement of political action" V.F.H.

The courses were addressed to young people (16-20 years old) active in student councils in Sarajevo (BiH) and Hamburg (Germany).

Museum on line: ceramic through centuries

The project was promoted by the museums of the cities of Skopje (Macedonia) and Graz (Austria) and two high schools of the cities. The project included: on-line communication among students, intercultural learning about archaeological sites and findings, pottery lessons by sculptures, art historians and museum

FOUR CORNERS

Answers given by the participants

1. WHAT DO YOU NEED TO KNOW/BE AWARE OF YOUR YOUNG PEOPLE BEFORE PLANNING AND RUNNING A E.C. ACTIVITY?

- Their aims
- Goals and objectives
- Their expectations
- Their problems
- Their life in the community
- Their previous knowledge
- Finding links between E. C. and youth interests
- Motivation of youth
- Involve them in real activities
- Needs of the target group
- Age of the kids/young people
- Background (experience...)
- Values

- How much they can take at a time
- When they have free time to participate
- If E.C. has any reference to them
- If they are multipliers
- Images, prejudices, stereotypes of the pax
- My ability to connect to the group
- Health and safety information (allergies, dietary needs)

2. WHAT AN ADEQUATE METHODOLOGY/CONTENT FOR E.C. ACTIVITIES FOR/WITH YOUNG PEOPLE?

- Role games/simulations (drama techniques, theatre of the oppressed)
- Study visits/excursions
- Open space, future workshop, world café
- "learning by doing, "experiential learning"
- E. learning
- Action + reflection
- Free games at festival (quiz, puzzle...)
- Free discussions, debates
- Competition
- Case studies
- Final plenary after working groups
- Statement exercise
- Mixed/diverse groups (also at national level)
- Not only learning facts but also reflecting
- Based on participants' experience
- These methods can be used in formal education too
- Mostly interactive methodologies are effective in this issue. Inclusion of modern technologies at maximum rate. To become aware of E.C. in order to motivate others more efficiently.

3. WHICH RESOURCES AND MEANS CAN BE USEFUL/IMPORTANT FOR RUNNING E.C. ACTIVITIES WITH/FOR YOUNG PEOPLE

Technical resources

- Computers
- Internet
- "trainer's box"
- Information
- Learning centres
- Books, articles
- Cd rom
- House/infrastructure
- Pleasure+leisure
- Activity kit
- Food+drinks

- Sport equipment/courts
- Games, material for leisure time
- Good human resources is essential
- A good concept

Human resources

- Participants
- Trainers
- Experts (for the team and during trainings)
- Teachers with a good sense of humor
- Cook

Financial resources

- Money (grant, pax fee)
- Governmental resources
- Local, regional, international governments

Immaterial resources

- Project spirit
- Motivation
- Knowledge (←) skills
- Expectation
- Experience
- Professionality
- Quality
- Vision of Europe
- Support from outside
-

4. WHAT DO YOU NEED TO KNOW/TO BE ABLE TO DO/ TO BE AWARE OF TO PLAN AND RUN E.C. ACTIVITIES WITH/FOR YOUNG PEOPLE?

- You don't have to be an expert but need to know a lot about Europe and EC
- Be aware of different lines of arguments, dilemmas, possible theories
- You have to see the dynamics how to achieve the goal
- Motivation
- You have to be able to promote (sell) the idea
- You have to be able to organize the resources
- You have to be aware that you won't reach the clear definition of E.C.
- Structure of the project aims + objectives
 Knowledge of group dynamics
 Learning
 Social skills
 Team work
- Plan, run and evaluate your project,
- Follow up and dissemination

- You have to be able to contact other organisations and young people
- Try to involve new members in activities

Preparing for the Follow-Up
Thu, 1 June - 9.00-12.30; 14.30-16.00

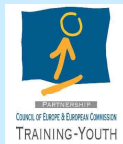
PRESENTATION OF PROJECT IDEAS

Title	Who is involved	Type of activity	For whom	Next step(s)
Addiction	Costas, Réka	Training course	14-20	Write the project description
Collection of methods	Antja, Jan, Katrin, Laci	Seminar/ meeting, publication	Trainers/ youth workers	Looking for funding
Eastern gate of Europe	Girog, Sinisa, Antje, Istvan, Katrin, Marina, Nato	Study visit to Georgia	Youth workers	Preparatory meeting
Work group on South Caucasus cooperation	Nato, Karen	Working group	Ngo from Georgia, Armenia, Azerbaijan	Negotiation
Yahoo group	Andrej, Costas	Yahoo group	This group	Just make it
Entrepreneurship for young people	Paris, Andrej, Nato	Series of activities	Young entrepreneurs	
Non formal education	Ewa, Emi	Youth exchange	13-15	

APPENDIX 2

BACKGROUND DOCUMENTS AND ADDITIONAL MATERIAL

TC Introduction and group building
Sun, 28/5, 9.00-12.30



European Citizenship Training Module 2. Visions and Concepts of Europe

Bonn, Germany
27 May – 2 June 2006

Background

- Institutional motivation (CoE 46, EU 25)
- Partnership of the Council of Europe and the European Commission 2000-2006
- European Citizenship Education in youth work (3 TC, 6 Modules, T-Kit)
- Developing Concept – Citizenship, ICL, Human Rights, Youth work and participation, Visions and Concepts, Institutions and Politics
- Missing elements: environment, social cohesion, global education.

The general aims for training Modules on European Citizenship

- 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 choices within this context
- 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.

Expected learning outcomes

- Youth workers are aware of European citizens' rights and responsibilities;
- They have the capacity to debate ideas of 'European citizenship';
- They have the possibility to evaluate and share/multiply results of their work with young people regarding European Citizenship;
- They become aware of the tools to benefit from European youth programmes;
- They feel more confident in permanently addressing European Citizenship issues and integrating European dimensions in their practice with young people.

Expected social outcomes

- Increased quality and quantity of youth projects on European citizenship;
- A network of contacts and potential partners in Europe;
- Increased experience and stimuli on how to deal with European citizenship, both in non-formal and formal education;
- Promotion of the gained experience (increased visibility);
- Input in debates on European Youth Policy;
- Enrichment of further debates and conceptual developments on the concept and youth work practice of European Citizenship education.

Core content of the Modules

- **European identity** is in the centre of the learning and the program also asks the question “Are you a European Citizen?” from participants.
- The program also makes sure that participants understand that there are **different understandings of Citizenship** concepts.
- Modules **reproduce Europe** and the interactions during the Module reproduce European Citizenship.
- Learning should be based on the **personal experience** of the participants and should take into account local and personal realities.
- Modules are not primarily designed to develop skills of participants but **challenge attitudes and raise awareness** of European Citizenship.
- The Modules will enable participants to **reflect on their role** and will explore the possibilities of implementing European Citizenship into their activities with young people.

Modules are not!

Training for/of trainers in youth
work

Academic study

Political debate

Methodology of the Modules

- They are based on the principles and methodology of non-formal education
- They are based on the intrinsic motivation of the learner, generally not implying the control of individual learning achievement;
- They are learner-centred and based on the experiences of participants;
- They are based on a personal responsibility for learning, supported by a strong group dimension and a collective approach;
- They enable participants to apply and transfer what they learned to their youth work practise;
- They take into account the needs and motivation of the group of participants and are open to regular feed-back and evaluations;
- They are thoroughly evaluated and documented to gain a maximum multiplying effect after the Module.

European Citizenship Module 2: Concepts and Visions of Europe

- *To provide participants with an opportunity to reflect upon Europe (concept and perception) – its history, integration process, nationality, sovereignty and belonging to the Europe of today, its relation and position vis-à-vis the rest of the world, current challenges and tensions.*
- *To acquaint participants with the different concepts and definitions of 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 provide participants with knowledge and information about the historical role and present function of European institutions and the concept And formal meanings and expressions of European citizenship.*
- *To critically and creatively reflect on the role and the relevance of European citizenship for young people for young people and for current and future youth work practice.*
- *Reflect on the role of youth workers in connections with EC education and it's relevance for young people*
- *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 and through youth work*

Program features

- General approach is followed by „me as...” personal relevance
- Fixed reflection groups are designed to help YOU to identify new learning elements, confusion and questions.
- There is no follow up support planned after the Module, however the network of National Agencies are prepared to give their assistant (in different ways!)

Flow of the content of the programme

- Introduction and group building
- Citizenship and „Me” as a Citizen
- Histories of Europe and European values – Visions of Europe, personal identities and „Me” as a European
- European Citizenship and the present day Europe – „Me” as a European Citizen
- European Institutions and their programmes in youth work to support EC Education.
- Role of youth workers in EC – „Me” as a European youth worker
- Summary – personal action plan
- Evaluation of the Module

Your expectations

- Resources of CoE and EU
- Concept of Citizenship and European Citizenship
- Improve my understanding of European Citizenship
- Learn about German culture, Bonn and Köln
- Ideas on how the feeling of being a European can be – if at all – developed in our modern world. (?)
- Supporting my knowledge that may contribute to my Dissertation
- European Union perspectives for non EU member countries
- Finding new partners and plan new activities
- Sharing experience, ideas and visions
- Meeting people
- Understanding European identity (my own)

fair of definitions and understandings of citizenship

Definitions and understandings of citizenship presented by the trainers

Marshall says, Citizenship is a status bestowed on all those who are full members of a community. All who possesses the status are equal with respect to the rights and duties with which the status is endowed. There are not universal principles that determine what those rights and duties shall be, but societies in which citizenship is a developing institution create an image of ideal citizenship against which achievement can be directed...Citizenship requires a direct sense of community membership based on loyalty to a civilisation which is a common possession. It is a loyalty of free men endowed with rights and protected by a common law.

Kymlicka (that introduced the term of multicultural citizenship) says, Citizenship is not just a certain status, defined by a set of rights and responsibilities". It is also an identity, an expression of one's membership in a political community.

For the ancient Greeks, citizenship had 3 different characteristics: belonging/membership, participation and identity. People were born in the old cities (for example in Athens) were recognised as citizens. The slaves or the persons that were not born in Athens, were not recognised as citizens. The first characteristic it was the belonging/membership with a political aspect, the second characteristic was the participation as the Greek participated to the Ecclesia, the popular assembly who decided on the common issues and problems.

From there the word Democracy which means the government of the people. The third characteristic was identity, in fact there were not only the Greeks living in the cities, but also the barbarians, the Greeks living in the colonies or in the republics. The way to put together all these citizens, to give them a common identity, it was found organising the Olympic games. The games were organised by the philosophers. The wars were interrupted and the games symbolised the peace and also the joy to feel to belong to the same Nation. These 3 characteristics were used also

by the Latinos and by the French. When the Nationalist State appeared, the citizenship was more and more linked to the political and juridical status given by the State and to the concept of membership.

Barbalet says, Citizenship is the involvement in public affairs by those who had the rights of citizenship.

Ichilov says, Citizenship is 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.

Janowitz says, Citizenship concerns the political relations between the individual and the State.

Habermas says, Citizenship is the peaceful struggle through a public sphere which is dialogical.

Turner says, Citizenship concerns the legalities of entitlements and their political expression in democratic polities.

Dahrendorf says, Citizenship is a non-economic concept which involve the practice of both fundamental or civil rights and enabling rights (political and social rights).

Hayek says, Citizenship is the practice of a moral code . a code that has concern for the interests of others grounded in personal self-development and voluntary co-operation rather than repressive compulsive power of the State intervention.

Input explanation about the 4 dimensions of citizenship

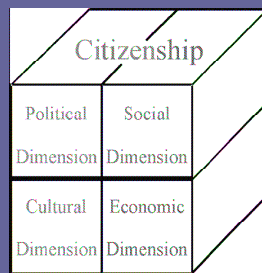


WHAT MAKES SOMEONE A
CITIZEN?

Citizenship dimensions

European Citizenship Module 2:
Concepts and Visions of Europe
28th of May – 2nd of June 2006
Bonn, Germany

4 dimensions of CITIZENSHIP



Ruud Veldhuis, in "Education for Democratic Citizenship:
Dimensions of Citizenship, Core Competencies, Variables and International
Activities", Strasbourg, Council of Europe, 1997, document DECS/CIT (97) 23.

4 dimensions of Citizenship

- The Political Dimension
- The Social Dimension
- The Cultural Dimension
- The Economic Dimension

The political dimension

Political rights and responsibilities
referring to a political system

The social dimension

Behaviour between individuals in a
society and requires some measure
of loyalty and solidarity

The cultural dimension

Refers to the consciousness of a
common cultural heritage.

The economic dimension

Refers to the relationship between an
individual and the labour- and consumer-
market.

CITIZENSHIP CHAIR

Draw your own Citizenship Chair,
illustrating how developed you feel
each of the dimensions is for you.

Europe: current challenges
What does Europe mean for me?
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WHAT ARE THE CHALLENGES IN FRONT OF EUROPE?

Full text of the articles

**Like it or not, Europe is paying the transaction costs
of diversity**

Renaissance Europe's restless pluralism brought great
creativity, but also bloodshed. Now we have peace without
dynamism

Timothy Garton Ash

Thursday May 25, 2006

The Guardian

(...) As in Italy, so in Europe. Like the Italian government, it's something of a miracle that the European Union of 25 member states functions at all. Gathered around vast tables with 50 seats (two for each member state), the councils of Europe increasingly resemble the opening ceremony of that Florentine institute. Like the elaborate inter-party agreement that underpins the Prodi coalition, the EU managed to patch together all its conflicting special interests into an elaborate inter-state agreement, called the constitutional treaty. But that treaty is dead. We will begin to see what will replace it only after the French presidential elections a year from now. Using a football simile, the European commission president, Jose Manuel Barroso, says the EU's "period of reflection" is already in extra time. If so, this looks like being the longest extra time in history.

What do we hear in this long siesta of reflection? Amid yawns of boredom from most of our citizens, Europe's political intellectuals agree that the EU needs a new narrative to inspire us. What should that be? Ah, say some, the narrative of diversity. On the face of it, this is an odd thing to say. This new political narrative must presumably address the question: "What do we all have in common?" "That we are all so different!" does not seem a sufficient answer. The more conventional European formula is "unity in diversity" - but where's the unity?

In the great age of Renaissance Florence, diversity was indeed the dynamo of Europe's extraordinary creativity. There's a marvellous book called *The European Miracle*, by the economic historian EL Jones, that explores why Europe rather than China - scientifically and technologically more advanced than Europe in the 14th century - produced the scientific, agrarian and industrial revolutions that led the world into modernity. In brief, his answer is: Europe's diversity.

But this was the diversity of a restless, often violent competition between cities, regions, states and empires. Florence and Siena, England and France, Christian Europe and the Ottoman empire - they did not resolve their differences by coalition agreements and endless negotiations in airless committee rooms on the Rue de la Loi in Brussels. To reverse Churchill's post-1945 adage: they made war-war not jaw-jaw.

(...) Of course I'm not suggesting that what we in Europe need is another good dose of warfare, terror and bloodshed; but I am wondering aloud about the conditions in which diversity produces dynamism and creativity. The question for all Europeans today is whether the path we have chosen since the end of our last 30 years' war (from 1914 to 1945) - the path of permanent, institutionalised, peaceful conflict resolution, both domestically and internationally, inspired by the "spirit of solidarity and consensus" that the former European commission president Romano Prodi has promised to rebuild in his new Italian government - is capable of producing a dynamism to match that of the US, let alone of the rising powers of Asia. Yes, we have Airbus - which produces slightly better planes than Boeing - and a European GPS system called Galileo, which may eventually be slightly better than the American one; but aren't these the exceptions that prove the rule? They should not obscure the fact that the economies of China and India are currently growing at around 10%, ours at an average of around 2%. And that's at least partly because of the enormous transaction costs of what, to be more precise, we must describe as the peaceful management of diversity.

A probable future is that, having chosen this path of the peaceful, consensual management of diversity, Europe is set for a long period of relative economic decline. But relative decline need not be absolute decline. If we Europeans are conscious of the choice we are making; if we don't kid ourselves that we can have our cake and eat it, simultaneously enjoying the social solidarity and easier lifestyle of Europe and the economic dynamism of America and Asia; if we mobilise to make the maximum reforms that our political systems and societies permit; then we can still live quite well..

Analysis: Where does Europe end?

By Gareth Harding

Chief European Correspondent

In the second century A.D. the historian Tacitus reported on a heated discussion in the Senate about how far east the Roman Empire should expand. Two thousand years later, a similar debate about where the European Union's eastern borders lie is raging in Brussels. The soul-searching has been prompted by the EU's biggest ever enlargement on May 1, when Cyprus, Malta and eight central and east European countries joined the world's biggest trading bloc. Overnight, the Union's members jumped from 15 to 25 and its population from 375 million to 450 million. But more important, it altered the geographical make-up of the "old continent." States that were previously considered on Europe's eastern fringes, like Poland and Estonia, returned to their rightful place at the heart of the continent.

The Brussels-based club, which started out with just six members almost a half-century ago, also found itself with a clutch of new neighbours on May 1. The EU-25 now shares frontiers with Croatia, Serbia and Montenegro, Romania, Ukraine and Belarus and its borders with Russia have been lengthened by the accession of Latvia and Estonia.

The EU's boundaries will continue to move east in the near future. Bulgaria and Romania are due to join in 2007, and Croatia is expected to become the 28th member of the bloc shortly afterward. In addition, Albania and the former Yugoslav Republics of Bosnia-Herzegovina, Macedonia and Serbia and Montenegro have all been promised EU membership once ethnic tensions subside and democracy takes root.

But it is Turkey's membership application that raises the biggest questions about the European Union's eastern limits. If Ankara joins -- a decision on whether to start accession talks is due to be taken by EU leaders in December -- the predominantly Muslim state will become the EU's most populous nation by 2020 and will expand the club's borders to the fringes of Iraq, Iran, Syria and Armenia.

Then what? If Turkey, a country with over 90 percent of its landmass in Asia, is allowed to join the Union, it will be difficult for EU leaders to refuse the candidacies of the Ukraine, Belarus and Moldova once the three former Soviet republics become fully-fledged democracies with free-market economies. It will also make it hard for Brussels to turn down any possible advance from Russia, a country with a sizeable chunk of its population in Europe.

The EU treaty is clear about which countries can and cannot join the bloc. "Any European state" which respects the basic principles of the Union may apply for membership, it says. But this begs the question of where the continent starts and ends.

There is general agreement, among cartographers at least, that the Arctic and Atlantic Oceans represent the northern and western limits of Europe and the Mediterranean Sea marks a natural divide with Africa in the south. But when it comes to defining the continent's eastern edges, it seems there has been little progress since Tacitus' time.

The Ural mountain range in western Russia is widely seen as Europe's northeastern border, firmly placing Ukraine,

Belarus and Moldova within the EU's orbit. But what about the continent's southeastern frontiers? The Caucasus mountain range stretching from the Black Sea to the Caspian Sea would seem to be the natural dividing line between Europe and the Middle East, but this would bar Georgia, Armenia and Azerbaijan from future membership.

Asked whether it was time to settle Europe's frontiers once and for all, EU Enlargement Commissioner Gunther Verheugen told reporters in June: "I do not foresee a debate about the borders of Europe. It makes no sense."

Given European leaders disastrous attempts at marking down boundaries in the past, notably at Versailles in 1919 and Yalta in 1945, it is easy to see why some politicians are reluctant about setting the EU's eastern frontier in stone. But not doing so is only likely to cause confusion and sow the seeds of frustration among those queuing up for EU entry.

In an interview with United Press International earlier this year, Verheugen said: "In theory, all members of the Council of Europe (the 45-nation human rights body stretching from Vigo to Vladivostock) can join. But practically, the western border of the former Soviet Union will be the eastern border of the EU for a very long time, with the exception of the three Baltic states."

The EU's "Neighborhood Strategy," a kind of EU-lite for nations on the bloc's eastern and southern confines, may be politically expedient given the task of absorbing up to 15 new or future members over the next decade, but it reeks of double standards. Bosnia and Herzegovina -- a hopelessly divided country run almost as a United Nations fiefdom -- will be allowed to enter, but Ukraine, which could become a healthy democracy if it dispensed with autocratic president Leonid Kuchma, will not. Turkey will probably join within the next 15 years, but Russia -- which has an equal claim to be part of Europe -- would almost certainly be blocked if it ever applied for EU membership.

Supporters of the EU's unlimited expansion claim Europe is not a geographical entity but a union of values. Only last week, Belgium's new Europe Minister Didier Donfut told La Libre Belgique newspaper: "The Union, as a community of values, should also turn towards the Mediterranean countries, especially Morocco, even if this goes beyond the historical European geographical limits." If one accepts this reasoning, what is to stop the United States or Australia -- two countries that share common values with European states -- from joining the EU? And if all states are potential members, what is to prevent the EU from becoming a "regional organization of Europe and the near east," in the words of former French President Valéry Giscard d'Estaing?

Despite the fact that Turkey is predominantly an Asian country, it is now almost impossible to deny it EU membership 40 years after it first applied to join the club and almost half a century after it entered the Council of Europe. But the way to avoid such confusion in the future is to set the boundaries of Europe first and then see

whether applicant countries within those limits have met the EU's political and economic criteria for entry. Only when the cartographers have finished their work should the politicians be allowed back into the room.

William Outhwaite: 'What is European Culture?'

in W. Ehlert & G. Széll (eds), *New Democracies and Old Societies in Europe* (Osnabrück, forthcoming)

A. Introduction

I first tried out some of these ideas at the School of Oriental and African Studies in London, in a series concerned with postmodernism and Eurocentrism, and I shall begin with a few remarks about these terms, since they inevitably shape any serious discussion these days about the nature of European culture. In a nutshell, my own position is that I am against both postmodernism and Eurocentrism, for different reasons. Furthermore, I think that it is neither necessary nor helpful to adopt a postmodern approach in order to expose, demolish or go beyond Eurocentrism. The term modernity is in my view both the broadest and the most helpful way in which to describe the form of society which developed in Europe and its settler colonies from around the nineteenth century onwards. This form of society has spread, to a greater or lesser extent, across much of the world; as a result, any serious discussion of European culture has to be primarily concerned with discriminating it from other regional versions of modernity and from modernity in general. And, *pace* claims made early on by some postmodernist theorists, we are still recognisably within that form of society and likely to remain so.

Eurocentrism as a way of thinking, and European domination as a practice and a state of affairs, are clearly a product of modernity (though so, I would argue, are critiques of these ways of thinking and behaving). It might seem that in criticising modernity as a form of life, and 'modernist' thinking in the social sciences, postmodern theory might seem the most radical and hence the most attractive basis from which to mount an attack. This does not however follow. However useful the destructive force of postmodern theory in breaking up the encrustations of unquestioned assumptions, the construction of an adequate theory of our past and our present is impossible, and should no doubt not be attempted, on post-modernist assumptions. The other way in which my project differs from a postmodernist one is that, however hard it may be to distinguish *images* of Europe from real social processes, I consider that such a distinction is possible and necessary.

My title question may have raised two suspicions. First, that I am mad to try to address such an impossibly broad topic. Second, that I am committed to the claim that there is such a thing as European culture, that the term refers to a unitary phenomenon. The first of these suspicions may be justified; the second, however, is not. I do however believe that one can ask meaningful questions about the degree to which cultures, understood in the broadest sense

as including material elements such as systems of production as well as those more often assigned to the domain of 'culture', are unified or diversified. If I board a train at Waterloo Station in London, things are very different depending whether I travel to Southampton or to Lille, even if the journey time is about the same. Both cities however also have features in common which would distinguish them from comparable cities in, say, India.

An emphasis on diversity, fragmentation, the inadmissibility of unifying concepts and so forth is now firmly associated with the intellectual current known as post-modernism. As I have argued elsewhere, however, an awareness of social and cultural diversity and of the uncertainty of all assertions in the human sciences has been a feature of most if not all social theory. In sociology in particular, the exploration of sub-cultures went along with and fuelled a critique of the functionalist conception of shared cultural value-systems. What Margaret Archer (1988) has aptly called the myth of cultural integration has long been recognised as such. Archer takes her account of the myth from Etzioni's denunciation of "one of the most deep-seated fallacies in social science...the...assumption of a high degree of consistency in the interpretations produced by societal units" (Etzioni, 1968; cit. Archer, 1988: 2); she traces its effects through anthropology, functionalist sociology and the sociology of culture (such as it is).

Nor is there anything particularly new in the rejection of general concepts, categories and theories: here the most fashionable post-modern critique converges in practice with an empiricism which would allow one to talk only of individual cultural items. Both, I suggest, impose an unnecessary straitjacket on theorising in the name of liberation from dogma. But we have ways of dealing with and correcting incautious theorising without ruling it out from the beginning.

B. What is European?

The question 'What is Europe?' can be conveniently broken down into two separate but related questions: 'Where is Europe?' and 'What is European?'. The first question can be resolved to most people's satisfaction without much dispute, though borderline issues arise, for example, in relation to Russia and Turkey (both of course associated with major empires). The second question is much more difficult to resolve. These complexities are perhaps greatest with respect to culture, again conceived in a broad sense to include ways of life as well as more specifically cultural artefacts. European culture, if there is such a thing, is a culture of import and export, in constantly shifting proportions and configurations. [1]

As I hope to argue elsewhere at greater length, Europe can be usefully seen as a crucible in which social and cultural forms, whether indigenous or imported, are warmed up and (re)-exported to other regions of the globe, where they develop in ways which often eclipse their European variants. This can be shown in relation to capitalism, individualism, the nation-state, and so on. The nation-state, for example, rightly seen as somewhat passé in

Western Europe, remains the dominant political form on the world stage; the European Union itself, even if it achieves full political union, will only be one (large) state among others. Communism or Marxism-Leninism is another striking example: unsuccessful in the more advanced parts of Europe at the end of the First World War, it gained a foothold on the edge of Europe, in Russia, whence it was imposed on much of the rest of Europe in the aftermath of World War Two and the substantial Soviet contribution to the defeat of Nazism. Now largely repudiated in Europe, communism remains a significant political force in India and elsewhere.

The question 'What is European culture?' is of course a minefield of dubious assumptions which have given rise eventually to on-going controversies. In recent work, this question has most often been given either a historical answer, emphasising the non-European origins of European culture in opposition to long-standing myths of Europe's unique creativity (Amin, 1988: Bernal, 1987, 1991) or a contemporary answer focusing mainly on the globalization and Americanisation of popular culture. In what follows, I shall try to bridge this gap in the way recommended by Homi Bhabha in his account of 'nation':

Historians transfixed on the event and origins of the nation never ask, and political theorists possessed of the 'modern' totalities of the nation...never pose, the essential question of the representation of the nation as a temporal process' p. 142

Bhabha's focus here is on processes of representation; I am concerned more, perhaps, with the re-presentation of these cultural forms from one moment and region of European and world geo-history to another. In particular, again, the question I am aiming to address is what is distinctive about European culture at the end of the twentieth century - what if anything distinguishes it from other globally available cultural forms of advanced modernity.

C. Culture

A quick answer to the contemporary form of my starting question, 'What is European culture?', would be to say, borrowing Henry Kissinger's comment on Eurocommunism, that it is just culture in Europe. This will clearly not do. Nor however can one simply point to a set of cultural elements which have the equivalent of a food additive's 'e' number printed on them. Whatever moment one picks on the temporal trajectory of European history, culture in Europe has always involved a complex mixture of elements of local and external origin, the latter more or less fully assimilated. Rather than asking of any of these cultural configurations, whether the Renaissance or a day's programming on a European TV channel, 'How European is it?', one should try to situate these phenomena in the trajectories of European culture as a whole, in which processes of importation, assimilation, re-export and reassimilation of the exported content interweave with one another.

This is one of the principal vectors of European culture, expressed in cross-cutting processes of nationalisation on the one hand, notably in the construction (or sometimes

reconstruction) of national languages and literatures, and cosmopolitan internationalisation on the other. A good example of the interplay of these processes can be seen in relation to language and the internal democratisation of European high culture. A cosmopolitan clerical elite stratum, communicating across the continent in Latin, gives way to a more independent cultured elite, also writing initially in Latin, then increasingly in vernacular languages. Among these, French acquires a special place as the medium of elite cross-cultural communication or *lingua franca*, losing this place to English in the course of the twentieth century. One or both of these languages is now routinely available to school students throughout Europe as part of universalistic educational programmes, and they may well then use these in international business and intellectual and cultural life.. Further down the social scale, there is a more functional cosmopolitanism among travelling people and those in frontier regions, where what has been called the 'dialect continuum' (between, say, the Eastern Netherlands and the extreme North-West of Germany) often makes cross-border communication easier for 'dialect' speakers than for speakers of the distinct formal versions of the respective national languages. (The broader issue of the relation between national and sub-national societies and cultures, notably in relation to European integration, requires of course fuller attention than I can give it in this chapter.)

There are also long-term trajectories from one geographical area to another, as in the diffusion of culture in early modern Europe from south and east to north and west, followed by a predominantly west-east movement of material culture and technologies of all kinds which continues to the present. We tend to think that it is elite culture which is essentially cosmopolitan and international, but commercial opportunities and pressures mean that mass culture is also increasingly internationalised, albeit often in ways which conceal its national origins (dubbed television programmes, mass tourism in linguistically segregated groups, etc.).

D. Origins and Eurocentrism

I shall be very brief in discussing the debates around the beginnings of European culture, since my knowledge of them is extremely sketchy. It's important however to address them because of the way in which they have been central both to eurocentric mythologies and to critiques of them. It is salutary for Europeans like myself to learn how many of the cultural items which we take to be peculiar to Europe, and even to European modernity, were imported from further east or south, or independently developed there. It is even more salutary to learn about the ways in which these achievements were belittled or ignored, in order to make the 'European miracle' stand out more brightly and to make European colonialism seem both necessary and benign (cf. Bernal, 1987-; Amin, 1988; Blaut, 1993).

These and other critiques of Eurocentrism are well taken, and there remains much more to be done in this area. For someone like myself, who is primarily concerned with Europe (with the justification that even a sociologist has to draw

limits somewhere, the lesson is I think that in studying Europe one must constantly keep an eye on the rest of the world. As Kipling might have said, 'What should they know of Europe, who only Europe know? Against this comparative background, however, one can, as Dieter Senghaas put it in a classic book, 'learn from Europe' - learn, that is, both from the peculiarities of the European experience and from what certain European states and regions had in common with non-European ones on the eve of modernisation.

World history has of course come to the aid of such perspectives, as Europe as a region of the world is increasingly sidelined militarily, politically, economically and to a considerable extent also culturally. The old Eurocentrism now looks not only pernicious, but parochial. And world history is also a world court with Europe in the dock - the image of Europe no longer so much vanguard as vandal, rampaging around the world in a manner which one might describe (in eurocentric terms) as Hitlerian. Here as well, the dust has still to settle. And inevitably judgements about Europe tend to get mixed up with judgements about modernity, industrialism, and so forth - inevitably because of their original conjunction. Again, I suggest, the post-modern version of this critique makes things too simple in throwing out the babies of modernity, rationalism and so forth along with the admittedly often polluted European or American bathwater which was all they had to bathe in.

E. European Modernity?

Having skated on thin ice over a number of minefields in the preceding section, let me try to clarify the relation between Europe and modernity today. Some writers draw a distinction between culture and civilisation, in which the latter has a primarily material reference. So, for example, my Japanese video cassette recorder is part of a global industrial capitalist technical civilisation, while the tapes I play on it happen to be largely European or export-European (mostly North American). It would be stretching things to call the equipment residually European because of some story about the history of radio and television featuring Marconi, Baird and so on. In the case of the content, things seem more complicated. How about a tape of a US TV broadcast of the Tokyo Symphony Orchestra playing Brahms? Is a film about North American adolescents in some sense residually European because the Western Canadian towns and farms featured in it are outgrowths of a European settler culture, or because the sexual mores described in the film are more like those of Western Europe than of, say, parts of South or East Asia?

What in any case should we understand by modernity? The concept has dominated social theorising in the 1980s, replacing the previously fashionable terms 'industrialism' or 'industrial society' in the 1950s and 1960s and 'capitalism' in the 1970s. The underlying rationale of the shift to 'modernity' was, I think, to move attention away from what in Marxist language would be called the forces of production or the social relations of production towards more cultural and political dimensions of modern societies. This is where the fun begins. If one takes advanced

modernity to include not just industrialism and capitalism, urbanism, mass education and so forth, but also certain traditional Euro-American conceptions of citizenship and the public sphere, with roots in the French and American revolutions, these are not always part of the export package. I recently heard a Japanese sociologist argue that Japan had not had a public sphere in the usual understanding of the term because its political culture had been so dominated by the cult of the Emperor, and similar debates arise in relation to, for example, Russia. There has also been a good deal of debate about whether the state socialism developed in the USSR and imposed on large parts of the rest of Europe should be understood as a variant of modernity, just as it was in previous decades as a variant of industrial society (Aron, 1958), or as in some sense insufficiently, incompletely or unstably modern, in its socio-political structures no less than in its automobile industry. On this view, for example, the 1989 revolutions could be seen as a process of catching-up or rectification (Habermas, 1990; cf. Arnason, 1993).

I share Habermas's view that modernity should be seen, among other things, as an unfinished and indeed open-ended project. Most importantly, the element of self-reflection which I would argue is built into the discourse of modernity implies that all our practices and ways of life are in principle open to questioning and attempts to justify them. They become in Habermas's sense post-conventional. Habermas, has, for example, defended a conception of 'constitutional patriotism' based not on membership of a particular ethnic or national community or Volk but on a rational and defensible identification with a decent constitutional state which may of course happen to be the one whose citizenship one holds.

It is interesting to ask what happens even to prejudice and to xenophobia under these conditions. A newspaper report that students participating in international exchange programmes often returned home more, rather than less hostile to foreigners was neatly illustrated by a cartoon in which one (male) student says to another: "I hate foreigners because they've turned me into a xenophobe". In conditions of advanced modernity, I suggest, misunderstanding and prejudice have become reflexive, in the sense that an awareness of the possibility that they may occur, and of ways in which their occurrence might be understood, forms part of the context underlying them - just as, in Anthony Giddens' words, "Anyone who contemplates marriage today...knows a great deal about 'what is going on' in the social arena of marriage and divorce" (Giddens, 1991, p.14). Thus even the fundamentalist defence of tradition or the xenophobic resistance to alien influence become one option among others- thus changing their character.

F. Europe after 'the European Age'

What can be said in the end about the residual distinctiveness of Europe as a cultural region of the modern world? A familiar theme, invoked even in an advertising series by Shell a few years ago, is diversity, notably the diversity of languages. Compared to the largely

anglophone societies of North America or the area sharing Chinese pictograms, or even large regions such as India or the former USSR with an established lingua franca, Europe looks rather a mess. One may wonder how far such a perception rests on overlooking linguistic diversity elsewhere in the world, but Michael Mann (1986, 1993) may well be right that what counts is the combination of competition between smallish units under the unifying umbrella of Christendom. It is at least true that in the European case a pattern of linguistic variation largely coexisting with the boundaries of developed modern states creates powerful entrenched structures and interests which in turn, act as obstacles to cultural and political integration. (It is obvious, at least to this particular English-speaker, that the official language of the European Union ought to be English, just as it is obvious that its principal institutions should all be centralised in Brussels, but no-one quite dares to say so.)

The contours of Europe's main divisions are shifting in dramatic ways. It is not just that the old political East/West division has now been replaced by an economic one. The cultural North/South divide within Europe, marked by the line between potatoes and pasta, remains important, but is changing in many ways, with the modernisation of (parts of the) southern European societies. It is now for example Italy, rather than the Protestant Northern countries, which apparently puts work before children. A recent book by Göran Therborn (1995) is an exceptionally useful attempt to document these and other variations across Europe, showing how the country and broader regional groupings vary according to the dimension chosen.

Europe's position as a major cultural producer is of course one of the effects of its previous world hegemony, partly preserved in that of its world languages: English, French, Spanish Portuguese and to some extent even Dutch. It has also stood up in many ways to the challenge of North American imports. This applies not just to cultural commodities such as films but also to material aspects of life such as the car-based civilisation; despite everything, most European cities remain less car-based and suburbanised than US ones. For a time these might have seemed like cultural lags. Now, however, it appears that in many ways parts of the US are returning to more 'European' modes of life, including railways and urban mass transit systems, delicatessen food (even cheese) and niche markets for cult movies in some of the cities. And if there is, as Colin Crouch (1993) has suggested, a European model or set of models of industrial relations, this may well appeal to other regions of the world. (In the European context, the UK governments of Thatcher and Major were out on a limb in wanting to abandon some of the benefits of the European system and adopt largely misunderstood Asian models instead.) Europe also appears 'modern' in relation to the US and many other regions of the world in the extent of its secularisation: whatever the difficulties of measurement in this domain it is clear that religious belief in Europe has mostly ceased to have the kind of importance for social

life as a whole which it has retained elsewhere, even in ostensibly secular states.

G. Conclusion

The big question, I think, and it is one where expertise in relation to non-European societies is more relevant than mine (such as it is) in relation to Europe, is, to put it simplistically, what fits together with what: in other words what effects different cultural items or Gestalten have on one another and with what degrees of compatibility, assimilation or rejection. Here again the 1989 revolutions in Europe offer an interesting example of what may have been a cultural or civilisational collapse as much as a more narrowly political or economic one. These regimes were ageing not just in the senility of their political elites, their technology or the state of their housing stock but in their whole ways of life. We are familiar with arguments about the corrosive effect of material progress on traditional ways of life, but it could be argued that rock music and youth culture, for example, also had an important effect in undermining the credibility of the post-Stalinist regimes.

Similar challenges probably confront other regions of the world. There are of course significant fundamentalist counter-movements, calling forth in their turn responses such as that by Samuel Huntington which manage to be both hysterical and cynical. But fundamentalist movements, whether outside or inside Europe, are unlikely in the long term to be able to resist pressures from the Euro-American cultural area, or from East Asian producers moving from control of the hardware markets into the sponsorship of content. So far, it seems to me, Japanese influences on European culture have not been particularly striking, despite important exceptions in management styles and some areas of design. More generally, the privatism of European ways of life has probably reduced the impact of other cultural influences, despite significant migration from outside Europe in the middle decades of the twentieth century. Multiculturalism is an important ideal, but perhaps not yet much of a reality.

On the issue of compatibilities and incompatibilities, Max Weber borrowed from Goethe what remains perhaps the most useful concept for addressing these issues: the chemical concept of elective affinity (*Wahlverwandschaft*). But if this provides a useful way of thinking about such relations, it does not give us much of an idea about what fits with what. What is clear is that human societies are much more ingenious in their bricolage than we can predict (see, for example, Gilroy, 1993). The current attention to conceptions of hybridity is helpful here, though even this term risks implying a certain reification of the initial entities between which hybridising occurs. But even if something like European or North American modernity does continue to spread over the more fortunate areas of the rest of the world, its inflections and modifications will continue to surprise us.

Footnote

1. Similarly, in a review of Kwame Anthony Appiah's book, *In My Father's House: Africa in the Philosophy of Culture*,

Richard Rorty writes that Appiah insists "that 'African culture' is the name of an important project rather than of an available datum". This is also of course a problem for so-called national cultures. Cf. Walter Abish's novel, *How German is it?* (1983), and James Donald, 'How English is it?', in Donald, 1992.

I should like to thank participants at seminars at SOAS, Kent and Sussex for their comments on earlier versions of this chapter; also Hettie Peters and Daniel Steuer.

Illegal immigrants look to Western Europe

Nations struggle with issues similar to those that U.S. faces as jobless cross borders to seek work.

By

Sabra

Ayres

COX

NEWSPAPERS

Saturday, May 13, 2006

KOVEL, Ukraine - Natasha Rudenchenko is packing her bags for Italy, going in search of a pay-check that will support the family she's leaving behind.

From her two-room, Soviet-era apartment in this dilapidated city, she has paid a "broker" \$2,500 to get her across the Polish border, and inside the European Union, about 45 miles from Kovel. Ukrainians Natasha Rudenchenko, right, and Irina Zelenyuk travel abroad each year to work. They have paid a 'broker' for a tourist visa and a list of Italian families looking for migrants to clean their houses.

The broker will take her to Italy, where she'll be given a list of Italian families looking for housekeepers and caretakers for elderly people.

In circumstances similar to the wave of Latin American immigrants crossing the Mexico-U.S. border, Rudenchenko is one of at least 3 million illegal immigrants searching for a better life in Western Europe. They come from Africa, Romania, Albania, Turkey and the former Soviet Union, some intending to stay for good, others to work temporarily and send money home.

Rudenchenko, 50, hopes to stay two or three years, evading authorities and earning about \$900 a month as a domestic servant, or nine times what she can make in Ukraine with her economics degree. She'll send most of that money back to Ukraine to support her daughters, Kasenya, 17, and Oksana, 20. She did the same thing in 2002.

"You can't feed your children on \$120 a month," Rudenchenko said, referring to the average wage in Ukraine. "We are just trying to make ends meet."

As the United States ponders how to deal with an estimated 12 million illegal immigrants, the immigration debate is also intensifying in Europe.

But experts say deciding how to handle illegal economic migrants such as Rudenchenko is only part of the broader immigration problem facing Europe.

Integrating the continent's disgruntled immigrant communities has become a central issue as riots and protests have swept France and Britain.

In addition, workers in many countries are demanding job protections from what they fear is a wave of workers from new European Union member states like Poland and Latvia.

"The immigration debate is very emotional in many parts of Europe because many believe their governments don't have a handle on migration," said Jean-Philippe Chauzy, a spokesman for the Geneva-based International Organization for Migration, a 116-nation aid organization. "Immigration is still seen as a threat to jobs, to Europe's social welfare system, and to security and health."

French Interior Minister Nicolas Sarkozy this month proposed a set of immigration laws that would admit immigrants based on their education, professional abilities and religion. The laws would make it harder for families of legal immigrants to enter the country.

German lawmakers also took up the issue this month when they agreed to set new guidelines on obtaining citizenship. Applicants would be required to take classes on the German constitution and its government, as well as participate in language classes.

In Britain, the government has said that by November, citizenship candidates will be given a "Britishness test," which includes an English language section as well as government knowledge section.

In local elections this month, far-right British political parties advocating stricter immigration control doubled their number of seats in local councils. Officials of those parties said voters were responding to discontent over a growing number of immigrants taking British jobs.

Some experts argue that while European governments are debating how to cope with the growing backlash over immigration, they are ignoring the fact that Europe's demographics make immigration a necessity.

As Europe ages, its labour force is shrinking, leaving fewer contributors to Western Europe's expensive social welfare system.

The continent needs to import workers at various skill levels to meet demand, said Elizabeth Collett, a policy analyst at the European Policy Centre, a Brussels-based think tank.

"There's a sense here that many governments aren't keen to discuss what to do about illegal immigration at this point," Collett said. "Other countries have been more open about articulating their need for low-skill labourers."

Labour migrants from the former Soviet Union and Eastern Europe, such as Rudenchenko, tend to readily find work in the southern European countries of Spain, Italy, Greece and Portugal.

In the past, those countries' governments have offered temporary legal status where illegal migrants are granted one- to three-year work permits if they can prove they are under contract with a legal employer.

Italy offered permits to some 700,000 illegal workers when it last instituted an amnesty program in 2002.

Officials say the system helped to rein in the black market in illegal labour and protect both workers and employers.

But at some point, Western European governments will have to move beyond such quick-fix programs and begin recruiting low- and high-skilled labours, said Demetrios Papademetriou, president of the Migration Policy Institute, a non partisan think tank in Washington.

"European politicians know it would be political suicide to speak up and say their countries need to start admitting more immigrants because the labour force is declining," Papademetriou said. "But behind closed doors, it is a real discussion."

Europe rethinks its 'safe haven' status

Ayaan Hirsi Ali's departure from Dutch politics last week played off fears about 'bogus' asylum seekers.

By Sarah Wildman / Contributor to The Christian Science Monitor

VIENNA - The night air in Vienna has finally turned warm, filling the city's trams with visitors. On the Ringstrasse, tourists take in the city, pointing out the City Hall and the parliament.

"Did you see that one girl - so young! And wearing a veil," a woman clucks in lightly accented English, staring out the window of tram D. "They will form a separate culture."

The sentiment isn't isolated. Earlier this month, Austria's Interior Minister Liese Prokop announced that 45 percent of Muslim immigrants were "unintegratable," and suggested that those people should "choose another country."

In the Netherlands, one of Europe's most integrated refugees and a critic of radical Islam, Ayaan Hirsi Ali, resigned her seat in parliament in the wake of criticism that she faked details on her asylum application to the Netherlands in 1992. And France's lower house of parliament last week passed a strict new immigration law, now awaiting Senate approval.

Indeed, recent rumblings from the top echelons of governments across Europe suggest that the continent is rethinking its once-vaunted status as a haven for refugees as it becomes more suspicious that many immigrants are coming to exploit its social benefits and democratic principles.

"The trend today more and more in Europe is to try to control immigration flow," says Philippe De Bruycker, founder of the Odysseus Network, an academic consortium on immigration and asylum in Europe. "At the same time we still say we want to respect the right of asylum and the possibility of applying for asylum. But of course along the way we create obstacles for asylum seekers," he acknowledges.

A day after Ms. Prokop made her controversial statement on May 15, Ms. Hirsi Ali - a Somali immigrant elected to parliament in 2003 - was informed by her own political party that her Dutch citizenship was in question. Immigration Minister Rita Verdonk, a former prison warden dubbed "Iron Rita" who has long

promised a tough stance on immigration, said "the preliminary assumption must be that - in line with case law of the Dutch Supreme Court - [Hirsi Ali] is considered not to have obtained Dutch nationality."

At issue were inconsistencies in Hirsi Ali's application for asylum in 1992 - giving a false name and age, and saying she was fleeing from Somalia's civil war, not a forced marriage. Though she had publicly admitted to the falsities in 2002, a recent TV documentary heightened public scrutiny of the controversial parliamentarian, who has been under 24-hour protection from death threats since the murder of Theo Van Gogh, the director of a film she wrote. Hirsi Ali's case, heatedly debated across Europe in the days since Ms. Verdonk's announcement, was seen as particularly ironic. But it also highlights the dramatic change in Europe since the turn of this century.

In the years following the World War II, a chagrined US and Europe vowed to follow the Geneva Conventions and create safe havens for refugees. Yet such lofty ideals were hard to uphold after massive influxes of workers in the 1960s and early 1970s were halted during an economic downturn.

Those immigrant populations - often Muslims from North Africa and the Middle East - swelled with family reunification, yet often remained economically and socially distinct from the societies that had adopted. The image of the immigrant began to change, and distinctions between those who came for work and those who came for safety began to blur.

Now "asylum seekers are viewed as potential cheaters," says Jean-Pierre Cassarino, scientific coordinator for the Return Migration to the Maghreb (MIRAM), hosted by the Robert Schuman Center for Advanced Studies in Florence, Italy. [**Editor's note:** The original version misidentified Dr. Cassarino's affiliation.]

Today, in once-homogenous Europe, tensions between immigrants and native Europeans appear to be increasing. The perception that an ever increasing number of newcomers - who neither speak the language of their adopted country nor accept its cultural mores - are changing the culture has increased support for ideas once only advanced by far-right political parties.

"France, Austria, and the Netherlands all have had very significant electoral success of the far-right parties," says Michael Collyer, a research fellow in European migration policy at the University of Sussex.

Collier points to the success in France - also this past week - of a strict new immigration law proposed by Interior Minister Nicolas Sarkozy. Mr. Sarkozy's proposal would institutionalize "selective" immigration, giving an advantage to privileged immigrants of better economic and education status who are more "integratable."

It would also change the rights of family reunification for workers already in the country; speed up the expulsion of undocumented immigrants who are discovered or whose applications for asylum are rejected; lengthen the amount of time it takes to apply for permanent residency status for married couples; and toughen visa requirements. Most controversial, Sarkozy announced deportations for undocumented immigrant school children.

"We speak of the need to fight immigration but we don't have a clear position on whether we need immigrants," says Mr. De Bruycker, noting the precipitous dip in population growth in European Union countries in the last half century. He adds that a series of recent incidents have affected the image of immigrants in the European mind. The murder of a Jewish man - Ilan Halimi - on the outskirts of Paris earlier this spring, for example, by a band of immigrant youths. Or the murder of a Malian woman and a Flemish child in Antwerp last week by the son of a founder of Belgium's most far-right party.

"In Europe, we are still unable to accept that we are a continent of immigration," says De Bruycker



European Citizenship

WHAT IS IT?

Citizenship

- It is a multidimensional, non economic concept.
- It has a political status (civic contract between the state and the individual) and a social role (with necessary competencies to exercise the status).

Paradigmas

	The individualist paradigm: market model; liberal theory and social critique	The political paradigm: participation model; democratic theory and republican/com munitarian critique	The collective identity paradigm: membership model; universal theory
Citizenship as a practice	Individual liberties (negative freedom)	Civic duties (positive freedoms)	Common virtues/values
Citizenship as an institution	Welfare entitlements	Democracy as a strong public sphere	Common culture and tradition
Citizenship as a discourse	Rights	Obligations	Belonging

Context related

It can have a simultaneously diverse content depending on the political community it refers to - we can be local, national, EU, European, world citizens at a time.

Citizenship is a process of interactions

- Citizen-citizen
- Citizen-community
- Citizen-society
- Community-community
- Culture-culture (nation-nation)
- All actors-State

Components

- The **civil components** of citizenship is composed of the rights necessary for individual freedom (liberty of the person, freedom of speech, thought and faith, the right to property, equality under the law, etc.); the institution mostly associated with civil rights, the rule of law and a system of courts.
- The **political components** consists of the rights to participate in the exercise of political power, as a member of a body invested with political authority or as an elector of the members of such a body; political rights are associated with parliamentary institutions.
- The **social components** represents the right to the prevailing standard of life and the social heritage of society; social or welfare rights ensure equal access to what are considered to be based social-economic provisions such as education, health care, housing and a minimum level of income.

The difference between the European citizenship and the citizenship of the European Union

- European citizenship is a concept of citizenship as citizen-citizen relation, based on human rights and responsibilities of people. Citizenship which can be defined 'European', supports the process of construction of a new Europe (citizens' Europe) among other characteristics.
- The citizenship of the European Union is clearly different category. Similarly constructed as the concept of national citizenship. Fundamental Rights + Constitution (draft).

European citizenship as citizen-citizen relation

- is not abstract and static, can be lived
- can be chosen as one of the identities of an individual
- makes the civil society and the achievements of the 'civil' democracy more important
- practice of a moral code, a code that has concern for the rights and interests of others
- the rights of individuals are limited by the similar rights of other individuals
- dissociates citizenship from belonging to a particular territory (country, EU) – 'belonging' means belonging to a value-based community

Citizenship as in the European Union

European statutory citizenship

(cf. Article 8, Maastricht Treaty, 1993)

Every national of a member State shall be a citizen of the Union. Citizenship of the Union shall be additional to national citizenship; it shall not replace it.

1. The right to move and reside freely within the community member states.
2. The right to vote and stand in municipal elections for the European Parliament.
3. The right to diplomatic or consular protection by other member states, if the national member state is not represented in the non-Community country where he/she is staying.
4. The right to petition to the European Parliament.
5. The right to bring a complaint against bodies before an Ombudsman.

Charter of Fundamental Rights of the Union (title V. Citizens' Rights)

- RIGHTS TO VOTE AND TO STAND AS A CANDIDATE AT ELECTIONS TO THE EUROPEAN PARLIAMENT
- RIGHTS TO VOTE AND TO STAND AS A CANDIDATE AT MUNICIPAL ELECTIONS
- RIGHTS TO GOOD ADMINISTRATION
- RIGHT OF ACCESS TO DOCUMENTS
- EUROPEAN OMBUDSMAN
- RIGHT TO PETITION
- FREEDOM OF MOVEMENT AND OF RESIDENCE
- DIPLOMATIC AND CONSULAR PROTECTION

European Citizenship in the member states of the Council of Europe (46)

- European Convention of Human Rights
- European Court of Human Rights
- European Cultural Convention
- European Social Charter

Institutionalised Values

- Human Rights (universal, unalienable, indivisible)
- Cultural Diversity (respect of minorities)
- Social Security
- Political Freedoms

EUROPEAN CITIZENSHIP UNDER CONSTRUCTION

Session Outline

European institutions and European youth programmes

TUESDAY 31/5/2006 - 9.00-12.30

QUIZ

List of questions

1. How many countries are currently member states of the European Union? (A. 12 B. 27 C. 25 D. 15)
2. What are the current EU pre-accession countries? (A. Bulgaria and Turkey, B. Bulgaria, Romania and Turkey, C. Turkey and Romania, D. Bulgaria and Romania)
3. What are three main pillars of CoE? (A. democracy, human rights, rule of law, B. security, human rights, democracy, C. democracy, sustainability and human rights, D. freedom and democracy)
4. Where are European Youth Centres of CoE located? (A. Strasbourg and Bucharest, B. Budapest and Paris, C. Budapest and Strasbourg, D. Bonn and Budapest)
5. What do the stars on the flag of the EU represent? (A. The member states, B. The number of perfection according to Greek mythology, C. Equality, D. The sky in the night)
6. How are the members of the European Parliament of the EU seated? (A. By country, B. By alphabetic order, C. In circle, D. By political party)
7. Who is current Secretary General of CoE? (A. Teri Davis, B. Rui Gomes, C. Kofi Annan, D. Durao Barroso)
8. For what is CoE known? (A. European Parliament, B. Good trainers, C. European Court of Human Rights, D. European Constitution)

9. *Official languages of CoE* (A. Italian and English, B. English French Russian, C. English French, D. English French German)
10. *Which city is not in CoE territory?* (A. Vladivostok, B. Grozny, C. Brest-litovsk, D. Palermo)
11. *The European anthem is: sing it!!!*(A. We are the champions (Queen), B. The 9th symphony (Beethoven), C. The 5th symphony (Mozart), D. The final countdown (Europe))
12. *Which country currently has the presidency of the EU?* (A. France, B. Finland, C. UK, D. Austria)
13. *For what does EU spends the bigger part of its budget?* (A. Agriculture, B. Human resource development, C. Its institutions, D. Youth Programme)
14. *What is the most important law-making body of the EU?* (A. European Commission, B. European Parliament, C. European Senate, D. Council of Ministers)
15. *What is the name of the new programme of the EU for Youth?* (A. Youth for understanding, B. Youth in Action, C. „All different – All equal”, D. Europe for Youth)
16. *Which of the 4 is not a priority for the new programme Youth in Action of the EU?* (A. Development of Social Security for youth in Europe, B. Promotion of European Citizenship, C. Promotion of Youth cooperation in youth policy, D. Intercultural Learning)

PRESENTATION OF THE COUNCIL OF EUROPE by Nadine Lyamouri-Bajja





Council of Europe

800 million Europeans

46 member states

Founded in 1949

Based in Strasbourg



Council of Europe ? European Union



46 member states

5 countries with observer status



25 member states

4 candidate countries



Basic values of the Council of Europe



Pluralist Democracy



Human Rights



Rule of Law



Main aims of the Council of Europe

- to protect and strengthen pluralist democracy in Europe
 - to protect Human Rights
- to contribute to the development of social cohesion and cultural co-operation on the European continent
- to safeguard peace on the European continent

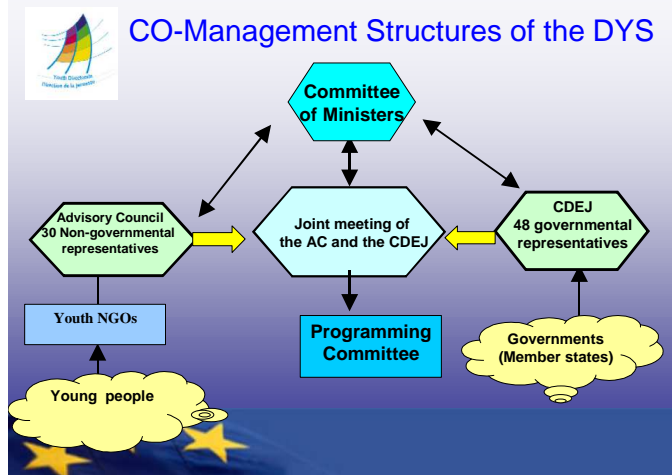


Co-Management

- Decisions are taken by co-managed bodies (**governments** and Youth **NGOs**)
- Equal numbers of governmental and non-governmental youth representatives make the decisions concerning the political orientations, work priorities and programmes of the Directorate



CO-Management Structures of the DYS



Priority Programmes of Youth Sector 2006-2008



- Human rights education and intercultural dialogue
- Youth participation and democratic citizenship
- Social cohesion and inclusion of young people
- Youth policy development

Human Rights Education and Intercultural Dialogue

- supporting and promoting good practice in Human rights education and intercultural dialogue at the local level
- supporting the recognition of human rights education and intercultural dialogue in formal and non-formal education
- promoting global solidarity and the peaceful transformation of conflict

Social Cohesion and Inclusion of Young People

- facilitating the access of young people to working life and to social rights
- youth work and policy responses to violence

Youth Participation and Democratic Citizenship

- promoting and sustaining the role of youth organizations in the development of democratic participation
- promoting citizenship education and participation of and by young people
- promoting access of young people to decision-making

Youth Policy Development

- developing and promoting standards for youth policies, in connection with Child policies in the Council of Europe and its member states
- fostering the recognition of youth work and non-formal education competences in the member states
- developing and sharing knowledge on the situation of young people
- supporting the quality and sustainability of European youth work training and policy

Activities in the EYCs

- Study sessions
- Training courses
- Intercultural language courses
- Seminars, Symposia
- Research, Publications
- Youth policy development



Partnership in the youth field Council of Europe & European Commission

Initial Objectives:

Training European youth workers on European Citizenship issues

Training Activities:

- Training modules
- Training manuals: T-Kits
- Magazine - Coyote
- web site: www.training-youth.net

Other activities:

Research (Seminars, Knowledge centre)
Euro-med



European Youth Foundation

Set up in 1972 to **provide financial support** for international youth activities carried out by youth organisations.

The EYF may contribute to the financing of the following activities:

- International **youth meetings**;
- **Youth activities** other than meetings;
- Administration of international non-governmental youth organisations and networks;
- **Pilot projects**

Budget: 3 Million Euros

Around 300 projects funded per year



2006/2007: European-wide Youth Campaign on Diversity, Human Rights and Participation.

*Aim: to encourage and enable young people
to participate in building peaceful societies
based on diversity and inclusion,
in a spirit of respect, tolerance, and mutual understanding.*

<http://alldifferent-allegal.info>



More information

<http://www.coe.int>

<http://www.coe.int/youth>

<http://www.coe.int/publishing>

<http://www.training-youth.net>

<http://www.allegal-alldifferent.info>



PRESENTATION OF THE PARTNERSHIP BETWEEN THE COUNCIL OF EUROPE AND THE
EUROPEAN COMMISSION By László Földi



Partnership 2005-2006
Council of Europe and
European Commission
UNITED COVENANT

Work Programme 2005

- 1st May 2005 – 31st December 2005
- Training activities
- Research activities
- EuroMed activities
- General activities
- Budget total 845 500 Euro

General objectives

- European Citizenship and Human Rights Education
- Intercultural dialogue and co-operation
- Quality in youth work and training
- Recognition and visibility of youth work
- Better understanding of youth
- Youth policy development
- Promoting understanding of and respect for cultural diversity

Management Structure

- Partnership Consultative Forum (EYF, cooperating partner institutions and organisations, NA Network, etc) – meeting once a year
- Partnership Management Board (CoE and Commission officers) – meeting as necessary but minimum twice per year
- Partnership Sectorial Group (4) – meeting twice a year
- Partnership Secretariat (7 persons) – working in Strasbourg and Budapest

Partnership Sectorial Groups (PSG)

- PSG European Citizenship, Quality and Recognition of Non-Formal Education (TCP officers network!)
- Human Rights and Euromediterranean Cooperation
- Youth Research and Youth Policy Development
- Communication and Publications (incl. Coyote)

Research Activities

- Research Seminar Social Inclusion
- Network of researchers
- Study on economic dimension of youth work
- Development of Knowledge Centre
- Budget 145 000 Euro
- www.youth-knowledge.net

EuroMed Activities

- TATEM (training of trainers)
- LTTC EuroMed
- Regional TC HRE and Citizenship
- Seminar on youth policy
- Budget 133 000 Euro

Training Activities

- European Citizenship Evaluation Meeting (1-3 Modules)
- European Citizenship Modules (3)
- European Citizenship Seminar (preparation for 2006)
- Training the staff of NAs on European Citizenship
- Survey on training offers
- Budget 145 000 Euro

General Activities

- T-Kit on EuroMed and Evaluation
- Translation of T-Kits
- Quality control of translations of T-Kits
- Coyote Magazine
- Partnership Portal
- Publications and Promotion
- Management meetings
- Administration
- Budget 171 500 Euro

Decentralisation of EC Modules

- Evaluation of 1-3 Modules on EC with National Agencies (UK, RO, BE-FL, NL, IT, LV) – 22-25 June 2005, Strasbourg
- 2005 implementation of the 4-6 Modules on European Citizenship (RO, NL, BE-FL) in October-December
- Training the staff of NAs (October-November in Budapest)
- EC Seminar on the future Modules organised by NAs in 2006 (December)

European Citizenship Modules

- EC: Citizenship in Europe
- EC: Human Rights
- EC: Intercultural Learning
- EC: Europe: Concepts and Visions
- EC: Participation and Youth Work
- EC: European Institutions and Politics

The Module

- Costs: 30 000 Euro / Module
- 25 participants
- Preparation time: minimum 3 months
- 5 full working days (7 days including travel)
- 4 trainers (1 course director, 2 trainers, 1 documentalist)
- Support from the Partnership Secretariat (preparation, trainers, methodological guidance, on site support, evaluation)

Input from National Agencies

- Training needs of the youth sector for 2006
- Training needs of Agency staff on European Citizenship Education (27 November – 1st December 2005 in Budapest EYC)
- Any feedback or idea on the Partnership activities

Questions?

Thank You
for your attention!

PRESENTATION OF THE YOUTH IN ACTION PROGRAMME By Ingrid Müller

YOUTH IN ACTION

2007-2013

(version 2006.04.05)



Objectives of the Youth in Action programme

- Promote young people's active citizenship in general and their European citizenship in particular;
- Develop young people's solidarity, in particular in order to foster social cohesion in the European Union;
- Foster mutual understanding between peoples through young people;
- Improve the quality of support systems for youth activities and the capabilities of civil society organisations in the youth field;
- Promote European cooperation in youth policy.

Priorities of the Youth in Action programme

- Participation of young people
- Cultural Diversity
- European Citizenship
- Inclusion of young people with fewer opportunities

ACTIONS

- **1. Youth for Europe**
 - 1.1 Youth Exchanges
 - 1.2 Youth Initiatives
 - 1.3 Youth Democracy Projects
- **2. European Voluntary Service**
- **3. Youth of the World**
- **4. Youth workers and support system**
 - 4.1 Support to European youth organisations
 - 4.2 European Youth Forum
 - 4.3 Training and networking of youth workers
 - 4.4 Innovation and quality
 - 4.5 European youth information
 - 4.6 Cooperation
 - 4.7 Support systems
 - 4.8 Adding to the value of the Programme
- **5. Political cooperation in youth policy**
 - 5.1 Meeting of young people and decision makers
 - 5.2 European youth research
 - 5.3 Cooperation with international organisations UN, CoE

General rules

- Budget 2007-2013: 800-900 million Euro
- Targetgroup: 13-30 (15-26)
- Programme countries: EU 25, Lichtenstein, Norway, Iceland, Bulgaria, Turkey and Romania
- Partner-countries: East-Europe and the Caucasus, South-East Europe, Euromed

Deadlines

(period of starting the projects)

Decentralized

1st Febr. (05.01-09.30)
1st April (07.01-11.30)
1st June (09.01-01.31)
1st Sept. (12.01-04.30)
1st Nov. (02.01-06.30)

Centralized

1st Febr. (07.01-09.30)
1st June (10.01-11.30)
1st Sept. (12.01-06.30)

Relevance to European Citizenship

- Youth exchanges
- Youth initiatives
- Youth democracy projects
- Voluntary service
- Trainings, seminars, study visits
- Youth policy cooperations

List of participants names and countries

Armenia

Karen Mkhitarian	_____
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Austria

Katrín Lüth	_____
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Bosnia & Hercegovina

Sinisa Skocibusic	_____
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Bulgaria

Neli Delgyanska	_____ _____
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Cyprus

Costas Constantinou	_____
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Czech Republic

Denisa Turonova	_____
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Georgia

Giorg Kikalishvili	_____
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Nato Chakvetadze	_____
------------------	-------

Germany

Agnes Bona	_____
------------	-------

Jan Dobbernack	_____
----------------	-------

Hungary

Réka Csík	_____
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Agnes Hajdu	
István Kollár-Éri	
Krisztina Puskas	

The Former Yugoslav Republic Of Macedonia

Marina Nikcevska	
Saso Sterjoski	

Moldavia

Elena Levinta-Perciun	
-----------------------	--

Poland

Antje Krzyzowa	
Ewa Rysinska	

Romania

Emilia Alexe	
--------------	--

Russian Federation

Anton Popov	
-------------	--

Ukraine

Andriy Ushakov	
----------------	--

United Kingdom

Paris Stylianides	
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List of references

Useful sites

Training-Youth.net is the website of the Partnership programme on European youth worker training between the European Commission and the Council of Europe. This internet site gives you very useful information on Citizenship and the activities that are organised within the Partnership Programme.

<http://www.training-youth.net>

'Under construction...citizenship, youth and Europe' is a T-kit, an accessible handbook for use in training courses and seminars, developed within the framework of the partnership with reflections and exercises on the evolving concept of European Citizenship.

<http://www.training-youth.net/site/publications/tkits/tkit7/Tkit7.htm>

Coyote is the magazine of the Partnership between the Council of Europe and the European Commission on youth worker training. Coyote 07 dealt with different facets of European Citizenship and has a number of interesting articles on the subject.

<http://www.training-youth.net/site/publications/coyote/coyote07/index.htm>

Education for Democratic Citizenship is a project of the Council of Europe. The Internet site has plenty of political and educational references, examples of previous projects and much more:

<http://www.coe.int/edc>

The Citizenship Foundation (United Kingdom) website:

<http://www.citfou.org.uk/>

The Institute for Citizenship (UK):

<http://www.citizen.org.uk/>

If you want to take one step further and dive into some conceptual and philosophical background – very useful at times - you can do your own advanced search, or start by reading the article Cultural Citizenship and the Creation of European Identity by Juan Delgado-Moreira at the site of the Electronic Journal of Sociology.

<http://www.sociology.org/content/vol002.003/delgado.html>

Participation.net is a global, online space for sharing ideas about the participation of people in development, citizenship, governance and rights:

<http://www.eldis.org/rights/about.htm>

Speak out! on European Citizenship

<http://www.citizen.org.uk/speakout/>

The European Court of Human Rights

<http://www.echr.coe.int/>

European Commission:

Education and active citizenship in the European Union

http://europa.eu.int/comm/education/archive/citizen/citiz_en.html

Eurobarometer

Surveys 113 and 114 of Eurobarometer. Although limited to the countries of the Union, very useful as references. Number 114 (Young Europeans) is not always available on line, you may write to Eurobarometer and ask them to send it to you. This is an important step in the exercise of your rights as a European citizen and also of your duties as a participant in the course!

<http://europa.eu.int/comm/dg10/epo/eb/surveys.html>

White Paper of the European Union

For information about the process and key issues in the White Paper on Youth Policy and the European Youth Forum's work on it, please consult:

http://www.youthforum.org/en/our_work/white_paper/wp.html

Texts and policy documents produced by European Youth Ministers Conferences:

http://www.coe.int/T/E/Cultural_Co-operation/Youth/3_Activities/ministers.asp#TopOfPage

Internet texts on the national youth policy reviews of the Council of Europe:

http://www.coe.int/T/E/Cultural_Co-operation/Youth/3_Activities/policy.asp#TopOfPage

European Commission

The web site of the European Commission unit on youth

<http://europa.eu.int/comm/education/youth.html>

European Youth Forum- Forum Européen de la Jeunesse

The web site of the umbrella organisation of youth organisations and structures in Europe

[Http://www.youthforum.org](http://www.youthforum.org)

T-Kit on Intercultural learning (download in PDF format)

<http://www.training-youth.net/site/publications/tkits/tkit4/Tkit4.htm>

The all different – all equal Education Pack:

http://www.coe.int/T/E/human_rights/Ecri/1-ECRI/