Youth Partnership

Partnership between the European Commission
and the Council of Europe in the field of Youth

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Young people's citizenship and Europe:
which ways forward?

Seminar on the role of youth work in citizenship education with young people, with a focus on its European dimension

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Table of contents

Introduction

Why hold such a seminar?

The ongoing construction of Europe on the basis of values relating to the equality of all human beings, human rights, solidarity, pluralism, respect, democracy, interdependence, peace, the rule of law and freedom, is currently a key topic as the rise of nationalisms, the crisis of human rights and growing concern about sustainability and peace, are realities in many different places in the world. In this context, the issue of the role of young people as citizens of their state, but also Europe and the world, is extremely important, as it shapes their commitment or attachment to the above-mentioned values and to democracy and human rights. Those working in citizenship education need to examine how to support young people to understand the world, and Europe therein; to develop solidarity with others; to respect others; to grow in a culture of democracy of human rights and to develop a sense of belonging and citizenship – understood broadly as the relationship between individuals and their communities, from local to global, with its European dimension understood as a hub towards global citizenship, and not as a Euro-centric approach.

The process of building Europe together is an ongoing one. It is not only a question of enlarging the number of member states in European institutions, but also of reforming governance from the inside, reaffirming the role of citizens and having spaces for solidarity, inclusion and democratic change to find common solutions. Such reform needs to take into account the social, economic, political and cultural changes in communities resulting from factors such as the profound transformation of the population in its composition, global economic and financial trends and the growing consciousness of the need for a sustainable lifestyle.

Citizenship education is key in supporting learners, and in particular young people, to make sense of the complexity of the world and develop their understanding, knowledge, skills, attitudes and values, so as to be part not only of their local communities, but also active citizens of Europe and the world. The role that citizenship education and youth work can have in the construction of Europe goes beyond the legal definition of "citizenship of the European Union" as stated in the Maastricht Treaty and its amendments, but really refers to developing a sense of belonging, interconnectedness and ownership of this common space of values based on human rights and democracy. In today's world, notions of citizenship need to make sense of the fluidity of identities, the conditions created by the globalised world, and the need to become more complete, by incorporating legal, political and social elements, and to move away from the stricter understanding of citizenship as a relation between individuals and their nation state.

At the same time, recent events testify to the growing tensions between realities in different countries on the continent and the aims and vision of citizenship education. Several stakeholders, from institutions to citizen groups, have understood that we cannot take for granted people's attachment to the values of democracy, human rights and to their belonging to a common humanity if we do not support citizenship education. More spaces are needed today to learn from these initiatives, to explore understanding, in order to make the sector of citizenship education with young people stronger and more sustainable. This is where the idea of the seminar came from.

The institutional context

The partnership between the European Commission and the Council of Europe in the field of youth (EU–Council of Europe youth partnership) has been engaged in this topic for almost 20 years. It has organised several activities, such as longer-term and shorter training courses and seminars on European citizenship, as well as seminars in Eastern Europe and the Caucasus. Several educational resources and academic publications on the theme were produced, and the EU–Council of Europe youth partnership has been engaged through both institutions in various activities and initiatives. In 2017, the youth partnership revised its publication for training and youth workers on "European citizenship in youth work" on *"innovative and inspiring resources",* and published issue 25 of the *Coyote* magazine on citizenship education revisited. Also in 2017, the youth partnership participated in and supported a project on citizenship education with a European dimension, initiated by SALTO SEE and a group of national agencies of the Erasmus+ programme (November 2017), as well as the SALTO SEE 2017 forum "Raise your voice for tomorrow's Europe".

It also contributes to other initiatives, such as the upcoming conference "Is Europe really lost?", the "Speak UP! Step UP!" conference on the political dimension of international youth work, and to the expert group of the project financed under Key Action 3, "Youth for Human Rights".

In addition to its joint work on this topic through the youth partnership, both the Council of Europe and the European Commission have emphasised citizenship education through different initiatives.

The political commitment of the Council of Europe to the role of education in the promotion of the core values of democracy, human rights and the rule of law, and combating intolerance and discrimination, has resulted in the adoption of the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education by the Organisation's 47 member states in the framework of Recommendation CM/Rec(2010)7. The charter is an important reference for those working in the area of citizenship and human rights education, and helps to raise standards in practice in Europe and beyond.

The work of the Youth Department of the Council of Europe on human rights education is a direct contribution to the core mission of the Organisation to promote and protect human rights. The project – often referred to as Human Rights Education Youth Programme – supports the role of non-governmental youth organisations as actors in the implementation of the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education (EDC/HRE Charter). It does so by combining the development and dissemination of tools and resources on human rights education and capacity-building activities for trainers, multipliers and advocates of human rights education and human rights.

Since its launching in 2000, the Human Rights Education Youth Programme promotes the inclusion of human rights education in the mainstream of youth work and youth policy. The programme is built around *Compass*, the manual for human rights education with young people, as the main conceptual and practical resource for practitioners of human rights education through non-formal learning, and related education manuals, such as *Compasito*, the manual for human rights education with young people, *Mirrors*, the manual on

combating antigypsyism through human rights education, and *Bookmarks*, the manual for combating hate speech online through human rights education.

The Human Rights Education Youth Programme foresees measures to support youth workers and youth organisations in initiating or extending human rights education activities with young people, such as translations of the educational resources and their publication in member states, European training courses for trainers in human rights education, study sessions with youth organisations at the European Youth Centres in Strasbourg and Budapest, and national and regional training courses in human rights education. The European Youth Foundation also supports youth-led activities for human rights education, including local pilot activities.

In addition to the work of the Youth Department, the Education Department supports EDC/HRE through several projects, including one on competences for democratic culture.

Competences for Democratic Culture

The Reference Framework of Competences for Democratic Culture model was developed as a part of the **Competences for Democratic Culture and Intercultural Dialogue project** by the Department of Education to assess values, attitudes, skills and knowledge necessary for learners to engage as active citizens in democratic and diverse societies. The model has 20 competences within four areas: values, attitudes, skills and knowledge and critical understanding, and is aimed mainly at formal educators, but can also be used within non-formal education.

The Competences Framework was officially launched in Copenhagen in April 2018, and the next steps are centred around developing a strategy for the implementation and collection of best practices from education institutions.

More about the model can be found at:

https://www.coe.int/en/web/education/competences-for-democratic-culture

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The European Commission has also advanced the topic of citizenship education with a European dimension through the Erasmus + programme, the Europe for Citizens programme and recently the New Narrative for Europe process.

The Paris Declaration in 2015 reaffirmed promoting citizenship and the common values of freedom, tolerance and non-discrimination through education. This gave a signal for reinforcing EU-level co-operation on four overarching priorities:

- ensuring that young people acquire social, civic and intercultural competences, by promoting democratic values and fundamental rights, social inclusion and non-discrimination, as well as active citizenship;
- enhancing critical thinking and media literacy, particularly in the use of the internet and social media, so as to develop resistance to discrimination and indoctrination;
- fostering the education of disadvantaged children and young people, by ensuring that our education and training systems address their needs;
- promoting intercultural dialogue through all forms of learning in co-operation with other relevant policies and stakeholders.

In 2016, the SALTO Training and Cooperation Resource Centre prepared a [Competence model for youth workers to work internationally](). Based on this competence model, SALTO organised a training course on integrating a political dimension into trainers' work in 2017. Even though this was released after the seminar, the European Commission communication "Engaging, Connecting and Empowering young people: a new EU Youth Strategy"[1] has several links to citizenship education and Europe, proposing actions in the following areas:

- ENGAGE: fostering young people's participation in civic and democratic life;
- CONNECT: connecting young people across the European Union and beyond to foster voluntary engagement, learning mobility, solidarity and intercultural understanding;
- EMPOWER: supporting youth empowerment through quality, innovation and recognition of youth work.

The importance of citizenship education for the two institutions was also re-affirmed during the seminar by Antje Rothemund, Head of the Youth Department, Council of Europe, and Jacob Kornbeck, Policy Officer, Unit EAC.B.3: Youth,

> Harry Emerson Fosdick: "Democracy is based on the conviction that, in fact, there are extraordinary possibilities in ordinary people."

Volunteer Solidarity and Traineeships Office, European Commission Directorate-General Education and Culture. They emphasised that European citizenship, human rights and promoting the rule of law, human rights education and democratic citizenship education continue to be a priority. Both institutions also support the participation of young people and their active citizenship at all levels, including, in the Council of Europe, the co-management system.

Young people are at the forefront of building and strengthening Europe and its value systems, and that is why human rights education and education for democratic citizenship are crucial in shaping their attitudes and competences and making them enthusiastic about values of openness, democracy and safeguarding peace on the continent.

Citizenship education moreover aims to create a counter-power to the elected representatives in the political system. Today the continent faces a revival of nationalist ideas and xenophobia, a lack of solidarity and declining human rights standards, which are all global challenges, as well as some older challenges, including corruption, poverty and unequal distribution of wealth, and new challenges coming from digitalisation and new technologies. A lot still remains to be done at the level of both institutions and the youth partnership in order to address the changing European realities and the current global context.

The commitment towards citizenship education and the promotion of active citizenship among young people has shown results, in spite of the challenges related, for example, to the shrinking space for civil society. A Eurobarometer[2] survey from January 2018 shows that young people are rather active, involved in voluntary activities and they are participating in elections more than in previous years. The results indicate that 89% of young people

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1. For more information see: https://ec.europa.eu/youth/news/eu-youth-strategy-adopted_en?field_eac_youth_year_value=All&items_per_page=9.
2. Eurobarometer No. 455, January 2018.

surveyed believe that EU education on citizens' rights and responsibilities should be strengthened. Some 64% of young people voted at least once in the last three years. Some 53% of young people are involved in different civil society organisations, with 20% of young people being in youth clubs or youth organisations.

The seminar

As a continuation of the long-term focus on this topic, EU–Council of Europe youth partnership brought together 43 stakeholders from the youth sector, including youth organisations, donor representatives, researchers and policy makers from various levels – European, national and local, to explore concepts, approaches and programmes related to citizenship education with young people, the role of youth work in this field and the topics of Europe and European citizenship.

The seminar was meant to promote the understanding of the role of citizenship education with young people in Europe today, particularly in youth work settings, and map opportunities for working on concepts and tools and disseminate the work of the EU– Council of Europe youth partnership. The seminar tackled questions of how citizens shape Europe, how they are supported in this, how to develop young people's citizenship with a European dimension, what the role of the youth sector and youth work is in the field, and what kind of European citizenship we want to see today. Participants discussed the tools and knowledge needed to support the work in this area, challenges of citizenship education with a European dimension and how to respond to contemporary realities.

The objectives of the seminar were to:
- reflect on citizenship education with young people, particularly in relation to youth work and to the European dimension concerning
  - concepts and approaches,
  - the discourses related to it and influencing factors,
  - challenges and tensions;
- learn from different practices, tools and initiatives that support citizenship education with young people;

- identify further needs for reinforcing this field, including in regards to the work of the EU- Council of Europe youth partnership;
- offer a space for networking and sharing of information among different entities.

The expected results of the seminar were to:
- raise the understanding of the role of citizenship education with young people in Europe today, particularly in youth work settings;
- identify new tools for supporting young people's citizenship with a European dimension, particularly those useful in youth work settings;
- map the opportunities for working on new concepts in the field of citizenship education with young people and youth work;
- disseminate the work of the EU–Council of Europe youth partnership and the approaches and initiatives of the invited representatives.

Participants

The seminar included participants from different contexts and organisations, whose approaches to citizenship education, and also its European dimension, range from education and training of youth workers, non-formal education, capacity building and human rights education of young people, development of intercultural competences and media literacy, to promotion of youth mobility, volunteering and dialogue with local authorities.

Participants' visions underlining their work on citizenship education with a European dimension are related to developing democratic, diverse, just, equal, inclusive and sustainable societies in a socially, politically and economically integrated Europe, in which young people are well-informed citizens and advocates of change, participating actively in policy making and democratic governance.

> *AEGEE-Europe/European Students' Forum strives for a democratic, diverse and borderless Europe, which is socially, economically and politically integrated, and values the participation of young people in its construction and development. (Joanna Pankowska, AEGEE, European Students' Forum)*
> *The Youth Forum understands citizenship education under a life-long and life-wide policy and practical framework. A holistic approach to citizenship education demands the involvement of both formal and non-formal education providers, which complement each other in terms of the content and focus of their education programmes, as well as the pedagogical approach and the types of opportunities to experience participation. (Manuel Gil, European Youth Forum)*

The main approaches to implementing citizenship education in participants' organisations range from working in the area of training and education for youth workers, non-formal education and capacity building of young people, human rights education, development of intercultural competences and media literacy, promotion of democratic values, active citizenship, solidarity, volunteering, youth mobility and promoting dialogue with local authorities.

> *Our approach to citizenship and citizenship education is one of participation for young people. We aim to support them to develop the skills, knowledge and ability to*

engage actively and become spokespersons for their communities. We also support young people to be advocates for other young people and to act as agents of change in areas that have been highlighted by other young people. (Alex Taylor, Barnsley Metropolitan Borough Council, Targeted Youth Support Service, Participation and Inclusion Team, United Kingdom)

We see citizenship and human rights education with young people as an approach that is closely connected to non-formal education and is an integral part of youth work – we are convinced that a resource-oriented and capacity-based perspective on young people is key to contribute to the development more democratic and cohesive societies, where democracy is a guiding principle all its 3 dimensions (governance, society, living). (Georg Pirker, DARE network – Democracy and Human Rights Education in Europe)

The programmes and initiatives in which participants are involved are Erasmus+, community mobilisation campaigns, European Voluntary Services, voter education, training and academic conferences, the European Solidarity Corps, funding national associations, discussions, mobility, intercultural student exchanges, photo and essay contests, online civic education courses, workshops, summer schools, conferences, public presentations, training, multicultural studies, campaigns, bilateral meetings, developing new tools and dissemination of good practices.

The Civic Education Lecturers Association (CELA) provides professional development opportunities to university-level civic educators through trainings and academic conferences/journals, organises civics-themed discussions and trainings for university students, and ensures the quality and sustainability of civic education in Georgia's tertiary institutions. CELA regularly provides information on civics-related activities in Georgia, sharing course materials and expertise with members and other academicians, students, and the Ministry of Education. (Tamar Karaya, Civic Education Lecturers Association, Georgia)

CEV is involved in developing and implementing the European Solidarity Corps (ESC) Programme and the European Voluntary Service (EVS) Programme, in partnership with the Volunteer Centre Osijek, we are implementing the EVS project "Social Atelier". The aim of this project is to affirm volunteering as a way of informal learning through the development of volunteer competencies involved in the implementation of project activities aimed at a specific social group, to promote the concept of European volunteering and European values, to contribute to community development by involving volunteering activities and improving the quality of life of different social groups. During the 8 months of volunteering, the two volunteers will be involved in integration support activities through providing unaccompanied refugees and children, supporting volunteer clubs in schools, promoting the EVS among young people in Slavonia and Baranja, and assisting in organising events and volunteer events. (Giulia Bordin, European Volunteer Centre)

In our curriculum for community educators, we have the multicultural studies which include the basics of European youth actions and programmes. We are

encouraging our students to join different Erasmus action, so that their European identity can be strengthened. We also think that the core of youth work is in the respectful approach of another person and the encounter of people with different backgrounds with an open mind. We also have joined several European projects where the aim has been in European citizenship education. (Eeva SINISALO-JUHA, Humak – University of Applied Sciences / Community Educator Programme, Finland)

Participants' expectations

Participants expected to network and explore practices of other entities active in the field.

Participants also expressed a wish to clarify the relationship between citizenship education and youth work, particularly at the national level, and discuss more in detail about the practice of citizenship education in youth work and the emerging needs of those organising this type of activity.

The question of the European dimension was also mentioned; participants wanted to understand how citizenship education helps to develop young people's attitudes, values, skills, knowledge and behaviour towards the values and principles on which European co-operation is built. Moreover, participants wanted to discuss ways to promote citizenship education to those who are "indifferent" about Europe and who do not usually engage. One of the constant themes mentioned in participants' expectations was reaching out and being relevant to more people, while engaging those young people who are not yet involved in citizenship education activities.

It was also important for participants to discuss and identify how to promote citizenship education in relation to school environments, by linking formal and non-formal learning through political citizenship education.

Finally, participants expressed a need to discuss the impact of citizenship education. In a context where showing impact has become quite important, having tools and evidence based on the practice of citizenship education is key.

Citizenship education with a European dimension: current debates

Laden Yurttagüler Akkuş, Bilgi University, Turkey, and Bryony Hoskins, Professor of Comparative Social Science, University of Roehampton, United Kingdom, provided initial input on citizenship and young people's place and participation in today's world and, respectively, on the vision of European citizens and how education can support that vision. Both presenters insisted on the idea of changing contexts for citizenship and citizenship education, as well as for society as a whole, and for the patterns of participation.

Citizenship was defined as the relationship between the state and individuals, with citizenship education being a way to raise citizens' awareness about their rights and responsibilities, promote democracy and help them become active in the life of their communities. In the second part of the 1990s, citizenship education was promoted in formal educational settings and through civil society organisations. Citizenship education has been included in the formal education curriculum of many states. Civil society organisations have enriched the content and methods of delivery of citizenship education. Transnational organisations, such as the Council of Europe and the European Union, have promoted citizenship education and established co-operation with civil society and governments in the 2000s on citizenship education. Citizenship education has been and continues to be an important tool for enriching citizens' understanding of their rights, roles and responsibilities when it comes to engagement and participation in their society.

Yet, the context in which citizenship is practised has changed, due to changes in the global political and social context, such as the rise of right-wing political parties and movements, a lack of critical thinking and discussion and, instead, the growing acceptance of known norms and values, ethnic, cultural and religious segregation within communities and dualist and dichotomic readings of society in terms of gender roles and public and private spheres. On the other hand, changes have also been noted in civil society, due to the narrowing of the space of discussion, legislative changes that limit the activities of civil society organisations and the decrease in the resources for advocacy-based CSOs, which have all been grouped together as the "shrinking space for civil society".

Parallel to changes in the political culture and civil society, the patterns of citizens' participation have also changed over the last 10 years. Laden Yurttagüler Akkuş analysed changes in the patterns of young people's civic engagement which are moving towards more flexible, faster and less loyal engagement, with a focus on immediate issues rather than structural changes. Young people's alignment with organisations and movements is less structured than before and political participation is taking place outside of formal organisations. They engage with current issues and are less loyal to a movement; they engage on a specific subject at a given time, and for a short term.

Due to these changes in the practice of citizenship, there are also changes regarding the actors, settings, content and methods of citizenship education. Citizenship education has become an important part of civil society organisations' training, and together with the civil society sector, public institutions, particularly schools, have been involved in the development of the citizenship education curriculum. While citizenship education focused on political and civil rights within countries, Laden Yurttagüler Akkuş also emphasised the

importance of social rights and the need to discuss their incorporation into citizenship education. She furthermore mentioned the importance of separating the concept of "citizenship" in citizenship education, which offers universal liberal values, underlines the equality and solidarity among the citizens of the world while recognising the civil, political and social rights of individuals, and the concept of "patriotic" citizenship which promotes nationalist values and puts one group ahead of others, which contradicts the universal framework.

Considering the changes in political culture and their impact on citizens' participation, it is important to review the content of citizenship education, in order to determine how it is affected by populist trends. Thus, we need to remind ourselves of the reasons for providing citizenship education and discuss whether the current delivery corresponds to those motivations, needs and expectations of young people and the era, and to think about outreach and inclusion of different groups. Finally, the delivery of citizenship education through formal and non-formal education should also be reviewed in terms of the new digital methods, preferred by young people, and the quality of both existing and new methods.

Bryony Hoskins asked the question of what types of citizens we have in Europe today, presenting different examples, focused either on neoliberal forms of citizenship or more community-based forms of citizenship. European citizenship was debated in legal terms, taking into consideration associated rights and boundaries and open and participatory understanding of the concept. Taking into consideration these debates, she turned the discussion to the types of citizens we have in Europe today and the types of citizens needed to maintain and develop democracy, human rights and social inclusion.

The different types of citizens are based on different understandings of rights and responsibilities, and they each practise citizenship in different ways. **Liberal democratic citizens** participate through elections and volunteering, but they do little to change the actual system or the order. They understand the right to participate or not to participate. **Market global citizens** are competitive, efficient and productive, with many rights and a lot of power, but they have little loyalty or feeling of responsibility towards the state or anyone else. **Civic republican citizens** are actors of positive laws for social change and are the instruments to prevent corruption because of the value they place on democratic processes and institutions. Civic republicanism emphasises the need for citizens to act politically within the public sphere, in particular at the national level, and to be actively engaged within a political community as equal and free citizens. However, civic republicanism can also be related to patriotism and nationalism, both of which can fuel populist beliefs and policies that place a high emphasis on security, defence, racism and anti-immigration policies.

Finally, the **critical global citizen** has a less formal and more cosmopolitan sense of belonging and identifying with a global community, a common humanity and sense of solidarity across the planet, rather than a sense of rights and responsibilities towards a state. Professor Hoskins defines global citizenship as the rights, responsibilities, actions and identity based on the values of global human rights and the need to create social justice within and between countries, performed at local, national and global levels using both individual and collective action.

It is also important to emphasise that European citizenship is not synonymous with EU citizenship. She argues that there is a need to develop an alternative understanding of European citizenship that is more socio-economically inclusive than EU citizenship, includes non-EU European countries and fits more closely with global and critical understandings of citizenship, thus developing a new understanding of a European citizenship as a hub for global citizenship.

According to Professor Hoskins, European citizenship could be understood as citizenship that offers a space for critical reflection and evaluation of these experiences and a chance to have a say in how to develop them further towards a more inclusive and socially just Europe. In order to enhance this type of citizenship, she proposes changes to social policy within Europe, in order to improve the life chances as well as working and living conditions of those who have suffered the most under austerity programmes; and changes to decision-making processes, by opening up spaces for all individuals to be involved in decisions that affect their lives, ensuring that everyone has the capacity to be involved in these decision-making processes, through school citizenship education programmes, adult education and vocational training.

What follows summarises the main discussions in regards to citizenship education with a European dimension that participants had over the two-day seminar.

Citizenship education and its basis in human rights and democracy
From the perspective of European institutions, citizenship education should be based on a set of values in line with human rights and democracy. This vision of citizenship education is based on the idea of accompanying young people to develop their values and attitudes, skills and knowledge about the functioning of a democratic society, learning also how to shape society and how to contribute generally to a culture of peace and human rights.
In the current context in Europe, this vision of citizenship education stands at odds with other expressions of citizenship education, that either prone "national values" or focus mostly on replicating the status quo of how institutions function, with little or no concern in relation to the role of citizens in shaping society.
The tension between these visions is present in several countries, and the main question is how to implement forms of citizenship education based on human rights and democracy in socio-political contexts in which human rights and democracy are themselves under threat or more fragile today.

Linking local, Europe and global contexts
European citizenship needs to be explored in the context of global citizenship. There are certain values, democratic principles and respect for diversity and intercultural dialogue which can be promoted together with good practices from Europe, such as the European Court of Human Rights. There are different approaches out there to citizenship education and it is important to clarify the relations that citizenship education intends to promote between the local, national and global contexts.

It is important to contextualise current realities both in their local environment as well as in the European and global context. The situations of refugees in Europe today, for example,

cannot be analysed and solved by short-term and local thinking, but rather by global thinking and local action.

Making Europe relevant at local level
A question for educators mostly is how to incorporate Europe, its institutions and specificities into the daily educational work they do with young people, in a context in which the institutional work at European level remains difficult to grasp for the average citizen, in which at national level there may be tendencies to discredit European co-operation and finally in which European debates seem far away from the daily reality of young people.
There is a need to think of European mobility as an opportunity for all, not only for the elites, and to make these opportunities more open, so that those who are not benefiting from these opportunities can also engage in various ways, and understand the positive impacts of Europe on their lives.

Another issue which features highly on the agenda of citizenship education regarding Europe is how to create stronger links between the local and European levels through citizenship education, by making Europe relevant in the local context. While the topic of Europe seems relevant, also in the light of, for example, the Brexit process, and generally it is considered a good idea to include it in citizenship education, having the appropriate approaches to engage young people is still an open discussion.

European citizenship education in the wider "new" Europe
Often Europe, and consequently European citizenship, is seen as a characteristic of western European countries and cultures, and new members of institutions do not identify themselves as European, so anything branded as European seems to be perceived as a foreign, aggressively promoted concept and value, which creates a certain dynamic and resistance, even though it does not go against any of the existing norms. Thus, one question is how to safely promote ideas of European citizenship education in sceptical contexts, and in the countries of the wider Europe, without falling into the risk of being misperceived or labelled.

What kind of citizens?
On the basis of the input from Professor Bryony Hoskins, several types of citizens were identified, with the question about which vision should prevail today. It was emphasised that European citizenship education should promote the development of critical global citizens who are aware of their rights and responsibilities and take actions based on values and global human rights, and who have an understanding of the interdependencies and connections between our actions and decisions and the wider environment.

Several participants pointed out the individual development focus that may prevail over the community engagement focus in international youth work programmes. The question remains of how projects can facilitate the development of individual competences or skills combined with engagement and political learning.

Young people's participation in contemporary Europe

Having in mind the changing context in Europe and different types of citizens, one of the main questions raised regarding participation is what kind of participation is promoted and the rationale for promoting it.

According to research into youth participation in political and social processes, young people no longer participate in established organisations because they have a need for instant results and engage in one or two issues, while organisations have a long-term perspective. They are more focused on acting on specific topics rather than changing structures, and we need to consider how to work with this new reality.

Young people also have little trust in organisations and governments. One of the causes for this is that very few young people are involved in the decision making processes of these entities. Contemporary youth also engage in different ways, thus there is a need to identify the differences between young people who engage online and in the field, and how to reach out to all of them.

Citizenship education needs to consider how to tackle this changing pattern of participation and projects or and how initiatives should adapt in order to keep pace with young people.

Active citizens, but how about space and power
While a number of citizenship education programmes aim at "activating" young people in order for them to make their voices heard in society, the perspectives across Europe in relation to the actual space and power for citizens to act are rather bleak.

How do we ensure that the education processes with young people reach their aim of involving young people in decision-making processes? How can these educational processes be shaped in realistic but also ambitious terms, so that young people do not lose hope for change and that at the same time they are equipped with the capacity to be part of this change?

For example, considering young people's involvement in online spaces, it is important to consider the influence of online spaces as new frontiers of citizenship. Educational processes leading to young people taking action for example against hate speech online within the No Hate Speech Movement of the Council of Europe testify to this change in the way young people can experience online spaces.

Involving different groups of young people and reaching out
Ensuring that each young person has a chance to become involved in citizenship education is an important goal, which is also linked to the mission of citizenship education to promote pluralist democracy and social cohesion.

However, there is a perception that often citizenship education programmes may fail to communicate with young people from diverse backgrounds or world views. How do we ensure that, for example, citizenship education can reach those disillusioned with Europe? Also, it is essential to reach beyond the "usual suspects" and include young people from different groups, such as young women who are not in employment, education or training (NEET), those not belonging to institutions and organisations, and find ways to locate and approach them.

Formal civic education in the curriculum
Is having a formal civic education course in the secondary school curriculum the indicator for a successful civic education programme in the country? In the experience of Georgia and Armenia, the introduction of a new curriculum did not necessarily bring about changes,

because teachers were not trained on the content, and thus gave less importance to the topic.

Several groups concluded that there is a need to provide training for teachers to ensure a friendly environment in schools, provide space for young people to participate in society and encourage critical thinking and non-formal education methods in formal education.

There is also the challenge of promoting democratic citizenship education within the formal education system in schools, which are, to a large extent, inherently undemocratic and do not promote agency, and this challenge was identified as an obstacle to teaching democracy within the formal system.

Bridging the gap between formal and non-formal education

Since citizenship education is related to both formal and non-formal education, it is important to discuss how we can link the two in this area, and how different sectors with different working cultures may find common ground. Specifically in relation to youth organisations, they may not be recognised widely as providers of citizenship education and not always considered important actors in this field. The question remains of how to ensure that, whether within or outside the formal education system, young people have opportunities to engage in citizenship education.

Teaching citizenship education vs the reality of the system and traditional party politics

Education supports young people to be active in their communities. However, the influence that young people can really have in their communities is rather weak in many places. This is due to different factors in different contexts, but the way the "system" is organised was identified as one of the important factors for this situation. This means that while citizenship education teaches young people to be more engaged and active as citizens, their engagement is not likely to have immediate results because social change takes time, there are no instant solutions and we may be creating unrealistic expectations that the system does not allow us to fulfil. There are limits to applicability of learning due to system constraints and the slow nature of bureaucracy. Thus, we need to consider how to deal with the realities of slow governance processes and change versus young people's needs for immediate results.

In addition, discussions indicated that young people may be disillusioned by traditional party politics and that there is limited focus on second-line leadership and succession planning, and this is not something that citizenship education can influence, but rather requires the parallel change within political structures

It is also difficult to think how young people can really engage with European-level politics. Thus, citizenship education should focus on the ways in which these gaps can be bridged, and how we can create links between different levels. There is also a need for common understanding, dialogue and bringing groups together. This is difficult within the existing system which promotes competition. Teaching citizenship education should also emphasise the importance of networks and building connections and trust with different groups, as this will amplify the effects of engagement.

Impact as value or excuse

As in any educational process, a deterministic view of the changes education brings about is at odds with the slow but life-changing process that education activities may trigger in individuals. Sometimes, education providers are asked to measure the impact of their education practices in ways which are not appropriate.

The sector needs to find its way and work on demonstrating the change it brings to young people and society, while safeguarding some of its principles.

Thematic exploration spaces for concepts, approaches, practices, successes, pitfalls, and links from citizenship to Europe and beyond

Several thematic groups were organised on the basis of participants' proposals. Although each group addressed specific topics, concepts, approaches, challenges and good practices, there were common threads that arose from these diverse discussions.

The common elements in the groups relate to the need for contextualising Europe and bringing it closer to citizens and young people, by explaining the links between Europe and the local context, as well as European institutions, structures and the benefits of Europe for young people.

Interconnectedness was one of the cross-cutting themes related to various levels and actors – linking local to national and European citizenship and emphasising the multi-sectoral approach to citizenship education with the European dimension by including stakeholders from schools, youth organisations, youth clubs, religious communities and others, and focusing on various aspects of citizenship education, including political, social, economic and environmental issues, and basing the approach to citizenship education on common values.

Young people's capacity building, development of competences and active engagement in decision-making processes in their communities as key results of citizenship education, were emphasised in all groups. The realities of limited inclusion of young people were also addressed, emphasising the need for accessible citizenship education and active outreach programmes for youth who are not usually engaged in these processes. In order to achieve this, the youth sector needs to continuously be aware of the changing context and new ways of reaching out to young people through online tools, and adapt its strategies to young people's new ways of learning and engaging.

Integrating Europe into citizenship education with young people at local level
Workshop facilitated by Carly Walker-Dawson, IFM-SEI

> How can we make citizenship education relevant for youth in small local areas? How can we engage them with Europe?

Sometimes people just do not see how "Europe" touches their lives and how different aspects, like the Common Agricultural Policy or the distribution of broadband internet are supported by "Europe". It is important to link local, national and European levels and show how they are all important in one's life. Even in Brussels, young people find it difficult to see how Europe links to their lives, so there is a need to start discussions on citizenship locally, focusing on the role of youth in their communities and society, their ideas and political views, and only then take it to Europe and transnational exchanges. Some young people have a high level of awareness; others need support to reflect on this. An important aspect is to provide opportunities to meet other people, and move a bit out of the different bubbles in which people live. It is important to identify the issues locally and contextualise "Europe" accordingly. Moreover, it is important for people to understand how institutions in Europe, tools, policies and programmes support and develop their quality of life.

The key European issues identified are the European Union, meeting people from other places and the environmental crisis, both European and global.
There are many obstacles when one tries to develop European awareness and people's sense of belonging to Europe. It is important to define the objectives of any educational and awareness raising project clearly, so as to choose appropriate methods and approaches.

Groups also reflected on how make people aware on the local level about Europe: by providing information about European structures, so that people understand what they are, what they do and what they are and do for the people living in Europe. We must clarify how much people can influence European affairs, make sure there is an understanding on how Europe is organised, raise the awareness of how Europe is influencing our lives, emphasise the freedoms and value of Europe and vote in informed ways in European elections. Some of the options presented were the twinning towns, working on specific topics, using structured dialogue to discuss the feelings on Europe and having more Europe-related events at the local level.
There was also a discussion on how to reach those who have no interest in Europe, and the need to adapt to the local context, make people aware and engaged, and to understand local reality. Suggestions ranged from community events around Europe promoting its positive image; promotion in community centres and schools, complementing formal education on European topics by civil society and non-formal education methods; mobility projects and practising citizenship in youth organisations and schools.

Inspiring! Lessons from youth organisations on how to actively learn to be citizens
Workshop facilitated by Manuel Gil, European Youth Forum

> How do youth organisations in different countries conduct capacity building? What are the challenges they are facing?

Citizenship education is a learning process that enhances young people's skills to participate in society. This is a life-long process. It is human rights based and is focused on sustainability, horizontal participation and peer-to-peer learning. In the European Youth Forum the same democratic processes happen; through participating in youth organisations, young people actually learn how to become citizens.

Youth organisations are a core part of democratic societies, and this needs to be recognised. This was also reaffirmed in the Paris Declaration.[3] Many organisations were not sure whether they were doing citizenship education and the European Youth Forum needed help its member organisations understand that they are doing this. Often, people do not see how broad citizenship education is, and it is difficult to explain how citizenship education happens through youth clubs and non-formal education.
In order to take up this challenge, it is crucial to find ways to recognise youth organisations as providers of citizenship education.

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3. Declaration on Promoting citizenship and the common values of freedom, tolerance and non-discrimination through education, Informal meeting of European Union Education Ministers, Paris, 17 March 2015, available at: http://ec.europa.eu/dgs/education_culture/repository/education/news/2015/documents/citizenship-education-declaration_en.pdf.

In Armenia, for example, NGOs prepared a manual for youth workers and educational games, complementing formal education through non-formal education. In the UK, young people are introduced to decision makers and funders, and the Youth Parliament also involves young people through schools in assemblies, to get data on youth issues. NGOs provide citizenship education instead of schools, and later let the young people run the activities themselves. In Slovakia, JUVENTA supports organisations through grants and training programmes to work on certain topics with young people. The European Youth Forum bridges the gap of formal and non-formal education by doing teacher training. EUPAS has passed resolutions addressed to authorities responsible for youth sections asking them to make volunteering an optional class in schools. These resolutions were sent to ministries and seven said they will take these into consideration in education reform.

To illustrate the role of youth organisations in citizenship education, the European Youth Forum produced "INSPIRING!", which introduces key concept and examples of citizenship education. This publication can be found here: www.youthforum.org/inspiring-youth-organisations-contribution-citizenship-education

Another issue addressed was how to make citizenship education even more accessible to young people and ensure that youth organisations have sufficient resources in the current context of the shrinking space for civil society and budgetary cuts/restrictions. Organisations can pool resources by linking with the private sector, raising funds for education purposes, working with volunteers and students, using networks as support systems and crowd-funding online, as well as approaching European donors.

How many steps to go? Exploring the link of education for democratic citizenship/human rights education with youth work
Workshop facilitated by Georg Pirker, Democracy and Human Rights Education in Europe – DARE network

What are the connections between EDC/HRE policies and youth work/youth policies?

The workshop was based on the experiences of the DARE network and its activities. For example, the DARE network organises the STEPS project, assessing the impact of populist right-wing movements on EDC with young people, on youth policy and the practice of non-formal education with young people.

From this experience, it resulted that often organisations conducting non-formal EDC/HRE in the youth field are not positioned in the field of European and national youth policies (as often they are not youth organisations), or in the educational field (because they are not part of the formal education systems). Youth work is positioned at different levels – schools, national level, youth organisations and Europe. In most countries, there is no youth work structure which can support the work. Organisations working in this context may find it difficult to conduct advocacy and influence policies due to the lack of structures.

Thus, the potential to contribute to policy formation and implementation on all levels in these fields is often limited. There are various barriers for NGOs working in the youth field

to systematically create a bottom-up perspective and co-direct emancipatory citizenship education that reflects on power structures in our societies.

In order to better understand the position of organisations to influence EDC/HRE in different countries, DARE created a grid mapping several dimensions. Some of the questions explored in the grid deal with the guiding principles, governing structure of the country and processes of developing youth policy, and what the purpose of EDC/HRE in the country is, among others. This grid helps develop a rather systemic view of the position of non-formal EDC/HRE in different countries.

More than green: how to link citizenship education with sustainability
Workshop facilitated by Sebastian Wehrsig, MitOst e.v.

How can we link citizenship, sustainability and interconnectedness? What kind of education supports this link?

Through citizenship, people can become actively engaged in shaping the world around them, and they have a responsibility through individual and group actions to be proactive in environmental matters. It is important to integrate the environment into citizenship education.

The goal of citizenship education is said to be for learners to recognise the socio-political reality and learn how to influence it. Education for sustainable development, on the other hand, also encourages critical thinking, questioning the system and a radical approach to everyday issues, and both citizenship education and education for sustainable development are based on values. However, awareness and action are not necessarily only promoted through education. Education about issues related to sustainability is often an exclusive process reserved for those with access to educational opportunities. Yet, those who may not have had access to citizenship education often also actively contribute to awareness raising, advocacy and action, as they may be directly affected by sustainability issues. The group discussed examples of communities in Latin America advocating for their land and environmental rights, as well as examples of women in small villages campaigning against environmentally destructive corporate activities in their areas. Even though neither of the two groups mentioned has had formal citizenship education, their values correspond to those promoted through citizenship education in Europe.

The group then discussed the causes of the systemic problems and the multidimensionality of citizenship – inclusive of civil, political and social rights, but also the environment, and the need to use a holistic approach (hand, head, heart) when dealing with complex issues.

Specific approaches and methods for linking citizenship and citizenship education with sustainability and environmental issues were discussed, such as the human-centred approach, using interactive games and video games, using campaigns for the environment, education in terms of ethics, targeting the approach to different groups, etc.

For more resources on the topic, the following platform offers approaches and methods regarding citizenship education and facilitation http://competendo.net

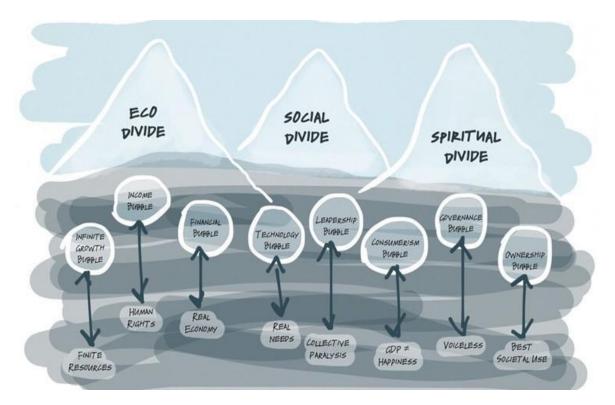For specific methods regarding socio-ecological transition, see www.endlich-wachstum.de/kapitel/materials-in-english/.

The complex and ambiguous context and emerging citizenship practices in Europe and implications on citizenship education with a European dimension
Workshop facilitated by Nuno da Silva

> What are the problems with the existing context and system? What type of values and practices are needed to bring positive change in this context?

Among the current problems were mentioned the lack of diversity and meaningful interactions, the rise of right-wing extremism, capitalism and consumerism, climate change, the democratic system and its limits.
What people need today is trust, tolerance, equal opportunities, a better work-life balance and dialogue instead of conflict.
We also witness several divides: ecological, social and spiritual, which impact on the understanding and practice of citizenship. These divides need to be taken into consideration when conceiving and running citizenship education programmes.

While not forgetting the root causes of the divides, it is important to identify how to really influence the current order and not just reproduce it. It is important to get young people's opinions on these topics and also move beyond reflection to action. One of the possible approaches is to constantly reaffirm the plurality of how to understand the world. The global society is following just one path, and educators could widen young people's perspectives and show other directions, and to think outside of the box (and check-box!).

For more on this topic, the *Coyote* article "[European citizenship at the edge of our times: reconfiguring youth work practices in a world in transition](#)" goes deeper into these questions.

The European dimension of citizenship in the larger Europe: what makes people European citizens?
Workshop facilitated by Zara Lavchyan

What makes people feel European? Who draws the limits? What are the realities of feeling European in different countries?

For the post-war generations growing up in western Europe, the idea of being a European was self-evident. The situation has changed for contemporary young people in Europe. The sense of belonging in Europe was encouraged through the educational system, yet the understanding of Europe was often narrow, and depended on our definition of "European".

In some countries within Europe, the sense of being European is more developed, while in other countries, like Norway, citizens have fewer connections with other European countries. European issues are often considered elitist and far away from young people's daily lives. Especially for minorities, such as migrants, the sense of belonging in Europe can be very weak. In post-soviet Ukraine, for example, young people growing up in the transition period often found it difficult to consolidate national identities, not to mention the European dimension of their identities. Emphasis was put on their (national) cultural heritage, which reinforced the feeling of belonging in the newly sovereign nation state.

Later on, students initiated the Maidan protests and this marked a more Europe-oriented mind-set of young Ukrainians. In Georgia, it was necessary for the country to choose between traditionally Russian and European value systems. However, it was not clear what exactly European value systems are and if Georgian value systems and political culture qualify as European. In Armenia, one could ask what it means to be inside or outside Europe. In the 1990s, Europe seemed very far away for Armenians, while the integration into European political processes strengthened the feeling of belonging and created a feeling that value systems and culture are important markers of unity. Today, there are increasing nationalist influences in European countries, and therefore Europe as a unifying idea is losing its meaning. In the post-soviet context, Europe is often perceived as promoting liberal values, which is considered negatively by many. There is also a lot of propaganda, which twists and represents in a negative light phenomena associated with European liberalism in order to promote certain countering ideologies. Participants also found that living outside of Europe reinforces the understanding of what Europe is, and that communication with other Europeans strengthens the feeling of belonging.

Participants also discussed the challenges of citizenship education with a European dimension in youth work and reflected on the concept of citizenship as a status, sense of belonging (identity) and practice, and how this understanding influences citizenship education.

In the 1990s, the democratisation process aimed at imposing certain values, but in a simplified, top-down manner, without a proper discussion on citizenship and its mechanisms. Currently, there is an attempt to change the way in which politics is perceived and conducted in the Caucasus region, and the political culture is changing. With a new generation, young people have begun to participate in more "European" ways. It is challenging to make young people understand that democracy is a process, and people are rapidly disappointed if their political participation does not bear fruit immediately.

Another issue is that branding values or measures as European may not be perceived as positive in eastern Europe. Moreover, what is considered European is not static but changing and the concept can easily have negative connotations as well. Due to its ambiguity, this concept can easily be used as an instrument for propaganda. Sometimes, it is easier to address Europe by placing the attention on a local perspective and gradually finding commonalities at European level.

Although it is accepted that the concept of Europe is ambiguous, there are certain factual and definite institutional frameworks (such as human rights frameworks and the mechanisms to protect them), which are distinctively European, and can function as a solid ground for defining what Europe is and what it means. The understanding of European citizenship however also has different aspects and varies by country. The lack of citizenship status in the country may also impact one's understanding of the concept.

Citizenship is not only about rights, but also about identity and practice. Thus, citizenship education has to have elements of non-formal educational methods which include these dimensions. The group concluded that there is a need to focus on both the institutional and legal aspects of citizenship, as well as the aspects of belonging and practising citizenship in citizenship education. All the aspects of citizenship are relevant. Citizenship requires institutions which formulate and ensure the rights. Citizenship depends also on political systems and their values, such as the relation to human rights, as well as civil society and civic participation. Being able to use institutions is a life skill and an essential goal of citizenship education.

Open badges and European citizenship competences
Workshop facilitated by Karine Stepanyan, KASA, Armenia

How can we make citizenship learning more visible? What tools could be used for this?

When mentioning competence, one refers to the knowledge, skills and attitudes/behaviour that learners gain through an educational process. For example, when referring to competences in relation to citizenship, one can identify skills (intercultural competence, capacity to ask questions from an ethical point of view, critical thinking, being a team player, expression, communication presentation, resource management), attitudes (open-mindedness, accepting democratic debate, willingness to practice value-based citizenship, tolerance, pluralism, intercultural awareness, solidarity, support, responsibility) and knowledge (about the work and functioning of institutions on various levels, key principles of democracy, current debates, knowledge of one's own and institutions' obligations,

history, rights, global awareness and interconnectedness). In general, the competences in civic education in European citizenship education include intercultural competences, communication, solidarity, critical thinking, participation, tolerance, co-operation on various levels and between actors, team work and research competences. In order to identify the competences one develops, it is important to have assessment processes in place.

The KASA Foundation has a programme on civic education through youth clubs, Active Citizens of Armenia. In this programme, they use the system of online open badges (badgecraft.eu) to make the learning visible for young people, to have their competences recognised and self-assessed, and through which they can look at their own path towards active citizenship. The open badges are a system that people use during the one-year project when they are running thematic youth clubs. Young people can obtain their badges after they engaged in citizenship education activities; they can also have them validated by their peers and the project team.

The competence framework on which the badge system works was developed within KASA for this specific project. For the introduction of the badges and their adaptation to different projects, participants also reflected on the competences needed for European citizenship and how much the programmes are developing these competences.

Learn more about this approach here
http://unesdoc.unesco.org/images/0024/002456/245656E.pdf
http://unesdoc.unesco.org/images/0023/002329/232993e.pdf

Social media opportunities of citizenship and the youth perspective
Workshop facilitated by Eeva Sinisalo – Juha, Humak University of Applied Sciences

> How are young people practising their citizenship digitally? How can digital youth work include a citizenship perspective?

In Finland, the 2016 Youth Act supports all municipalities to have youth work, with four national youth work centres operating in the country. With young people increasingly using social media, applications and online tools, there is a need for youth workers to adapt to this new context and learn about interaction, gaming and participation in youth work. In the north of Finland, the distances between neighbourhoods are very big, this is why digital youth work can help. There are online youth clubs, and in some cities there is also a digital citizen engagement process through participatory budgeting.

Participants in the workshop highlighted that social media and citizenship are interlinked, and that we can use social media to promote citizenship among young people. Media literacy and digital tools are important for youth workers, as social media can be used to teach citizens. However youth workers are also interested in transforming "clicktivism" into other forms of activism, and demonstrating how to include digital aspects in political activism. In terms of provision of services, there is a big gap when it comes to digital youth work.

Institutions are lagging behind young people. Young people are using Snapchat and Instagram, while institutions are still using Facebook and Twitter, which are no longer attractive. There are also huge discrepancies among young people, as there may be less access and fewer skills in certain areas.

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Digital Youth Work – a Finnish perspective, www.verke.org/wp-content/uploads/2017/11/Digital-youth-work-a-Finnish-perspective_web.pdf
Koordinaatti, Youth information and counselling, www.koordinaatti.fi/en
cMoocs of digital youth work, http://distanssi.humak.fi/
Future Labs, http://futurelabs.humak.fi/
Netari – online youth house, www.pelastakaalapset.fi/en/our-work-in-finland/youth-activity/netari-online-youth-club/
Ruuti – Participatory Budgeting, http://ruuti.munstadi.fi/en/
ActionTrack, www.verke.org/blog/actiontrack-as-a-part-of-participatory-budget-data-collection/?lang=en
Nuortenideat.fi (Young People´s ideas), https://prezi.com/covc7iegp_xa/eparticipation-nuortenideatfi/
https://magazine.poywe.org/magazine/logbook-issue-4/nuortenideat/
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Citizenship education with young people and its European dimension: which ways foreword?

Four questions regarding the future role of youth work in citizenship education with young people and its European dimension were explored.

Vision, scope, content and approaches in citizenship education with a European dimension

The discussion began with the topic of European identity and what it means to be promoting European values and how they are different from human rights promoted globally. Participants mentioned the important of including European history and European institutions as topics in citizenship education.

Firstly, the vision of European citizenship should not be nationalistic or patriotic in the sense of upholding nations or Europe, instead it should be open, active and promoting aware and informed young people as active citizens who understand political actions and the current social reality. The basis for this vision is human rights and European values, underpinned by the European institutions that secure an open system where young people, as European citizens, are free to question, criticise and propose ideas. Human rights are the basis of European citizenship education, they are the content and the goal, while the citizenship education itself is a tool, a "how-to" for promoting these values.

There is also a need to be conscious of the interconnectedness of local, national, European and global levels, and the impact of these different levels on each other, but also their influence on young citizens.

Citizenship education needs to look into sustainable development, global education and relationships between Europe and the world. It needs to promote critical thinking, discussion and participatory and active approaches to citizenship, through youth people's direct engagement in everyday issues. The vision is to educate and support critical global citizens and have a European hub of global citizenship.

It is important to emphasise through citizenship education that formal institutions are not the only channels through which one can practice citizenship. However, knowing the structures and processes allows citizens to be able to influence these processes and actively participate in them. Exposure to these structures and processes is very important, particularly at the local level, and citizenship education helps us to be able to create linkages and understand the different levels we can influence.

Citizenship education with a European dimension: the needs of educators in the field

The first question to consider is the European dimension and its meaning, including European identity and the place of Europe within the wider global context. There is also a need to think about how to include European topics and European awareness in practice at

the local level, highlighting commonalities and interdependencies, while taking into consideration that Europe is a politically loaded topic, and that European citizenship education may also be perceived as politically loaded and seem like propaganda. Educators need to encourage critical thinking and critical approaches to Europe and the world.

It is important for youth workers to identify a purpose and learning objectives for promoting European citizenship. Better access to information and more platforms with tools and proposals on citizenship education with a European dimension can be useful. This would help youth workers and other stakeholders in the field to co-operate and it would let them know they are not alone in this work. More training in this area, in particular on intercultural competences for educators, should be encouraged.

Support for youth workers, in terms of space, materials and sustainable operating funding was highlighted as important, considering that citizenship education usually takes place over a long period of time. When it comes to the relationships among youth workers, civic education teachers and educators, there is a need for mutual respect and recognition between the systems, and the acknowledgement that there are different forms of education and educators, with various approaches.

More evidence is also needed of the positive and long-term effects of citizenship education with a European dimension and the competences learners developed. In terms of formal education, curricular reform is needed to incorporate citizenship education with a European dimension in a way which promotes and encourages the active participation of young people. Moreover, it is important to educate the educators and build the capacity and intercultural competences of teachers in this field, in order to ensure quality teaching of citizenship education.

Citizenship education with a European dimension needs to be relevant for young people and such an educational agenda needs to start from where young people are and from their visions of Europe. It also needs to be accessible to all young people, including those outside the formal education system.

Citizenship education already includes its own purposeful mission, and it is important for it to be recognised as valuable.

Supporting citizenship education with a European dimension: the actors involved

The group discussions started by examining how citizenship education with a European dimension can be supported, and three main themes were identified in this regard:
- collecting already existing tools and practices which can be used to inspire others;
- having platforms of exchange between practitioners and organisations/groups/institutions, to keep up to date, to learn from each other and to advance conceptually and in methodological approaches;
- more political backing for this form of education.

In relation to research, it seemed important to identify parameters or quality standards, which are developed from the bottom up and can help in understanding what quality

citizenship education is, based on practitioners' experiences. These standards should be concrete and usable, and training programmes can be developed as a follow-up to promote their use.

The different stakeholders that should be engaged in these processes were also identified, and these included the national education systems and youth sectors, civil society organisations and youth organisations, relevant ministries, foundations, the Erasmus+ programme, the programmes and instruments of the Council of Europe, and potential new coalitions and platforms at both national and European levels The need to work together in different capacities and exchange was emphasised, in order to fully take advantage of partnerships and synergies.

The role of organisations in promoting citizenship education with a European dimension

The groups working on this topic emphasised that different stakeholders, from the fields of research, policy and practice need to work together, using multi-stakeholder, multi-actor co-operation. Organisations found they could involve various actors and link the topic of citizenship education with a European dimension with other initiatives and projects they are implementing. They have also identified that they can do more work in schools, engage more with formal education and implement projects at the local level by starting off from the real needs of young people.

At the same time, the European dimension needs to be more explicit and clear, so that it does not fall off the agenda, just because "Europe" may be at times a complex topic to discuss. "Europe" as a concept was discussed in relation to the "European" dimension of citizenship education, discussing the normative framework and the values which are promoted. It was concluded and accepted that every type of education is based on a certain value system, and therefore European citizenship education is to be promoted in line with the values of democracy and human rights.

In terms of sharing between stakeholders, given that citizenship education with a European dimension is a European topic, organisations and youth workers can actively engage in peer learning experiences and share and learn from other practices. Platforms for this kind of exchange were mentioned as important tools to make sure that citizenship education with a European dimension remains relevant and up to date with the changing geopolitical and social aspects of Europe. Organisations, youth councils, municipalities, youth workers, researchers and others engaged in the youth sector need to have a platform for online and offline connecting and sharing, particularly taking into consideration the need for networking, exchanging ideas, learning from each other, the loss of organisational knowledge over time, and the need to document various ways of working on the topic.

In terms of promotion and advocacy, organisations taking part in the discussions also mentioned that they can advocate for this type of education, to make sure young people have access to quality interventions and chances to practise their citizenship in local communities.

Finally, the issues of the need for a better recognition of citizenship education work and providers' role in promoting citizenship education came up. Organisations working in this field often engage in research, needs-assessment, training of trainers, delivery of civic education and advocacy, and these different roles need to be acknowledged.

Next steps

The seminar was an opportunity for representatives of different organisations and entities involved in citizenship education to exchange their practices, reflect on important topical questions and identify ways ahead in this field.

Among the future steps mentioned, there was an interest in bringing the new contacts, knowledge and practices they learnt back to their own organisations and in continuing the discussion on this topic.

Plans were made for study visits or other forms of exchange of practices on the topic. In general, it was determined that there is a need for a long-term initiative to create a new platform for experts from the formal and non-formal sectors on "Citizenship education with a European dimension".

Many participants felt that they need to include the "European dimension" as an important aspect in their organisational planning and future programmes and think about how to include the European dimension and citizenship education in other programmes, designing projects and funding schemes. A vivid example is the Regional Youth Cooperation Office strategic plan for the Western Balkans, which is considering global citizenship as a specific area of its work from 2019 to 2022.

Representatives of European and regional youth networks seemed interested in mapping out what is being done on this topic in their respective networks and identify whether more capacity is needed for youth organisations and citizenship education providers to carry out education projects with young people on citizenship with a European dimension.

Finally, when it comes to the European institutional level, the Partnership has plans to develop an online tool on the basis of T-kit 7, *European Citizenship and youth work*, which will be piloted in 2018.

Appendix 1: List of participants

Armenia
Galya HOVHANNISYAN, Gyumri "Youth Initiative Centre" NGO
Karine STEPANIAN, KASA Swiss Humanitarian Foundation

Austria
David NEUBER, Austrian National Youth Council (ÖJV) / Advisory Council on Youth, Council of Europe

Belgium
Giulia BORDIN, European Volunteer Centre (CEV)
Chantal DORAN, Service Civil International (SCI)
Valentin DUPOUEY, Young European Federalists - JEF Europe
Jenny LARENTSINUSDOTTIR, European Federation for Intercultural Learning (EFIL)
Stéphanie NOWAKOWSKI, Bureau International Jeunesse
Carly WALKER-DAWSON, European Youth Forum / International Falcon Movement – Socialist Educational International (IFM – SEI)
Manuel GIL, European Youth Forum

Czech Republic
Tereza DUNDACKOVA, Civic Education Centre

Estonia
Sven MÖRSDORF, Estonian Institute of Historical Memory

Finland
Eeva SINISALO-JUHA , Humak - University of Applied Sciences

France
Maeva BANO-MATHIEU, Les Jeunes Européens – Strasbourg
Ingrid FICHTER, Youth Department, Ministry of National Education
Cristina TOCARI, European Pupils Association (EUPAS)

Georgia
Tamar KARAIA, Civic Education Lecturers Association

Germany
Jeanette FRANZA, Europe for Citizens Programme, Germany, Kulturpolitische Gesellschaft e.V.
Sebastian WEHRSIG, MitOst e.v.
Georg PIRKER, Democracy and Human Rights Education in Europe - DARE network
Jacob DURINGER, Robert Bosch Foundation
Heike ZIMMERMANN, JUGEND für Europa

Hungary
Yoana DECHEVA, Open Society Foundations – Roma Initiatives Office

Norway
Ingrid ASPELUND, European Wergeland Centre

Poland
Joanna PANKOWSKA, AEGEE / European Students' Forum

Romania
Mihai SEBE, Ministry of Youth and Sports

Serbia
Marija BULAT, Regional Youth Cooperation Office (RYCO)

Slovakia
Alena MINNS, IUVENTA - Slovak Youth Institute

Slovenia
Maija LEHTO, SALTO South East Europe Resource Centre
Turkey
Laden YURTTAGULER AKKUS, Bilgi University
United Kingdom
Alex TAYLOR, Barnsley Metropolitan Borough Council, Targeted Youth Support Service, Participation and Inclusion Team
Professor Bryony HOSKINS, University of Roehampton
Ukraine
Anna OSTRIKOVA, United Nations Development Programme in Ukraine, State Institute for family and youth policy

Preparatory group of the seminar
Nuno DA SILVA, Portugal, facilitator,
Zara LAVCHYAN, Armenia, facilitator
Lana PASIC, Bosnia and Herzegovina, member of the Pool of European Youth Researchers (PEYR), rapporteur
David NEUBER, Austrian National Youth Council (ÖJV) and Advisory Council on Youth, Council of Europe
Carly WALKER-DAWSON, IFM – SEI
Maija LEHTO, SALTO South East Europe Resource Centre
Marta MEDLINSKA, Coordinator EU-Council of Europe youth partnership
Mara GEORGESCU, Youth Work and Policy officer, EU-Council of Europe youth partnership

Council of Europe
Antje ROTHEMUND, Head of the Youth Department
Stefan MANEVSKI, Education and Training Division, Youth Department
Marcio BARCELOS, European Youth Foundation, Youth Department
Margareta MAMALIGA, Senior project officer, Education Department

European Commission
Jacob KORNBECK, Policy Officer, Unit EAC.B.3: Youth, Volunteer Solidarity and Traineeships Office, Directorate-General Education and Culture

Partnership between the European Commission and the Council of Europe in the field of youth
Marta MEDLINSKA, Co-ordinator
Mara GEORGESCU, Youth Work and Policy Officer

Appendix 2: Programme

Wednesday, 2 May

20.30   Informal welcome

Thursday, 3 May

9.00   Opening of the seminar

By Antje Rothemund, Head of the Youth Department, Council of Europe, and Jacob Kornbeck, Policy Officer, Unit EAC.B.3: Youth, Volunteer Solidarity and Traineeships Office, Directorate-General Education and Culture

Introduction of participants and their organisations

10.30   Coffee break

11.00   Citizenship education in contemporary Europe and young people: input and discussion

With Laden Yurttagüler Akkuş, Bilgi University, Turkey

13.00   Lunch break

14.30   Thematic exploration spaces on concepts, approaches, practices, successes, pitfalls, and links from citizenship to Europe and beyond

How to integrate European issues in citizenship education with young people on a grassroots level? facilitated by Carly Walker – Dawson, European Youth Forum and IFM - SEI

Inspiring! Lessons from youth organisations on how to actively learn to be citizens, facilitated by Manuel Gil, European Youth Forum

The complex and ambiguous context and emerging citizenship practices in Europe and its implications on citizenship education with a European dimension, facilitated by Nuno Da Silva

European citizenship: who is in and who is out? facilitated by Maija Lehto, SALTO South-East Europe and Zara Lavchyan

15.50   Coffee break

16.20   Thematic exploration spaces on concepts, approaches, practices, successes, pitfalls, and links citizenship and Europe and beyond (continued)

How many steps to go? Exploring the link between EDC/HRE and youth work, facilitated by Georg Pirker, Democracy and Human Rights Education in Europe – DARE network

More than green: how to link citizenship education with sustainability, facilitated by Sebastian Wehrsig, MitOst e.v.

Social media opportunities of citizenship and the youth perspective, facilitated by Eeva Sinisalo – Juha, Humak – University of Applied Sciences

Open badges and European citizenship competences, facilitated by Karine Stepanian, KASA Swiss Humanitarian Foundation

18.30   Closing of the programme

19.30   Dinner

Friday, 4 May

9.00   Input on young people's citizenship and Europe, reflection back on the first day

With Bryony Hoskins: Professor of Comparative Social Science, University of Roehampton, United Kingdom

10.00   Future orientations for role of youth work in citizenship education with young people, with a focus on its European dimension: identifying steps and outcomes

11.00   Coffee break

11.30   Future orientations for role of youth work in citizenship education with young people, with a focus on its European dimension: identifying steps and outcomes

13.00   Lunch break

14.30   Networking and future steps on citizenship education with young people

16.30   Closing of the seminar and departure of participants