



# Forum on European Education for Democratic Citizenship

European Youth Centre Strasbourg, 19-21 November 2019

## FORUM REPORT

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Disclaimer: The opinions expressed in this work, commissioned by the European Union–Council of Europe youth partnership, are the responsibility of the authors and do not necessarily reflect the official policy of either of the partner institutions, their member states or the organisations co-operating with them.

## Introduction

Questioning Europe, how we live together within its boundaries and who belongs to Europe are at the top of the national political agendas across Council of Europe and European Union countries. Building from their common origins to create peace after the Second World War, the European Union and the Council of Europe have maintained a vision of Europe based on democracy, human rights and the rule of law. The Right to Education, vocational training and life-long learning is an integral part of the rights that both institutions hold, as emphasised by the article 14 of the EU Charter of Fundamental Rights of the European Union and the Council of Europe European Convention on Human Rights.

Within this vision the Council of Europe understands the Right to Education as the right of individuals to learn the democratic cultural competence to:

- *“exercise and defend their democratic rights and responsibilities in society, to value diversity and to play an active part in democratic life, with a view to the promotion and protection of democracy and the rule of law.*
- *contribute to the building and defence of a universal culture of human rights in society, with a view to the promotion and protection of human rights and fundamental freedoms” (Council of Europe’s CM Recommendation 2010/7).”*

The European Commission and Council of Europe have a multitude of education programmes that support mobility and exchange amongst young people that enable people from all backgrounds to experience diversity in Europe, learn to understand how Europe functions and to become actively involved in constructing its future. National Agencies across Europe work through the Erasmus + programme and the European Solidarity Corps on supporting young people in this regard by prioritizing democratic citizenship education.

However, the norms of European cooperation, democracy and Human rights and the vision of education in promoting them are now regularly questioned across Europe by an increasingly vocal nationalistic and populist voice. This has left practitioners in the field of Education for Democratic Citizenship (EDC) and European Education for Democratic Citizenship (EEDC) and multipliers from different fields in a challenging and, at times, vulnerable position and in need of support.

In this context, a regular Forum called ‘Edu4Europe’ has been developed to support practitioners from the youth and education fields, researchers, policy makers, civil society organisations, and other entities involved in European Education for Democratic Citizenship .

**The objectives of the Forum were to:**

- give an overview on existing experiences and networks related to European Education for Democratic Citizenship (EEDC);
- offer a space for practitioners and active entities to discuss on meanings, dilemmas and practices on EEDC;
- strengthen youth work through sharing practices from several fields on EEDC; and
- connect to policy and policy makers on EEDC, by bringing current issues, practices, needs and debates to their attention.

The first edition of the Forum took place on the 19-21 November at the European Youth Centre of the Council of Europe, in Strasbourg, France with the specific aim to focus on Future visions of Europe. The Forum was hosted by the French Agency for Erasmus + Youth and Sport (Agence Erasmus + Jeunesse et Sport Agence du Service Civique) in co-operation with: the French Ministry of Education and Youth, the EU-Council of Europe youth partnership, the Council of Europe, the German and Italian National Agencies (JUGEND für Europa and Agenzia Nazionale per i giovani) and the SALTO South-East Europe Resource Centre.



The Forum builds on the content and learning of two previous European youth activities: the seminar [“Young people’s citizenship and Europe: which ways forward?”](#), organised by the partnership between the European Commission and the Council of Europe in the field of youth, 2-4 May 2018, Strasbourg, and the Forum [“Raise your voice for tomorrow’s Europe”](#) on Education for Democratic Citizenship with a European dimension, organised by SALTO SEE, the National Agencies of Slovenia, Austria, Germany and Poland, and the partnership between the European Commission and the Council of Europe in the field of youth.

These activities and accompanying papers along with the [T-kit on European Citizenship](#) laid the groundwork on the concepts and contested definitions of European Citizenship, Education for European Democratic Citizenship and related topics such as the history of Europe, human rights, mobility, solidarity, participation and inclusion (for more details see reference section Hoskins 2019 and Yuttaguler 2019).

According to the [T-kit on European Citizenship](#), Education for Democratic Citizenship refers to the

***“practices that aim, by equipping learners with knowledge, skills and understanding and developing their attitudes and behaviour, to empower them to exercise and defend their democratic rights and responsibilities in society, to value diversity and to play an active part in democratic life, with a view to the promotion and protection of democracy and the rule of law” (Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education, 2010).***



Acknowledging that this is just one of many understandings of the term, the concept of European Education for Democratic Citizenship was then further discussed within the frameworks of the workshops, which were held on 20 and 21 November (for details see Annex II).

The workshops were held on the following topics and thematic areas:

- A shared history of Europe – narratives about the past in European Education for Democratic Citizenship
- Human rights and core values in European Education for Democratic Citizenship
- Identity and belonging of young people
- European citizenship: between European Union citizenship and broader understanding
- Political participation of young people
- The role of youth work in building European democratic citizenship

A second round of workshops focused on complementary methodologies within which the European Education for Democratic Citizenship can be learnt and exercised:

- Evaluation and assessment in European education for democratic citizenship
- Campaigning and awareness raising for Europe, campaigning for European education for democratic citizenship
- Mobility programmes and European democratic citizenship

- Solidarity – as key value in education for European democratic citizenship
- Peer education in European education for democratic citizenship
- EU youth dialogue and other participatory mechanisms supporting youth democratic citizenship.

This is the report from the first Forum in Strasbourg on the 19-21 November 2019. The objective of the report is to highlight key debates and issues that were raised within the event. It is complemented with key literature and additional questions which will support the development of ideas within future forums. This report is not a summary of the event and it does not aim to capture all the activities and the discussions. The report is divided into four sections, first, examining the challenges that practitioners in the field of EEDC face, second, the visions for Europe for 2050, third, the steps considered necessary to arrive at this vision and, finally, the future considerations following the Forum.

## Challenges

There are a wide range of challenges that practitioners in EEDC face, which were brought up at the Forum, including the decline in the quality of democracy, lack of solidarity across Europe and the lack of social justice or equity to participate within the political sphere.

### Decline in Quality of Democracy



The first main challenge was introduced to the Forum by [Matjaz Gruden](#), Director of Democratic Participation at the Council of Europe, who described the process of declining quality of democracy. He emphasised that new and old democracies across Europe were said to be democratically backsliding. According to the IDEAS report ([International Institute for Democracy and Electoral assistance 2019](#)), the process with which this has

occurred is from within the democratic system where democratically elected leaders have clamped down on civil society, restricted freedom of expression and weakened constitutional checks on executive authority. The drivers of these challenges to democracy are nationalism and populism which advocate unconstrained power without the checks and balances that a democracy offers. The rise of populism can be attributed to a number of different factors including the long-term effects of the lack of and unequal distribution of resources resulting

from the economic crises, extended periods of austerity that increased unemployment and the precarity of employment opportunities, particularly for young people.

What is considered necessary is to look beyond institutional structures to improve the quality of democracy by improving the democratic environment. Institutions such as an independent judiciary are a critical factor in developing and maintaining democracy but what is equally critical are the norms and the democratic environment. Analysis of the World Values Survey suggests that support for living in a democracy is in decline whilst support for authoritarian alternatives is on the increase (Foa and Mounk 2016). Although this research has been contested (Norris 2017; Voeten 2016) in particular in the case for European countries, none of the literature suggests that we should be complacent. Although there is still widespread support for democracy in Europe, nevertheless, research from the Pew Research Center on 10 European countries suggests that there is increasing dissatisfaction with how it is functioning, in particular in Italy, Spain and Greece (Wike, Silver and Castillo 2019). Research published on [Global Satisfaction with Democracy](#) (Foa et al 2020) suggests that Europe has the highest degree of variation in satisfaction for democracy. Europe has countries where democratic satisfaction is in crisis (Ukraine) and countries in one step away from crisis (Greece, Armenia, Georgia, Romania, Croatia, Bulgaria, Spain, Lithuania, U.K. Italy, Slovakia, Slovenia, and France). Yet Europe also has countries with the highest degree of satisfaction with the top seven spots in the world coming from Europe (Switzerland, Denmark, Luxembourg, Norway, Ireland, Netherlands and Austria).

The challenge for young people in Europe today, highlighted at the Forum by [Emilija Gagrcin](#), from the Advisory Council on Youth of the Council of Europe, is that few young people living in the EU have experienced war or authoritarian and non-democratic regimes. Thus, it is difficult for them to evaluate the benefits of living in a democracy. On the contrary, those young people who have experienced conflict, particularly those living in the Balkans, live in countries where quality democracy has not been fully achieved. Both these experiences provide challenges for democratic norms as they make it difficult to build on experiences or to make a fair comparison when conceptualising the problems they face and formulating their interests.

#### *Lack of solidarity across Europe*

The second major challenge is the lack of solidarity beyond the borders of the EU either geographically within Europe or beyond. Emilija Gagrcin reminded the Forum, using cross-border solidarity as one of the examples related to the issue of solidarity, that young people from outside the EU who live in Europe on the one hand want to join the EU but on the other hand, they are disappointed with the lack of solidarity that EU countries show with them. One

participant at the Forum expressed the frustration over the different attitudes that were expressed towards individuals when trying to find employment in another European country – if you are from west Europe you are considered an expat, if you are from the east, or outside of the EU, you are considered an economic migrant or a refugee. Nevertheless, as was repeated within the Forum, none of these social groups are allowed the right to vote in the national elections of another member state and in EU elections it is only EU citizens that can vote in other EU countries. Further discussions within the Forum reminded of a range of other issues related to solidarity, such as the solidarity with the refugees and people of diverse socio-economic backgrounds.



### Lack of social justice in the political sphere



The third major challenge is the ongoing issue regarding the lack of social justice in the political sphere. This was highlighted by Laden Yurttaguler who spoke about the forces of patriarchal, nationalist and conservative discourses on citizenship that stereotype women as mothers and situate them in “private” sphere of the home. On the other hand, men are assigned the roles of husbands and/or fathers of the nation who should take care of the family as breadwinners. Within this mind-set, while men are seen as suitable participants to practice political rights, and run for political office, women are assigned the role of followers. Besides the gender-oriented division, this worldview emphasizes implicitly the “employed” (even middle-class) individuals as valuable citizens since it assigns the role and duty of breadwinning to men. Lastly, it is based on a heteronormative value since it is built on a dualist and dichotomist understanding of society. Laden suggested that this was one of the reasons that makes it difficult for women, LGBTIQ and minority groups to become elected officials and to gain power as the norms of these discourses influence how people vote.

Equality to participate in life more broadly was identified as a challenge in the Forum. Most of Europe continues to live in a way that disables some young people from participating in society. The disabling environment and lack of knowledge of what is excluding some young people can limit them from achieving their potential in education, work and the political sphere. A participant from the deaf community presented to the forum the specific challenges that their community experiences. Their proposed solution was to be accepted and

understood as a minority with their own language and culture. They then would be afforded the same rights and equal rights as other minority groups.

### Conclusion on challenges

If all of the above challenges are linked with participation and democracy at the national level, there is little wonder that there are immense challenges regarding European Citizenship. Yael Ohana highlighted that national governments were not in the process at the moment of wanting to give up more power to Europe and as result then change needs to come from the bottom up i.e. working on the ground and co-constructing the renewal of the debate together with young people. In the Forum Yael Ohana challenged the perception that education alone would fix the ills of democracy. Only if education provides the bridge for the young people to involve themselves in the political debates on how we live together will education make a difference. In the current political debates the EEDC community are less involved in political discussion on social and political rights at the local, national & European level, which the speakers emphasised needed to be changed.

### **Visions of Europe for 2050**

There were a number of inputs given at the Forum, both in person, and through video recordings, that provided different visions of the future of Europe. [Gabriel Attal, Secretary of State, Minister of National Education and Youth, France provided a vision of Europe](#) at the start of the Forum that was based on the common values of democracy, human rights and collaboration, and where EEDC was at the centre of forming these values.



Another input by a video recording was given by [Professor Ulrike Guerot](#). She developed an idea of the European Republic and the union of citizens as one of its basic pillars. In this vision everyone should have the same equal rights. People could have different views and different values across Europe but what is considered the most important from her perspective was that the rights are the same. Currently we have legal equality for goods across the EU and this is the single market along with the Euro as the currency. But what is said to be missing is the one single democracy or the notion of one single republic. Her belief was that in the future citizens need to have equal voting rights, social rights and uniform taxation. Currently she suggests that we live in silos within different European countries which have different democratic systems and different social rights, with the limits imposed on one's voting rights in other countries.

Various activities were undertaken at the Forum to help the participants to develop their own vision of how Europe should look like in 2050. Within the group of participants at the forum there appeared to be a consensus on how they envisioned Europe in 2050:

- Without borders or barriers between any countries within and beyond geographical Europe
- Environmentally sustainable,
- Fully respecting diversity & Human Rights
- Ensuring inclusion of all social groups and having an enabling environment so those with disabilities can fully participate
- Greater social rights and full employment in particular for young people
- Young people as active citizens and actors of change
- More power being enacted at the local level.

**Which is YOUR vision of Europe?** Mentimeter

Green Europe

More possibility

Brexit as an unique issue or as a multiplier?

Solution for lack of labour

a European federation based on community in the most important aspects of everyday life

An inclusive Europe, solutions for climate environment, more opportunities for non EU countries to actively participate.

My vision for 2050 is reaching a dialogue between different ideas. We should reach a minimum consensus about rules. Certan groups should be involved.

Young people can have active participation !

large open space for Europeans

This vision closely identifies the future of Europe to be a part of Cosmopolitan vision of the world (Held 2010). The concept of global citizenship, used within Sustainable Development Goals, identifies everyone as citizens of the world who live within a global community, with an understanding of a common humanity and have a sense of solidarity across the planet (Hoskins 2016) where “each individual in the world is a moral agent entitled to equal dignity and consideration” (Held 2010). Some of the participation visions of Europe were filmed and are available [here](#).

Although there appeared to be consensus at the forum, nevertheless, this vision has been criticized as a perspective of the small elite of Europe. The question that the forum therefore

needed to focus on was how to address this reality and how to tackle the nationalistic visions that are more pervasive in Europe at the moment.

### **How to arrive at the vision**

The speakers and the participants at the Forum came with many ideas about how to work towards a cosmopolitan vision of Europe. There were four main themes that came from these discussions:

- revitalizing the political youth worker
- the role of formal education
- the European level and
- the importance of the local in Educating for Europe.

#### *Revitalizing the political youth worker*

An important proposal for action came from [a paper from one of the speakers, Yael Ohana](#) and the Workshop on the role of youth work in building European Democratic Citizenship. Yael talked about the necessity of revitalizing the political role of the youth worker. She advocated a return to



the origins of youth work where emancipatory critical pedagogy was being used and developed from the work of Paulo Freire (Freire 1996). Emancipatory critical pedagogy is when education becomes a political act combining action and reflection to raise consciousness amongst learners. Youth workers, Yael suggested, needed to become political in their everyday life and become involved in everyday politics and political discussions. This meant openly teaching the values of social justice i.e. the intolerance of intolerance.

Yael acknowledged that there were some challenges to becoming a political youth worker in the current socio-political climate where the space for and role of youth work has been reduced and topics such as human rights are increasingly seen as sensitive or controversial issues. In this context national and local level funding has become extremely limited for youth work and has mostly been available for service provision for young people. Yael highlighted the dangers of taking on service provision as it is the state that controls the funding source and it is difficult to hold to account the hand that feeds you. A second challenge is the time frame for in particular international youth work projects which is limited, and it is difficult within this time frame to move beyond basic problem solving to in-depth reflection and critical thinking of the underlying power structures. A third challenge is how to develop critical thinking without



increasing cynicism towards all politicians, democratic institutions and processes. It is important to develop a questioning mind about the merits of the current democratic system, but it is equally important to discuss the benefits of democracy and alternative scenarios where it did not exist. The fourth challenge, introduced by Marta

Medlinska, Coordinator of the partnership between the European Commission and the Council of Europe in the field of youth, was the danger of taking on the political role of the youth worker in certain countries and that it was necessary to identify what is safe and possible within your own context.

### *The role of formal education*

The benefits of the formal education were addressed across several workshops at the Forum and it was considered as the place where most young people can be reached. EEDC and Human Rights Education (HRE) were advocated as a compulsory subject in education system and a priority in all schools (including vocational and schools where the most disadvantaged attend - see Hoskins and Janmaat 2019). It is necessary to better address the European level within national curricula and Europe needed to be explained to young people less in terms of the institutions and more in terms of their everyday lives. The outcomes of the workshops called for better provision of teacher training and identified quality standards for EEDC. Building bridges between formal, non-formal education and the local community would be another way to improve the quality of EEDC teaching. The use of NFE methods within schools was considered to support learning of EEDC, for example, simulation and peer education were suggested to be likely methods for success on EEDC. Youth Councils were another effective source for learning political engagement. Nevertheless, equal access to all these experiences and NFE methods needs to be ensured as research has shown that inequalities of access currently exist in provision of EEDC by socioeconomic intake of the students at the school (Hoskins and Janmaat 2019).

### *The European level*

The Forum discussions highlighted that the work that has been conducted at the European level on Education for democratic citizenship and youth participation needs to be much more widely promoted. Within the formal education sector, the Council of Europe has identified the learning outcomes needed for young people to participate in a democratic culture and outlined the descriptors of how these learning outcomes can be performed. This work has

been accompanied by the development of a number of publications that support the teaching of these [Competences for Democratic Culture](#).

The Council of Europe also has a [Charter on Education for Democratic Citizenship](#) which is an international legal text where the 48 member states of the Council of Europe define Education for Democratic Citizenship, identify the importance of this education and define what needs to be done to support it.



*Illustration by Siiri Taimla, Coyote Magazine, Issue 25, 2017*

A number of participatory processes have been taking place at the European level to enhance youth EEDC. One of these presented at the Forum was the [Council of Europe Advisory Council on Youth](#). This board is comprised of 30 representatives from youth organisations. These members are decided in 3 ways: 7 from the national youth councils (application process), 13 nominated by the European Youth Forum and 10 from NGOs not members of the European Youth Forum and nominated by the Secretary General of the Council of Europe. Decisions regarding work priorities of the Council of Europe's youth sector, programmes and budgets are decided on the basis of a consensus between the Advisory Council and the European Steering Committee for Youth - comprised of nominated experts from the Member states. These decisions are then taken forward to be adopted by the Committee of Ministers. The Advisory Council is also asked to provide advice to the Committee of Ministers on questions concerning youth more broadly in Council of Europe policies. The co-decision-making structure supports youth councils, youth organisations and youth networks to formulate and co-decide upon youth policy.

The European Union holds a youth consultation process - [EU Youth Dialogue](#) to support the development of the EU Youth Strategy and this process was presented at the Forum. The [European Youth Goals](#) from 2017/18 was the most recent outcome of this process. Young

people were involved in developing these goals through national youth consultation exercise, coordinated by each member state. The consultation is made with youth organisations and youth councils. These organizations were asked to generate ideas through collecting proposals from young people in their country by undertaking surveys and focus groups. The process has been criticized at the Forum regarding the extent that it represents all young people's voices and the quality of the research undertaken; nevertheless, it is a substantive step towards getting young people's voices heard within European policy making.

### Importance of the local in EEDC

A recurring theme that emerged from across the workshops was the importance of the local level on EEDC. This was said to be the case for youth policy, where young people could see the effects of their efforts on local decisions. Funding for this type of activity was provided through Erasmus+ Action 3. The workshop on Participatory budgeting concluded that this method worked best at the local level or in schools as the project outcomes were visible to most of the young people who were engaged in the process of voting. The IKAB project [‘Europe is us’](#) built on local existing youth work – where young people are and co-creating European projects with them. The [‘Europe on a Doorstep’](#) project gave an account of how local youth projects in Serbia formed the entrance into European level projects.

To sum up, the further away the decisions were being taken from the young people the more challenging the process of involving all young people seems to be and the less young people could identify their own influence on the process. In order to bring Europe to young people it was considered necessary to make the connections between the local with the European or as one participant put it, “Europe needs to go local”. More guidance for practitioners on how to bring the local and the European together is one concrete next step that could be taken as a result of this Forum.



## **Future directions**

### Actions by the participants

The first Edu4Europe Forum motivated participants to think about concrete ideas for action. The final stage of the event focused around the steps and actions they can take when they return to their local context. Some of the ideas that were identified included:

- disseminating the ideas and good practices from the Forum to their own organisations and other relevant organizations' and networks
- using the ideas, methodologies and practices in their future activities
- making connections with formal education and identifying what their organization can offer to schools and teachers
- proposing a training on this topic for youth workers in their region
- developing a programme with young people on the oral history of marginal groups
- making contact and connecting with participants from the Forum to plan follow-up events
- becoming more politically active as a result of the Forum
- starting a web-based campaign to raise awareness of the of EEDC
- engaging in politics and encouraging young people to act.

### Future Forums

The first Forum achieved its aims of providing an overview on existing experiences on EEDC, sharing dilemmas and practices on EEDC and strengthening youth work through sharing practices from several fields on EEDC. In addition, the Forum provided clarity on the great challenges ahead on democracy, a common vision of Europe that participants developed and could generally agree on specific and concrete steps that individuals in the Forum could undertake towards achieving this vision. The challenges are many (decline in the quality of democracy, lack of solidarity across Europe and lack of social justice and equity to participate) and future Forums will need to continue to address these challenges by supporting the strengthening of practitioners' work through revitalizing the political youth worker, building bridges between formal and non-formal education, promoting the work already achieved at the European level and perhaps most importantly providing guidance and examples of good practice on how to connect the local and the European levels in everyday practice. Finally, the next Forum will also need to find a way to connect more strongly with policy and policy makers on EEDC and to bring policy makers more into the discussion.

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### **Further Material**

Council of Europe materials

[Competences for Democratic Culture](#)

[Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education](#)

[T-kit on European Citizenship](#)

### **YouTube video recordings from the Forum**

[Matjaz Gruden](#), Director of Democratic Participation at the Council of Europe

[Emilija Gagrcin](#), Advisory Council on Youth of the Council of Europe

[Gabriel Attal](#), Secretary of State, Minister of National Education and Youth, France provided a vision of Europe

[Ulrike Guerot](#) Professor and head of department at Danube-University, Krems.

## Annex I - Daily programme

### 18 November 2019

Arrival of participants

Registration of participants at European Youth Centre Strasbourg

**19:00** Dinner at European Youth Centre Strasbourg

**20:00** Welcome informal evening

### 19 November 2019

**9:15** Welcome speech with *Béatrice Angrand*, President of the Agence du Service Civique, France

**9:30** Official opening of the forum with

- *Gabriel Attal*, Secretary of State, Minister of National Education and Youth, France (video)
- *Matjaž Gruden*, Director of Democratic Participation, Council of Europe
- *Emilija Gagrčin*, Advisory Council on Youth, Council of Europe

**10:00** Introduction to the programme, methodology and the expected results of the Forum

**10:10** Looking at Edu4Europe as a long-term initiative and cooperation with *Domenico de Maio*, Director of Agenzia Nazionale per i Giovani (National Agency for Youth), Italy

**10:20** Get to know each other

**11:00** Break

**11:30** Our visions of Europe with:

- *Ashkhen Grigoryan*, Armenia, Youth Ambassador, project Imagine Europe

- *Shayan Ramezani*, Luxembourg, Youth Ambassador, project

Imagine Europe

**13:00** Break

**14:30** Market of practices and learning

**16:00** Break

**16:30** Market of practices and learning

**17:30** Plenary session

**18:00** Closure of the programme of the day

**19:00** Dinner

### 20 November 2019

**9:15** European education for democratic citizenship – how to ensure a quality, up to date European Education for Democratic Citizenship with *Yael Ohana*, Open Society Foundations and *Laden Yurttagüler*, Bilgi University

**10:15** Break

**10:45** Workshops on key topics to be addressed in European Education for Democratic Citizenship

—A shared history of Europe – narratives about the past in European Education for Democratic Citizenship

—Human rights and core values in European Education for Democratic Citizenship

—Identity and belonging of young people to Europe

—European citizenship: between European Union citizenship and broader understanding

—Political participation of young people

—The role of youth work in development of European citizenship

**13:00** Break

**14:30** Workshops on methods, methodologies and programmes/instruments to support European education for democratic citizenship:

—Evaluation and assessment in European Education for Democratic Citizenship

—Campaigning for Europe, campaigning for European Education for Democratic Citizenship

—Mobility programmes and European democratic citizenship

—Solidarity – as key value in education for European democratic citizenship  
—Peer education in European Education for Democratic Citizenship

(Break included)

**17:00** Plenary reviewing the results of the workshop

**18:30** Closure of day programme

**19:30** Dinner

Free evening

### **21 November 2019**

**9:30** How can we follow-up on the Forum on European Education for Democratic Citizenship

**10:00** Open space for participants' initiatives (with break included)

**12:00** Key conclusions and questions with *Bryony Hoskins*, general rapporteur of the forum

**12:20** Evaluation of the forum

**12:40** Closing speeches with:

- Agence du Service National, France
- *Marta Medlinska*, coordinator of the Partnership between the European Commission and the Council of Europe in the field of Youth.

**13:00** Lunch

**14:00** Departure of participants

## **Annex II Workshops**

### **Workshops on key issues 20 November 11:30 -13:00**

The concept of European citizenship can be an elusive one with various understandings which also relate with the political projects in respect of the future of Europe. This elusiveness translates in different approaches and dilemmas in respect to what would be a good quality approach to tackle these topics in education for democratic citizenship.

The workshops will tackle the following questions:

- Why is the topic important to approach in European Education for Democratic Citizenship?
- How does the topic (i.e. narratives about the past of Europe) appears in their educational practice with young people? How does it affect the way they work with young people?
- How do participants approach the topic in their practice?
- What are the challenges they are facing when they are approaching this topic in their practice?
- What suggestions and good practices can they share?
- What recommendations for future action by different actors (including themselves) can they think of?

#### **WKS 1 A shared history of Europe – narratives about the past in European Education for Democratic Citizenship**

Histories provide a narrative, an explanation for the present and a justification for the future. The history of Europe is a history of both cooperation and division. The more recent history of the XXth century relates to wars, Holocaust and genocide and the construction of a European cooperation dedicated to maintaining the peace on the continent. Narratives about European cooperation and construction are back in the spotlight when debates about Brexit, Europe of two speeds, the limits of Europe are brought into the highlight. Any attempt to create a sense of belonging to Europe, a sense of citizenship of young people would have to take into account the different histories experienced and the narratives about those histories that young people are exposed to. How do we tackle these narratives in European education for democratic citizenship?

#### **WKS 2 Human rights and core values in European Education for Democratic Citizenship**

Both major European cooperation constructions (Council of Europe and European Union) place human rights, democracy, justice and peace at the core of their endeavour. What are the core values of democratic citizenship in a European context? How do we tackle these values in education? What competences do young people need to develop to ensure they can defend democracy and practice it? How does this relate with the European construction? What challenges are faced when tackling such topics?

#### **WKS 3 Identity and belonging of young people**

Identity formation is one of the key aspects of being young, and the assertion of one's own identity brings questions of belonging and exclusion to various communities for young people. The question of identity is exploited in political terms by various movements, including the far-right and nationalist ones. How do young people identify themselves as Europeans? How does this aspect of identity come into conflict with other facets of their identity? How narratives of being or not being European affects them? How does education support them make sense of their identity and empower them to assert their views, as well as engage in constructive dialogue on what it means to be European and the implications for the European construction?

#### **WKS 4 European citizenship: between European Union citizenship and broader understanding**

European citizenship is under construction claimed the Tkit of the Youth Partnership. It is both a set of values and a legal concept with associated rights in the European Union. How do we balance between the two in education? What do we understand European citizenship to be?

#### **WKS 5 Political participation of young people**

Participation of young people has been high on the political agenda, especially since so many young people voted in the 2019 European Parliament elections producing surprising results. Political participation also relates to decision making processes in respect to decisions pertaining to their lives at local, national and European level. Several endeavours such as EU Youth Dialogue and co- management system of the Council of Europe aim to support the same thing. How much political education is there to be in European education for democratic citizenship? How does education empower young people to use the existing avenues for political participation, but as well to shape them to be more inclusive and democratic?

#### **WKS 6 The role of youth work in building European democratic citizenship**

The workshop will explore how youth work contributes to development of knowledge, skills, attitudes and behaviours for democratic citizenship and what is the added European dimension. Core to youth work is young people's agency and participation, and so the workshop will explore how young people and their organisations constantly shape and expand the understanding and practice of European democratic citizenship. The workshop will also address themes related to ways in which European democratic citizenship could further be addressed in the training of youth workers.

### **Workshops on methods and methodologies 21 November**

This set of workshops aims to create a space for practitioners, policy makers, researchers, etc. to reflect upon the variety of issues related with the ways we practice European education for democratic citizenship, as well as how various supporting programmes contribute and shape various initiatives in the field.

The workshops aim to address the following questions:

- What is the experience of participants with the method/methodology?
- Identify good and bad practices of participants and the lessons they learnt
- What are the challenges the participants are facing in this respect?
- What dilemmas they have in relation to the topic addressed?
- What suggestions/ideas for action do they have in respect to the topic addressed?

#### **Evaluation and assessment in European education for democratic citizenship**

How do and what do we evaluate when we evaluate activities, projects and programmes on European education for democratic citizenship? What are the practices in formal and non-formal education? What are the pitfalls relating with evaluating knowledge, skills and attitudes. How do we measure the impact on individuals, communities, and societies of our educational approaches and interventions. What are the current themes and debates in the world of evaluation and impact assessment, what are funders requirements?

#### **Campaigning and awareness raising for Europe, campaigning for European education for democratic citizenship**

Campaigning and awareness raising has always been at the core of youth sector action. With current political debates and discussions, young people organize and campaign for a united Europe in many places, as well as for ensuring their place and opinion to be taken into discussion. Equally, in some countries young people themselves organise to campaign for their right to education to include democratic citizenship education both in formal and non-formal education fields. The workshops will explore existing practices and initiatives and will look at ways of raising awareness around the importance of European education for democratic citizenship.

### **Mobility programmes and European democratic citizenship**

Mobility programmes such as those offered in the framework of Erasmus + and European Solidarity Corps play, but also through the initiative of other organizations play an important role in shaping the practice of European education for democratic citizenship and in providing a place and space for young Europeans to travel, meet each other and discuss European issues, developing a sense of belonging and identity. The working group will explore the impact brought by mobility programmes and the ways new generations of programmes can further address the issue of European education for democratic citizenship.

### **Solidarity – as key value in education for European democratic citizenship**

The launch of the European Solidarity Corps brought back to the centre of attention the value of solidarity as a key European value. While the concept of solidarity is mentioned in various European key documents, and is also the core of human rights, it is an elusive concept. The workshop will look at how young people perceive, understand and practice solidarity, what is its place in education for democratic citizenship and how the programme can further support it.

### **Peer education in European education for democratic citizenship**

Peer education builds further on the agency of young people, making them the key actors in educational processes and approaches. The workshop will explore the practices and approaches in peer education focused on democratic citizenship, as well as the ways it can be further expanded and supported, focusing especially on gaming and other tools that can easily be used by young people.

### **EU youth dialogue and other participatory mechanisms supporting youth democratic citizenship**

### Annex III List of participants

No	Country of residence	Name	Organisation/institution
1	Austria	Christine Keplinger	European Solidarity Corps Resource Centre
2	Belarus	Alena Ignatovich	National Institute for Higher Education PEYR member
3	Belgium	Izabela Jurczik-Arnold	European Federation for Intercultural Learning
4	Croatia	Valerija Turk-Presečki	Ministry of Science and Education of Croatia
5	Croatia	Mario Bajkusa	Forum for Freedom in Education
6	Croatia	Martina Horvat	Gong
7	Croatia	Iva Davorija	Association for Human Rights and Active Citizenship PaRiter
8	Croatia	Nikolina Marinić	Ministry of Science and Education
9	Croatia	Marko Kovacic	Institute for Social Research
10	Croatia	Mirela Pašić	The City of Rijeka - local government
11	Cyprus	Panagiota Vasiliou	Steps for Youth
12	Egypt	Nermine Mounir Alsayed Abdelkader	Misriyati for peace education
13	Estonia	Sille-Kadri Simer	Estonian National Youth Council
14	Estonia	Maria Rahamägi	Edumus
15	Estonia	Heiki Viisimaa	SA Archimedese noorteagentuur
16	Estonia	Karmen Klaassen	YFU Estonia
17	Finland	Anna Suni	University of Helsinki
18	Finland	Johanna Teerijoki	Youth Academy - Nuorten Akatemia
19	France	Marie-Agnès Pierrot	Regional Directorate for Youth and Sport
20	France	Alba Maria Serrano Sanchez	OBESSU
21	France	Marylisa Sara Alemi	Les jeunes européens - Strasbourg
22	France	Alan DEPRIESTER	Association Fédérative Générale des Etudiants d'Alsace (AFGES)

23	France	Djilali KABECHE	AMSED
24	France	Pauline Michelle	EPL LES SARDIERES
25	Germany	Elena Neu	IJAB e. V.
26	Germany	Orane Jouanneau	YES Forum
27	Germany	Malte Krumrey	JUGEND für Europa
28	Germany	Ina Koopmann	Friedrich-Ebert-Stiftung
29	Germany	Linnea Mühlenkamp	MitOst e.V.
30	Germany	Annette Mütter	IKAB-Bildungswerk e.V.
31	Germany	Markus Rebitschek	Stiftung Europäische Jugendbildungs- und Jugendbegegnungsstätte Weimar (EJBW)
32	Germany	Andreas Hirsch	JUGEND für Europa
33	Germany	Heike Zimmermann	JUGEND für Europa
34	Germany	Emilija Gagrčin	Advisory Council on Youth, Council of Europe
35	Germany	Nils-Eyk Zimmermann	DARE Democracy and Human Rights Education in Europe
36	Hungary	Bánk László Kostya	Arcok Stúdió Kft
37	Italy	Davide Toso	Deina
38	Italy	Emilia Astore	HREYN - Human Rights Education Youth Network
39	Italy	Laura Saudelli	Aeris Cooperativa Sociale
40	Italy	Gabriele Vilardi	Associazione InCo Molfetta
41	Italy	MATTIA DI TOMMASO	SOS EUROPA
42	Italy	Giovanni Centracchio	Centro Studi Sereno Regis
43	Italy	Andrea Facciolo	Azione Cattolica Italiana
44	Italy	Aferdite Shani	Icse & Co International center for southern Europe
45	Kosovo*	Hysein Damati	Education Innovators Kosovo
46	Luxembourg	Philippe Ternes	Imagine Europe
47	Luxembourg	Shayan RAMEZANI	Imagine Europe

48	Norway	Marte Dreng Kristoffersen	Stopp Hatprat - No hate speech movement
49	Norway	Victor Eide Starheim	Stopp Hatprat (No Hate Speech movement)
50	Poland	Elżbieta Krawczyk	Foundation "Center for Citizenship Education"
51	Poland	Piotr Wasilewski	Council of Children and Youth of the Republic of Poland at the Minister of National Education
52	Poland	Piotr Drzewiecki	Polish National Youth Council (PROM)
53	Poland	Aleksandra Siwek	Aleksandra Siwek
54	Poland	Bartosz Werkowski	Polish Council of Youth Organizations (PROM)
55	Portugal	Gil Moreira Nunes	Municipality of Gaia
56	Portugal	Carlos Manuel Ramos Saraiva Paz	Portuguese Institute of Sports and Youth
57	Portugal	Sílvia Cristina Messias Jordão	Municipality of Cascais
58	Portugal	José Cardoso	Municipality of Santa Maria da Feira
59	Romania	Andreea Melinescu	Asociatia April Hub
60	Romania	Veronica-Florina Vasilescu	Timisoara Intercultural Institute
61	Romania	Gabriela Chirtes	LICEUL TEHNOLOGIC SPECIAL PENTRU DEFICIENTI DE AUZ CLUJ-NAPOCA
62	Romania	Anamaria Burada	Intercultural Institute Timisoara
63	Romania	Ana-Maria Dragoi	Asociatia Culturala Branart
64	Romania	Osman Andreea Dana	Terre des Hommes
65	Russian Federation	Natalia USTINOVA	Youth Human Rights Movement Youth Peace Ambassadors Network
66	Serbia	Voja Vujic	CET Platform
67	Serbia	Goran Mitrović	Association "People's Parliament"
68	Slovakia	Slovakia/ Austria	Global Education Network Europe
69	Slovenia	Teja Rot	Slovene Union of University Women
70	Spain	Coral de la Inmaculada Céspedes Quintanilla	Spanish Youth Council
71	Spain	Juan Carlos Romero Márquez	AUNA ESTUDIANTES DE ANDALUCÍA

72	Spain	Elisa Barrera Meneses	Spanish Youth Council
73	Ukraine	Oleksandra YATSURA	POLITICAL PARTY "WOMEN FOR THE FUTURE" and UKRAINIAN CENTER FOR SOCIAL FORECASTING (UCSF)

#### Speakers, guests

Name	Country	Institution
Gabriel Attal	France	Secretary of State, Ministry of National Education and Youth
Béatrice Angrand	France	Director, Agence de Service Civique
Matjaz Gruden	Council of Europe	Director of Democratic Participation
Emilija GAGRCIN	Germany	Advisory Council on Youth, Council of Europe
Mathieu Roumégous	France	Director, Agence Erasmus + Jeunesse et Sport Agence du Service Civique
Domenico de Mais	Italy	Director, Agenzia Nazionale per I Giovani
Marta Medlinska	Council of Europe	Coordinator, Partnership between the European Commission and the Council of Europe in the field of Youth
Ashkhen Grigoryan	Armenia	Imagine Europe
Shayan RAMEZANI	Luxembourg	Imagine Europe
Ladden YURTTAGULER AKKUS	Turkey	Center for Civil Society Studies, Istanbul Bilgi University, PEYR member
Yael Ohana	Germany	Open Society Foundations

## Organisers, facilitators, rapporteur

Name	Country	Role
Bryony Hoskins	United Kingdom	Rapporteur
Federica Demicheli	Italy	facilitator
Bruno Antonio	Portugal	facilitator
Michele Di Paola	Italy	digital facilitator
Anne Rolland	France	Agence Erasmus + Jeunesse et Sport Agence du Service Civique
Christophe Jublot	France	Agence Erasmus + Jeunesse et Sport Agence du Service Civique
Clara Kimesa	France	Agence Erasmus + Jeunesse et Sport Agence du Service Civique
Lana Pasic		The Partnership between the European Commission and the Council of Europe in the field of Youth
Marta Medlinska		The Partnership between the European Commission and the Council of Europe in the field of Youth
Steven Kakon		The Partnership between the European Commission and the Council of Europe in the field of youth
Heike Zimmermann	Germany	JUGEND für Europa
Anna Villani	Italy	Agenzia Nazionale per I Giovani
Maija Lehto	Slovenia	SALTO SEE
Ruxandra Pandeia	Romania	Coordinator