A CONNECT PROJECT

PART II

A MANUAL ON HOW TO PROMOTE YOUNG ACTIVE CITIZENSHIP WITHIN THE EUROPEAN UNION AND BEYOND
General introduction ................................................................................................................................. 5

1. Some theoretical reflections based on key EU documents basis of the manual ........... 8

1.1. The Treaty of Amsterdam of 1997 ......................................................................................... 8

1.2. The White paper “Teaching and Learning: towards the learning society” .......... 8

1.3. Towards a Europe of the knowledge ..................................................................................... 9

1.4. The 1997 study report “Accomplishing Europe through education and training” .... 10

1.5. Education and active citizenship in the European Union ............................................... 14

1.5.1. Dimensions of citizenship in a changing world ............................................................... 14

1.5.2. Education, training and citizenship ................................................................................. 15

1.5.3. Conclusions resulting from this publication for the present CONNECT manual ...... 16

1.6. European programmes and projects and the way in which they promote active citizenship: SOCRATES, Leonardo da Vinci and YOUTH ......................................................... 18

1.6.1. The Socrates programme ................................................................................................. 18

1.6.2. The Leonardo da Vinci programme .............................................................................. 20

1.6.3. The YOUTH programme ............................................................................................. 21

1.6.4. The contribution of the education, training and youth programmes to the
development of active (European) citizenship .................................................................. 23

1.6.5. Community programmes promote learning for active citizenship ......................... 24

1.6.6. A lifelong endeavour in a variety of contexts ............................................................... 24

1.6.7. Democratic participatory learning .................................................................................. 25

1.6.8. The added value of the European dimension ............................................................... 25

2. AN ACTIVE CIZENSHIP SCHOOL: a learning community .............................................. 28

2.1. Introduction ......................................................................................................................... 28

Make a citizenship audit of your school ................................................................................. 29

2.2. Key characteristics of an active citizenship school or learning community .......... 31

2.2.1. A school which puts at the centre the dignity of the human being and first of all of
the pupil: a caring school for all its members………………………………………..32

2.2.2. A school which is aware of quality education for every child 32

2.2.3. A school which promotes cognitive, affective and pragmatic citizenship 33

2.2.4. A school which promotes participation of all its members of the educational community at all levels ..................................................34

2.2.5. A school which is implementing active and creative learning and teaching methodologies and appropriate assessment strategies 34

2.2.6. A school which is open to the local community and co-operates with it 35

2.2.7. A citizenship school which is open to international or European co-operation 36

2.2.8. A school with a lifelong learning perspective……………………………………….37

2.2.9. Conclusion on the citizenship school or the learning community ...........38

2.3. Link between the citizenship schools of CONNECT 008 and the Barcelona 2004 39

2.3.1. A LEARNING COMUNITY IS: .................................................................39

2.3.2. The Three key themes of the Universal Forum of Cultures of Barcelona 2004 40

2.4. Citizenship schools, learning communities versus citizenship sites ..................42

3. Elements of citizenship education translated into transnational or European projects and partnerships....................................................44

3.1. Political citizenship & Human rights education & values education; civics education…45

3.2. Cultural citizenship.........................................................................................53

Examples of good practice ..............................................................................56

3.3. Intercultural citizenship.....................................................................................61

Examples of good practice ..............................................................................61

3.4. Social citizenship .............................................................................................70

Examples of good practice..............................................................................70

3.5. Egalitarian citizenship......................................................................................80

Examples of good practice..............................................................................80

3.6. Ecological citizenship.....................................................................................90

Examples of good practice..............................................................................90

3.7. European citizenship.....................................................................................96

Examples of good practice..............................................................................96
3.8. Global citizenship ................................................................. 104

Examples of good practice ...................................................... 106

3.9. Conclusion: towards MULTIPLE citizenship ............................. 114

USEFUL INFORMATION AND WEBSITES ...................................... 116
General Introduction

The first part of the manual has been composed of general background and reflective texts about active citizenship with a special focus on the role of education. Particular attention was also given in those texts to the multiple dimensions of citizenship: the regional, the national the European and the global dimension of citizenship.

The present manual is the result of co-operation amongst several organisations and agents involved in European co-operation programmes in the field of education, training and youth within the framework of the CONNECT project focusing on “Active young European citizenship”. It doesn’t intend to be a theoretical manual expanding on the different philosophical and theoretical concepts which can be referred to concerning European active citizenship but it wants to show examples of good practice of. These examples demonstrate how active European young citizenship is at work or can be made to work through European co-operation programmes in the field of education, training and youth.

This part of the manual will hence largely focus on initiatives which have been set up to promote active citizenship with young people across Europe and beyond as one of the characteristics of European citizenship is that it is integrated into a larger concept of global citizenship.

Chapter ONE: EU texts and active European citizenship

Even if the present part of the manual doesn’t intend to be a theoretical one it starts by referring to some basic EU texts which have enhanced the reflection on active European citizenship with youngsters so as to provide a basis for the examples of good practice and the initiatives mentioned later in the present manual.

Particular attention is given to texts such as “The White paper Teaching and Learning towards the information society” of 1995; “Accomplishing Europe through education and training”, a study report of 1997 and “Education and active citizenship in the European Union” a report published in 1998 by the Commission of the EU.

The first chapter also highlights and stresses the role of the three main co-operation programmes in the field of education, training and youth in enhancing active citizenship across the European Union and more widely across Europe and across the world. Global citizenship is mainly enhanced through the YOUTH programme.
This first chapter ends with some reflections on the particular potential of Comenius 1 school partnerships to enhance active citizenship at local, regional, national, European and even global level.

Chapter TWO on citizenship schools and learning communities

This part of the Manual on active citizenship intends to focus on the concrete implementation of citizenship in the classroom and in the school. The introductory chapter starts by looking at the possible characteristics of the citizenship school, which is here synonymous with the concept of the learning community. The first part will focus through the characteristics of the citizenship school on the fact that the whole school with all its structures and activities has to create an environment which is conducive to enhancing citizenship. The characteristics of a citizenship school or a learning community are very similar to what is happening within the framework of other similar initiatives such as the Citizenship sites of the Council of Europe or the innovating schools of the OECD in Paris. More extensive information is given about the Citizenship sites of the Council of Europe.

As an introduction one can also stress that citizenship schools or learning communities are more than what the Commission advocates in its recent publication on the Future concrete objectives of the Education systems in Europe where it advocates the development of learning centres. The concept of the learning centres was first launched at the EU Lisbon Conference of June 2000 in order to enhance lifelong learning efforts at all the levels of the local community. The learning communities’ concept is partly composed of the idea of the learning centres but goes beyond that concept because it has a major focus on community building.

The learning communities should indeed greatly contribute to developing and implementing sustainable communities across Europe and the world. Such sustainable communities will interact within the framework of European and global partnerships and will strongly build on all elements of lifelong learning ranging from formal education to non-formal education and even to informal education. As schools have to become learning organisations, local communities have to become learning communities within which community building as an expression of active citizenship is a major element.

Chapter THREE: multiple active citizenship and examples of good practice

The second chapter of this contribution will focus on sub-elements of citizenship and see how these can be brought about in schools especially through all kinds of European or global co-operation projects between schools. This part contains some theoretical elements that are backed up by examples of good practice. For each of the sub-elements examples of good practice of projects are given which are taken from European Union programmes in the field of education, training or youth. The examples come as well from regional or national co-operation programmes as from European or international programmes from other European and international organisations such as UNESCO, the Worldbank, the Council of Europe or major European or International
NGO's. Several examples are also examples that have just been developed at local or regional level. This section has been finalised with several articles of concrete initiatives plus an overview of the major EU initiatives and their website addresses.

All the examples of the second chapter are taken from reality which means that they are either operational at present or were operational for several years. Many of the examples are taken from two of the main European Union co-operation programmes viz. the SOCRATES programme, focusing on co-operation in education across some 30 European countries and the YOUTH programme. No examples have been taken from the Leonardo da Vinci programme as a careful analysis of some 800 projects has shown that the nature of those projects would need more careful and thorough analysis and study before selecting them and integrating them into such a manual. This doesn't mean that there are no citizenship projects within Leonardo da Vinci. On the contrary, all of them contribute to citizenship as they focus on vocational training of youngsters and adults and the role they have to play as a citizen through their professional life.

**Examples to inspire the reader**

The examples are mainly given to draw the attention of the reader to the diversity and the creativity of the projects quoted and to inspire the potential project co-ordinator. Reading those examples will give the reader ideas and suggestions of what a project can be about and what it can focus upon.

All readers interested in making projects either in the framework of the SOCRATES programme or in the framework of the YOUTH programme should read the Guidelines for project promoters carefully. These guidelines are also available on the website of the Commission DG EAC on the Europa server (http://europa.eu.int).

**Chapter FOUR; to be added later, focusing on pedagogical methods**

Later a fourth chapter will be created which will focus on the pedagogical methods and approaches which have been used or which are preferably used when working on active citizenship education in its many forms. The time is lacking in the present version of the manual to expand on this aspect as it would take some more months of study to present consistent and useful information for this chapter.

**How to create transnational projects; reference to other manuals**

No information is given on how to create, develop and implement transnational European or global projects as several manuals have already been written on this subject. The Commission has just updated and upgraded its Comenius1 Manual which can be consulted through the Europa web server (europa.eu.int). The latter manual tells you step by step how to make a transnational co-operation project between schools. Other projects have also created good quality manuals such as the ESCO-ORT manual to be found on the website of the Alden-Biesen Centre: www.Alden-biesen.
Information about a few manuals which can be used in project making in general and in Comenius 1 partnerships in particular is added at the end of the present part of the manual.
Chapter 1

1. Some theoretical reflections based on key EU documents used as a basis of the manual

The following theoretical reflections are based on several key documents produced by the Commission. Particular use has been made of two texts produced by the Commission: on the one hand the report “Education and active citizenship in the European Union” published in 1998. This report is the first EU report to look at how the EU programmes in the field of education, training and youth have contributed to promoting active European citizenship. On the other hand use has been made of the study report of the study group on education and training “Accomplishing Europe through education and training” published in 1997. Large quotations have been taken from those two documents, which have become some of the key elements on which the present manual is being built.

1.1. The Treaty of Amsterdam of 1997

The Treaty of Amsterdam of 1997 foresees the encouragement of a more active and participatory citizenship in the life of the European Community. This citizenship is founded on an integrated approach to lifelong learning and furthermore based on the complementarity of membership of the European Union and citizenship of the respective Member States. Bringing Europe and the European union closer to its citizens is a priority for the present and future EU policy actions. Especially actions in the field of education, training, youth and culture offer a privileged vehicle for the promotion of active participation in Europe’s rich diversity of culture, economies, politics and societies.

1.2. The White paper “Teaching and Learning: towards the learning society”

The White paper “Teaching and Learning: towards the learning society” of 1995 argues that contemporary economic and social change in Europe demands the encouragement of an active and engaged citizenship. This active citizenship might

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2 Report “Accomplishing Europe through Education and training”; report of the study group on education and training; Luxembourg; Office for Official Publications of the European Communities, 1997; ISBN 92-827-9493-8
imply possessing the skills and confidence to contribute as fully as possible to maintaining prosperity and improving the broader quality of life.

1.3. Towards a Europe of the knowledge

The Commission’s communication Towards a Europe of the Knowledge places lifelong learning at the centre of an integrated approach to education, training and youth policy action. This approach is based on the conviction that “in a rapidly changing world, our society must offer all its citizens opportunities for acceding to the knowledge” which will enable them to progress throughout their lives. In responding to this challenge three main orientations have been given priority: enabling European citizens to continuously develop their funds of knowledge and skills through lifelong learning; encouraging a process of construction and enrichment of citizenship in an open and plural society; and enhancing employability based in competencies for a knowledge-based society.

1.4. The 1997 study report “Accomplishing Europe through education and training”

The study report of the study group on education and training called “Accomplishing Europe through education and training” will be extensively quoted as it provides several of the key elements which can enhance a thorough reflection on active European citizenship.

The report mentions “constructing European citizenship through education and training is one of the four aims of education and training in the years ahead. The four aims being: a) construct European citizenship through education and training; b) reinforcing European competitiveness and preserving employment through education and training; c) maintaining social cohesion through education and training and d) education and training in the information society”.

The study report stresses that “European citizenship is above all a humanist concept, founded in the construction of a greater Europe characterised by cultural differences, by different economic conceptions and by different natural realities – but united by a sense of belonging to a common civilisation. It is on the basis of a shared democratic culture that this greater Europe will construct itself and in which Europeans will recognise themselves as citizens of Europe. They will not regard themselves as citizens of Europe because they belong to a common culture, or on the basis of a particular dimension of belonging. Rather, they will do so because they will construct themselves as citizens of Europe on the basis of new relations that they will establish between themselves. This is the first element of a European vision to propose to young people.” Those relations will definitely be enhanced by the different forms of physical (and virtual) mobility promoted through the different EU programmes in the field of education, training and youth.
The report goes on to mention that “To become a rallying idea, European citizenship must be real, not merely formal. This implies going beyond principles and rules. Citizenship is a plural concept: a) it is a normative idea and in this sense is related to the concept of civil society and its moral and ideological defence; b) it is a social practice and develops through dynamic process, during which the sense of belonging constructs itself on the basis of differences, of communication with others, of conflicts and negotiated compromises, and of shared images; c) it is a relational practice between individuals in their social context at the level of the state, the local government, and associations.” The initiatives presented in the present manual will show that such projects and initiatives can contribute to strengthening the concept of the civil society. It will also demonstrate that European projects and initiatives in the field of education, training and youth give many opportunities to put in practice communication with others, conflict management and compromises negotiation. The examples will also show that such projects and initiatives promote relational practice between individuals in their social context at different levels.

The study report stresses that “the education system has a role to play in the promotion of active citizenship. Education can play this role through its formal institutions, but it can also do so through communities or through the mass media. Under varying names, education for citizenship exists in many Member States. It pursues different aims, taking up varying amounts of the curriculum time and addresses itself to different age groups and target groups. If we wish to develop a sense of being citizens of Europe amongst young people, some improvement in this field is therefore necessary.”

Although the present manual doesn’t make a study on how citizenship and active citizenship are integrated in different ways in the formal curriculum it builds on recent studies which have been made in this field such as the IEA study “Civic education across countries: twenty-four national case studies from the IEA Civic education project” published in 1999. It also takes into account recent developments such as those in England and Wales where citizenship education is being given a more prominent place in the curriculum and where materials have been developed to work on citizenship education by one of the partners involved in the CONNECT project. CSV Ibis Trust 2000 London has indeed developed educational materials such as “Active citizenship: a teaching toolkit” which will be largely referred to later on in this manual as a concrete tool – especially when it comes to peer education.

The manual will also pay attention to the creation of learning communities which are communities with at their heart educational establishments, such as schools. These schools focus on the acquisition of knowledge, skills and attitudes with particular attention to the value of community work and ‘educating’ youngsters to involve themselves actively in the local community with a global perspective. More information will be given about the learning communities which will be set up in the framework of the Barcelona 2004 Universal Forum of cultures in which the present CONNECT project will be integrated towards the future once the EU CONNECT support is over.

3 Civic Education across countries: twenty-four national case-studies from the IEA Civic Education Project; the International association for the Evaluation of Educational Achievement; 1999; ISBN 90-5166-671-3
The present manual will also focus on media education to make young people aware of how to understand, how to work with and how to interpret media within the framework of democratic and or non-democratic political systems.

Furthermore the report emphasises that “From this point of view and in considering the path to be followed, the question of gender relations is significant but equally that of intercultural relations. The history of the struggle for women’s rights is a good example of the effort that is needed in order to learn to relativise seemingly universal values, but without falling into a moral vacuum. It also shows that formal rights, however clearly bought, can be contradicted in practice: numerous forms of implicit discrimination exist, which are apparently flattering differentiation, but which in fact lead to constraints for those individuals at hand, limiting them to circumscribed and highly specified responsibilities. To counter these practices, Europe must promote education and training that aims to destroy all stereotypical images of human beings.”

All the EU programmes in the field of education, training and youth have always had a priority focus on equal opportunities especially equal opportunities for women. European projects and initiatives highlighted in this manual will pay particular attention to this issue across several European projects and initiatives. Particular attention will also be paid to intercultural education in general and especially to the fight against racism, xenophobia and anti-Semitism through the activities developed within the framework of the CONNECT project by the Anna Frank Foundation.

Since the 1970’s the EU has also attached importance to different aspects of intercultural education being aware that the future of the European society is a multi-ethnic, multi-cultural and multi-lingual one. The different EU programmes and initiatives in the field of education, training and youth have focused over the last years on the different aspects of the intercultural and multicultural society within which youngsters are invited to be European citizens. Particular attention has been given to preventing social exclusion of youngsters, as the feeling of inclusion is the basis for any form of active citizenship. Loss of trust in the adult society by youngsters caused amongst other by social exclusion, by lack of training and education opportunities, by lack of participation opportunities and by youth unemployment results in political apathy and in distrusting the democratic structures and representatives. The manual will focus on European projects and initiatives that enhance intercultural awareness, promote social inclusion and promote self-confidence and trust in the adult society.

The report highlights that for the purpose of developing a programme of citizenship education five essential dimensions should be retained to which the present manual will give particular attention in the choice of its examples of good practice.

These five dimensions are the following:

a) **the recognition of the dignity and centrality of the human person**;

b) **social citizenship**, social rights and responsibilities, the struggle against social exclusion;
c) **egalitarian citizenship**, that is, the rejection of discrimination and prejudice based on gender and ethnicity; understanding the value of equality;  
d) **intercultural citizenship**; the value of diversity and openness for a plural world and  
e) **ecological citizenship** or education to contribute to a sustainable world.  
Thus examples will be given on how European projects and initiatives in the field of the EU programmes in education, training and youth are contributing to enhancing those five crucial dimensions.

A final quote from the study report strengthens also the contribution the present manual can make in the promotion of active young citizenship across Europe. The report states that “In close liaison with Member states, Europe should take action through education and training to consolidate European citizenship in the three following domains:  
a) to affirm and transmit the common values on which its civilisation is founded;  
b) to assist in devising and disseminating ways of enabling young people to play a fuller part as European citizens, with a particular focus on teaching and learning;  
c) to identify and disseminate the best practices in education and training for citizenship in order to filter out the best means of acquiring the elements of European citizenship, and by initiating experimental projects which permit concrete forms of implementation”.

The present manual wants to stress those three elements by highlighting the common values which are promoted through the European projects and initiatives, by disseminating examples of active citizenship of youngsters and by filtering out the best means to acquire citizenship.

Finally the manual will focus on the efforts this CONNECT project has made in initiating experimental projects to promote active citizenship. Indeed three CONNECT contact seminars have been organised in the framework of Comenius 1 (within Socrates) on the topic of active citizenship which have resulted in the creation of some 20 school partnerships working on different aspects of active European and national or local citizenship. Furthermore partners of the CONNECT project have contributed to the setting up and the development of a Comenius 3 network focusing on regional identity and active citizenship. The latter network which is called RIAC intends to promote good practice in the field of European co-operation in education first and later on also in the field of training and youth. CONNECT partners were also instrumental in running a contact seminars on the topic of “Europe, countries and nations” also resulting in several Comenius 1 school partnerships.

The present manual will also focus on the development of a pilot network of citizenship schools – in the form of learning communities - which is working within the framework of the CONNECT project as a preliminary stage of its involvement in the Barcelona 2004 initiative: the Universal Forum of Cultures. This pilot network of citizenship schools is trying to put into practice the key dimension of active citizenship within not only a European framework but also within a global framework of world-wide co-operation.
1.5. Education and active citizenship in the European Union

This publication “Education and active citizenship in the European Union” dedicates a separate chapter – chapter 2 – to reflections on a modernised concept and practice of active citizenship. The first two items of this text are quoted in their totality as they are of basic importance to the present manual.

1.5.1. Dimensions of citizenship in a changing world

Traditions and approaches of citizenship vary across Europe, but the basic idea of democratic citizenship in modern society is that active participation and commitment to one’s chosen community support the creation of knowledge, responsibility, common identity and shared culture. The potential for practising active citizenship is structured in the first instance by a network of civic, social and political rights and entitlements, which, in the modern era, have gradually become more comprehensive in nature and have been extended to wider groups of people living in the jurisdiction of a given territory – in practice, most significant that of the modern nation state.

Having the right to participate in economic, political and social life is not equivalent to doing so in practice, nor indeed being equipped to do so on equal terms. Neither do all individuals and groups see active participation in the same kind of way, and nor do they automatically agree with each other on what needs to be done, when, and how. The practice of active citizenship if therefore a question of being empowered to handle the practice of democratic culture, and feeling that one has a stake in getting involved in the communities in which one lives, whether by choice or force or circumstance. The concept of active citizenship ultimately speaks to the extent to which individuals and groups feel a sense of attachment to the societies and communities to which they theoretically belong, and is therefore closely related to the promotion of social inclusion and cohesion as well as to matters of identity and values.

These are the **affective dimensions of active citizenship**. At the same time, people need a basis of information and knowledge upon which they can take action, and to do so with some confidence; this is the **cognitive dimension of citizenship**. Finally practising citizenship is about taking action of some kind, and this is above all a matter of gaining experience in doing so: the **pragmatic dimension of active citizenship**.

Until recently, the concept of citizenship has been more commonly understood in rather static institutionally dominated terms: being a citizens was primarily a question of the legalities of entitlements and their political expression in democratic policies. The dimensions of identity and inclusion seemed to present few problems for the realisation of citizenship, in that European societies were understood to be essentially homogeneous in ethnic, cultural and linguistic terms – the presence of minorities

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notwithstanding. Internal difference and diversity may have been registered, but the
dominance of majority ‘national’ ethnicity, culture and language remained largely
unquestioned.

This is no longer so. Across the Community, the proportion of denizens – those
residing in a country and subject to some or all of the duties incumbent upon the full
legal citizenship, but not in full possession of full citizenship rights and entitlements –
living in the Member States is bound to rise in the decades to come as a consequence
of mobility between Member states as well as inflows into the Community from outside,
and the assertion of the right to difference by minority groups – indigenous or otherwise
- is now a well-established feature of European social and political life. This means
that learning to live positively with difference and diversity is becoming a core
dimension of the practice of citizenship in Europe. It equally means that the
concept of citizenship itself is shifting to a broader notion, in which legal and social
rights and entitlements continue to furnish an essential element, but in which
negotiated and culturally-based understandings of citizenship are becoming more
prominent.

The concept of citizenship is thereby becoming more fluid and dynamic, in conformity
with the nature of European societies themselves. In this context, the practice of
citizenship becomes more like a method of social inclusion, in the course of which
people together create the experience of becoming the architects and the actors
of their own lives. Opportunities to learn and practise autonomy responsibility, co-
operation and creativity enable the development of a sense of personal worth and of
expertise in confronting and tolerating ambiguities and oppositions.

In sum, this implies a more holistic conception of citizenship is more appropriate to
modern European society, which can incorporate legal, political and social elements as
well as working critically with a foundation of diverse and overlapping values and
identities. It is this very complexity and fluidity that enables the maintenance of a
negotiated social integration that can equally encompass all those who live in today’s
Europe and have a stake in its shape and future. This is a demanding agenda,
because it requires that European citizens are able and willing to negotiate meanings
and actions and to do so with a reflectively critical spirit; and it presupposes that no
value or behaviour is prima facie excluded from scrutiny in that process. The practice
of active citizenship is thus focused on the process of critical reflection, and it is not
automatically pre-structured by a fixed list of norms and values. It is evident that under
these circumstances, learning for citizenship is not an optional extra but is an
integrated part of the concept and practice of modern citizenship altogether.

1.5.2. Education, training and citizenship

The link between citizenship and education is a close one: in the first instance, the
introduction of mass public education was certainly a key element in the emergence of
modern citizenship, in that it provides a foundation for informed participation and
integration. Given the nature of contemporary economic and social change, there is
little question that people need to be equipped to manage their lives as best they may in the mosaic-like cultural and political environments in which they find themselves. Today’s challenge is therefore to determine what people need to be equipped with and how to equip them, as evenly as possible, with the information, knowledge, skills and qualities they need. This, in essence, is the justification for a pedagogic approach to citizenship: what do we need to do if we want to encourage both capacity and motivation to develop democratic and transnationally meaningful competence for all those living in Europe?

Here, the teaching of citizenship is not enough – it is the learning of citizenship which is essential. This must comprise not only the development of intercultural understanding (the affective level), but also the acquisition of operational competence (the cognitive level) – and both are best gained through practice and experience (the pragmatic level). Learning for active citizenship includes access to the skills and competencies that young people will need for effective economic participation under conditions of technological modernisation, economic globalisation, and, very concretely, transnational European labour markets. At the same time, the social and communicative competencies are both part of new demands. They flow from changing work and study contexts and are themselves of critical importance for living in culturally, ethnically and linguistically plural worlds. These competencies are not simply desirable for some, they are becoming essential for all.

1.5.3. Conclusions resulting from this publication for the present CONNECT manual

When mentioning European initiatives and projects focusing on active citizenship, the manual will pay particular attention to projects which integrate the different dimensions of citizenship mentioned above: viz. the cognitive dimension, the pragmatic and the affective dimension.

European projects and initiatives in the field of education, training and youth should indeed always try to focus on cognitive elements so as to enable young people to acquire information about citizenship in its most varied forms. This can be information about the democratic functioning at national, local, regional, European level or even global level. The acquisition of knowledge can be obtained in different ways: either by studying information within the normal school curriculum or by being involved in cross-curricular activities such as involvement of young people in Youth Parliaments which show them how the institutions function and how they may have an impact on them. Particular attention will be given in the manual to such initiatives ranging from the European youth Parliaments, the Water Parliaments of the NGO GREEN and the role play of the Council of Ministers of Alden-Biesen. The manual will also expand on how creative forms of work such as drama, role play and simulation exercises can promote knowledge about citizenship and democracy at work. The manual will also try to stress how the cognitive element can be linked through such cognitive initiatives to the other two elements the affective and the pragmatic.
European projects and initiatives in the field of education, training and youth should also focus on the affective dimension, showing how they can enhance with youngsters the feeling to belong to and to be fully part of the European, local, national and/or regional (or even global) community. This means also that particular attention will be given to all initiatives that enhance the inclusion of young people at all levels starting at the level of the school or the youth organisation. It is indeed of the utmost importance that youngsters have the opportunity to feel really integrated into the school or the youth organisation they are involved in. Particular attention will hence be given to projects which promote active involvement and participation of youngsters and which promote peer education. Attention will thus be given to projects that do something to combat any possible form of exclusion either through verbal or physical violence or through racism, xenophobia and anti-Semitism.

The feeling of security and inclusion is a key element in the full development of any youngster wherever he is, either in a school organisation and/or a youth organisation. The manual will thus also pay attention to participatory structures trying to promote with youngsters the feeling of being part, of having responsibility and of being taken seriously. Pupils or student support systems, guidance and counselling systems for pupils are important elements that contribute to strengthening the affective dimension. It should be stressed that this affective dimension also has to be taken into account when it concerns other members of educational staff in schools or other persons in youth organisations.

Members of staff at all levels must also have a sense of belonging to the school, organisation or community they are involved in as it enhances their capacity of making youngsters aware of what citizenship is all about. One cannot invite youngsters or adults to contribute to a ‘better’ society if one doesn’t feel part of that society itself. This feeling of inclusion has to be given particular attention with young or new teachers during their induction, with teachers who suffer from burn-out or with teachers or other members of staff who do not function in the best possible way.

European projects and initiatives in the field of education, training and youth should also focus on the pragmatic dimension. Hence the manual will give particular attention to all initiatives and projects which give the possibility to youngsters to have a hands-on experience of citizenship and democracy at local, regional, national, European or even global level. The pragmatic dimension must be part of everyday life of the youngsters at all levels which means that it has to be present in the life at school or in the youth organisation they are involved in. It is indeed important that schools provide the necessary structures and opportunities which enable young people to participate in an active way in the running of the school and enable them to be involved in certain decisions in the school which concern them directly.

Schools also have to implement the pragmatic dimension when it comes to teachers and other educational staff who must be given the opportunity to participate actively in
the management and the running of the school or the organisation at the appropriate level.

Several European projects empower young people to handle the practice of democracy at school level or in school related activities, others empower youngsters through all sorts of activities linked to youth organisations. Those activities can be linked to a variety of areas such as peace education, environmental education, health education, social work, intergenerational activities, the combat against racism, xenophobia and anti-Semitism, cultural heritage education, intercultural education, interfaith education, combating drugs, sexual abuse, violence in all its variety of forms ranging from bullying, to verbal and physical violence, helping children at risk, combating drop out and school failure etc.

Many projects as mentioned earlier promote peer education, which enables and invites young people to take responsibility for their future, their concerns and their environment.

The present manual will try to give as many concrete examples of such local, regional, national, European or sometimes global projects and activities which empower young people to help to build the society of the future starting from their local community. The elements mentioned over the past pages will facilitate clarifying the citizenship value of those initiatives and projects.

1.6. European programmes and projects and the way in which they promote active citizenship: SOCRATES, Leonardo da Vinci and YOUTH

Community action contributes to building active citizenship by encouraging and supporting communication, co-operation, learning and participation between individuals, groups, organisations, associations, universities, schools etc. across Europe and across Member State borders. This is clear in the three main Community programmes in the field of education – SOCRATES -, youth – YOUTH – and training – Leonardo da Vinci.

1.6.1. The Socrates programme

The Socrates programme introduced for the first time in 1995 is now entering its second phase from January 2000 till the end of 2006. Its main objective is to build a Europe of the knowledge and thus provide a better response to the major challenges of this new century: to promote lifelong learning, encourage access to education for everybody, and help people acquire recognised qualifications and skills. In more specific terms Socrates seeks to promote transnational projects, transnational networking, language learning, mobility and innovation in education. All of those activities are intended also to promote active European citizenship and the European dimension in education.
Socrates advocates European co-operation in all areas of education ranging from pre-primary school education, to primary and secondary school education (general, vocational and technical, to university education, to adult education and to other educational pathways such as second chance schools.

The co-operation within the Socrates programme takes different forms: mobility of students, pupils, teachers and other staff, making them mobile in Europe, organising joint projects so that people involved in education at different levels learn to work and co-operate together and learn to produce jointly European added ‘educational’ value. The Socrates programme also encourages to set up European networks so as to disseminate ideas and good practice and conducting studies and comparative analysis which can underpin the other activities or be the basis for new innovative developments.

In practice the Socrates programme offers people grants to study, teach, undertake a placement or follow a training course in another eligible country. It provides support for educational establishments to organise teaching projects and to exchange experiences. It helps associations and NGO’s (Non Governmental Organisations) in organising activities on educational topics.

Whatever the target group or whatever the type of project, SOCRATES sets out to stress the multi-cultural character of Europe as one of the corner stones of active citizenship. It supports the education of the least advantaged groups of people and it endeavours to counter social exclusion and under-achievement at school. It promotes equal opportunities for women and men irrespective of circumstances. Those elements are important in terms of the affective dimension of citizenship mentioned earlier. It stresses strongly the acquisition of ICT skills which are basic for all learners to enhance their employability and their chances for lifelong learning in general and for autonomous learning in particular; the ICT skills acquired also facilitate networking and contacts across Europe and the world. It encourages the learning of different European languages with particular attention to the least widely used and taught languages; a major contribution to intercultural education in Europe.

As a final element it is important to stress that the Socrates programme, although it is a community programme, involves much more European countries than the Member states of the European Union. It enables nearly 30 European countries to co-operate in the field of education, enlarging active European citizenship to a much broader concept than just the one of the Union. Furthermore, but in a limited way, Socrates also focuses in a modest way on co-operation with the USA and Canada.

Overall the Socrates programme contributes to enhance the creation and the development of a European educational space which ultimately promotes mobility of the future workforce in Europe. The Socrates programme definitely enhances the cognitive and affective dimension and maybe to a lesser extent the pragmatic dimension although one can argue that every effort to enhance co-operation, mobility and networking is in itself contribution to the pragmatic dimension.
1.6.2. The Leonardo da Vinci programme

The Leonardo da Vinci Community vocational training programme, introduced in 1994, is now entering its second phase, which will run from 1 January 2000 to 31 December 2006. Promoting a Europe of the knowledge is central to the implementation of the programme, which seeks to consolidate a European co-operation area for education and training.

The programme actively supports the lifelong training policies conducted by the Member States. It supports innovative transnational initiatives for promoting the knowledge, aptitudes and skills necessary for successful integration into working life and the full exercise of citizenship, and affords scope for links with other Community activities – particularly the Socrates and Youth programmes by supporting joint actions.

The broad lines of this second phase are set out in the Council Decision of 26 April 1999 which affirms the need to develop quality, innovation and the European dimension in vocational training systems and practices through transnational cooperation.

The five measures reflect the core issues that are addressed by the programme: transnational mobility, pilot projects, promotion of language competencies, transnational network and reference materials. All of those measures tend to promote citizenship by enhancing co-operation, communication, understanding and solidarity. They contribute to laying the basis of a workforce which can and will be able to work together in a larger Europe aware that they are citizens of Europe and not only of their countries. The Leonardo da Vinci programme also makes through its activities a major contribution to quality in vocational training and enhances through this the employability of youngsters, a basic element in securing their inclusion in a society; inclusion, which as mentioned and stressed before is a key factor in promoting active citizenship.

As the Socrates programme the Leonardo da Vinci programme doesn’t limit itself to the Member States of the Union but enables those involved in vocational training across nearly 30 European countries to co-operate, thus also giving a much larger dimension to active citizenship than just the one of the European Union.

The Leonardo da Vinci programme thus promotes the creation of a European vocational training space that enhances the quality of vocational training and favours the mobility of the future workforce within Europe. The mobility and the co-operation are two major contributions to make feel those involved real European citizens. The Leonardo da Vinci contributes, as the Socrates programme, to enhancing mainly the cognitive and the affective dimensions and less the pragmatic dimension of European citizenship. Again one could argue that any form of co-operation, networking and mobility is a possibility to promote the pragmatic dimension of citizenship.
1.6.3. The YOUTH programme

On 18 May 2000 the YOUTH programme was published in the Official Journal of the European Community which meant that the programme could start. The YOUTH programme is a new programme including the old Youth for Europe and the European Voluntary Services programmes.

Above all, the YOUTH programme offers young people opportunities for mobility and take an active part in the construction of the Europe of the third millennium. It aims to contribute to the achievement of a Europe of the knowledge and create a European arena for co-operation in the development of youth policy based on informal education. It encourages the concept of lifelong learning and the development of aptitudes and competencies that promote active citizenship.

The objectives of the programme strive to contribute to the three basic dimensions of citizenship. The programme intends:

a) to assist young people to acquire knowledge, skills and competencies, and recognise the value of these experiences (cognitive dimension);
b) facilitate the integration of young people into society at large and encourage their spirit of initiative (the pragmatic dimension);
c) open up greater access, in particular, to young people living in difficult circumstances or young people with disabilities, whilst helping to eliminate all forms of discrimination and promote equality at all levels of society (the affective dimension);
d) permit young people to give free expression to their sense of solidarity in Europe and the wider world and support the fight against racism and xenophobia (pragmatic dimension);
e) ensure that young people can play an active role in the construction of Europe (pragmatic dimension);
f) introduce a European element into projects, which have a positive impact on youth work at local level (affective dimension);
g) promote a better understanding of the diversity of our common European culture and shared heritage (cognitive dimension) and
h) maintain and develop a quality framework for informal educational activities within the scope of the YOUTH programme.

The YOUTH programme addresses primarily young people between 15 and 25 years old who are legally resident in one of the 15 Member States of the EU, as well as other countries participating in the programme. This means that as in the Socrates and Leonardo programmes nearly 30 European countries are actively involved but furthermore 3 of the 5 YOUTH actions are open to the so-called third countries from across the world. The YOUTH programme is thus the only one which has a global dimension and tries to enhance through its activities global citizenship.

The five actions of the YOUTH programme concern the following areas of cooperation:
a) action 1: meet young people in another country with a group of friends,
b) action 2: be a volunteer in another country,
c) action 3: do something in the village or the city where you live,
d) action 4: joint actions with the other EU programmes such as Socrates and Leonardo da Vinci, and
e) action 5: networking, co-operation, information and training activities supporting the aims of the YOUTH programme.

The EU is fully aware of the fact that co-operation with young people and partners from countries in other regions of the world can help to promote universal peace, dialogue, tolerance and solidarity amongst young people. The EU seeks to deepen and extend co-operation and solidarity as well as people to people co-operation to give a human and cultural dimension to its co-operation agreements so as to build long-lasting and solid European and global partnerships. The third countries involved in the YOUTH programme are divided into four groups: the Mediterranean countries (12 of them), the Commonwealth of Independent States (6 of them), Southeastern Europe (5 of them) and Latin America (19 of them).

Co-operation with the third countries, mentioned above, within the YOUTH programme is open to projects within action 1 (meeting young people), action 2 (voluntary service) and action 5 (support measures aiming at supporting those two other actions). Action 3 (youth initiatives in one’s town or village) and action 4, the joint actions are NOT open to third countries.

The YOUTH programme is probably the programme that most openly and most directly supports initiatives and actions to promote active European citizenship. It is also the lonely EU programme focusing on youngsters which promotes global citizenship through its possibilities for co-operation with youngsters from the so-called third countries in the Mediterranean, the South-eastern region of Europe, the Commonwealth of independent states and Latin America.

Through all its actions and activities the YOUTH programme promotes the creation and the development of a European (and global) youth space within which youngsters can practice citizenship in a very concrete and clear way. Thus the YOUTH programme clearly contributes to promote the three dimensions of active citizenship mentioned earlier: viz. cognitive, affective and pragmatic citizenship. One could possibly argue that the YOUTH programme has the strongest focus on the pragmatic aspect whereas the Leonardo da Vinci and Socrates programmes maybe have a primary focus on the cognitive aspect. The three programmes however have an equal focus on the affective dimension through their attention for the disadvantaged, the less privileged, the youngsters at risk and the handicapped. The joint actions will certainly lead to interesting developments in the years ahead.
1.6.4. The contribution of the education, training and youth programmes to the development of active (European) citizenship

A study commissioned by former DGXXII, now DG EAC, has now examined the contribution of the present education, training and youth action programmes to the development of active citizenship with a European dimension in practice. A brief summary of the findings that are to be found in the document mentioned earlier “Education and active citizenship in the European Union, follows here below.

From this study it can be concluded that “current action programmes offer considerable scope for the promotion of learning of active citizenship and that the European dimension is an important asset to this end. Community education, training and youth programmes can support individuals and groups to exercise active citizenship by providing opportunities to gain and practise technical and social skills for professional, personal and civic life. Marginalised groups deserve particular consideration in this respect, but within the context of a mainstreaming approach to learning processes relevant for all citizens, whatever their age or circumstances. This process can take root most effectively at the local level in the first instance, where the European dimension acts as a catalyst for reflection upon the meanings of community participation and identity ‘close to home’. Confidence in oneself and one’s own local community culture is a prerequisite for a confident and positive response to others, which is an important factor in building the foundation for developing a sense of involvement and inclusion in wider regional, national and European communities. Not only in form, but most importantly in substance, constructing European citizenship is interdependent with and complementary to local/regional communities of identity and national citizenship affiliations. This underlines the importance of effective action in favour of learning for active citizenship in the next generation of Community education, training and youth programmes”.

Commenting on what is written above in this publication, one could stress the importance of the creation of local learning communities which enable the promotion of active citizenship at local level but which are linked together at national, European and global level so as to promote local, regional, national European and global citizenship. The learning communities to be created within the framework of the Barcelona 2004 Universal Forum of Cultures are an excellent example of the learning communities to be created to promote active citizenship at all levels starting from the local level.

The activities of the present CONNECT project focusing on active young European citizenship is due to continue its activities once the EU financing is over within the framework of the Barcelona 2004 initiative which will guarantee the further development of such learning communities which will constitute the basis of active learning citizenship communities across Europe and the world. The network of Comenius projects created through the three CONNECT seminars plus through the RIAC seminar can be the basis for such an important citizenship network.
1.6.5. Community programmes promote learning for active citizenship

Learning for active citizenship is according to the study characterised by three key elements which are the following: a) it is a lifelong endeavour in a variety of contexts, b) it is based on democratic and participatory learning and c) it is promoted through the added value of the European dimension.

These three characteristics will retain our particular attention while presenting examples of good practice in the present manual on active citizenship. Active citizenship is indeed promoted through lifelong learning which is in its turn promoted through lifelong learning skills which can be acquired in European projects and activities linked to one of the major EU programmes. Active citizenship is also promoted through active learning styles and pedagogies within which the learner is at the centre and the teacher or trainers becomes a facilitator mentor or guide. Finally, European projects and initiatives definitely have an added value which make those projects and initiatives unique and irreplaceable.

1.6.6. A lifelong endeavour in a variety of contexts

Learning for active citizenship can be described as a process of critical accompaniment in which individuals are offered structured opportunities – at cognitive, affective and pragmatic levels – to gain and renew the skills of self-directed participation and to experience the negotiation of social purpose and meaning. By its nature, this learning process is a continuous one that is relevant to individuals throughout their lives, and also one that can and should take place in a variety of contexts.

This means that learning for active citizenship builds upon, but moves significantly beyond the more familiar concepts and practices of civic and political/social education provided in formal schooling contexts for young people. This element of the curriculum is provided in differing ways at different stages, but typically emphasises on cognitive teaching and learning: young people acquire information and knowledge about democratic institutions and practices in their own national, regional and local contexts together with the practical skills of life management in complex modern societies. These are indispensable elements of learning for active citizenship, but they cannot only suffice, in that:
- many adult citizens lack relevant information, skills and confidence as well as access to opportunities for participation and engagement in the first place;
- non-formal teaching and learning contexts, in particular those linked with associative life and civil society, can often more readily incorporate affective and pragmatic with cognitive learning;
- the rising significance of communicative and intercultural skills together with the capacity to respond positively to rapidly changing environments extends the scope and relevance of learning for active citizenship altogether.

The examples of good practice given in the present manual will focus on those which combine the acquisition of knowledge and information with the acquisition of practical experiences in their own local, regional or national context together with the acquisition of practical skills of life management. Major focus will be given to projects and initiatives
that give opportunities to participate actively and to commit oneself actively in the local, regional or national community or even the European community through the project.

1.6.7. Democratic participatory learning

Placing learners and learning at the centre of education and training methods and processes is by no means a new idea, but in practice, the established framing of pedagogic practices in most formal contexts has privileged teaching rather than learning. Teachers traditionally convey the knowledge they possess to learners, who subsequently must show what they have learned. In this approach, teaching is largely proactive, whereas learning is largely reactive. The purpose of the process is essentially to convey content, and the core problem is to find the most effective teaching methods for doing so. Learners certainly participate in this process, but the extent of self-direction and co-determination they may bring to it is inevitably circumscribed.

In a high-technology knowledge society, this kind of teaching-learning relation loses efficacy: learners must become proactive and more autonomous, prepared to renew their knowledge continuously and to respond constructively to changing constellations of problems and contexts. The teacher’s role becomes one of accompaniment, facilitation, mentoring, support and guidance in the service of learner’s own efforts to access, use – and ultimately create – knowledge. This means that learners become active participants in their own learning processes, which they learn to negotiate and co-manage together with their teacher-guides and with their co-learners.

The significance of this kind of approach for learning for active citizenship is self-evident. Where the content of what is being taught and learned stands in contradiction to the way in which it is being taught and learned, the meaning of the learning process becomes ambiguous. Therefore, democratic and participatory strategies are especially important: they constitute the very essence of what is to be learned and practised.

Similarly the present manual will stress examples of good practice in which democratic and participatory learning strategies are being promoted in which the teacher becomes a facilitator or a mentor who supports and guides the process of lifelong learning. Hence the manual will also give particular focus to the lifelong learning skills which can be acquired through the involvement and the participation in European projects and initiatives within the framework of the major EU programmes in the field of education, training and youth.

1.6.8. The added value of the European dimension

Firstly, the explicit support offered by education, training and youth action programmes to the promotion for active citizenship underlines that participation and inclusion do not end at national borders. Active citizenship with a European dimension implies not simply being aware of and effectively exercising the rights and responsibilities enjoyed
by citizens of the Union, but also affirming the principles of and gaining the skills required to live in plural societies that are constructed through multifaceted difference.

Secondly, education, training and youth activities supported by the Community action programmes are founded in transnational co-operation and exchange. The stimulus provided by the confrontation and engagement with complexity and difference that such activities inherently involve means that they comprise a privileged channel for intercultural learning. Taking the ‘détour’ of transnationality acts as a specific pedagogic device, whose purpose is to facilitate critical reflection on the self, identity and everyday life. From this point of view, access to active citizenship at the European level is built upon the development of a more considered awareness of local, regional and national identities and contexts. This awareness, in turn, can result from gaining knowledge of life in other parts of the Community and working together with people who are in some ways different from oneself.

The European projects and initiatives described in the present manual will also focus on those two elements; they will highlight in how far the activities contribute to affirming the principles and to gaining the skills required to live in plural societies and they will stress how the transnational co-operation and exchange within projects can be enhanced as these are the core elements of the European added value.

The European added value results from the putting together of youth experiences and expertise at local, regional and national level, from the comparison of those experiences and expertise to extract the ‘best’ out of them and from developing together new approaches and methods which build on the best in a spirit of true co-operation and exchange.

According to the study the most significant contribution made by the programmes is their promotion of transnational and intercultural co-operation and exchange, not only in the eyes of the project promoters-leaders and participants but also in the activities that are carried out in that context.

One of the main conclusions of the study is of particular relevance for the present manual and it is quoted here below:

“The action programmes do provide space for – and indeed do encourage the use of – democratic and participatory learning approaches and the combination of cognitive, affective and pragmatic levels of learning. However, projects take up these opportunities for innovation and experimentation with methods of teaching and learning to rather variable extents.”

The study also ends with a clear suggestion towards the future of the Community programmes in the fields of education, training and youth which is worthwhile remembering when giving examples of good practice in the present manual.

“In so far as learning for active citizenship can now be seen as lifelong endeavour relevant for people of all ages and circumstances, and to be an appropriate aim across
the range of learning contexts, then the action programmes may need to rebalance the profiles of projects they fund in the coming years.”
Chapter 2

2. AN ACTIVE CIZENSHIP SCHOOL: a learning community

2.1. Introduction

A citizenship school is a school which through its activities, structure, climate and culture contributes to enhancing active citizenship at different levels for all the groups of the educational community: pupils, teachers and staff, heads, parents and any other member of that community.

The school has to be seen as a learning community where many of its members lead a large part of their life. Enhancing the life within the school and structuring its life in a democratic way will greatly contribute to enhancing active citizenship outside the school in the local community and also beyond. Implementing such a citizenship school presupposes styles of management within the school which are conducive to democratic pupils’ life. This doesn't mean the delegation of school management to pupils, nor that pupils necessarily oppose their managers. It means that issues which concern them, particularly in relationships with one another, should be directly addressed by them.

Active citizenship is not something which is added on top of the pedagogical and learning activities within the school. It should be the spirit which impregnates the whole school life at all levels. It has to be reflected also into the management style of the head and his team. Hence it is important that it is integrated into the pedagogical plan or the mission statement of the school. Active citizenship is the cement that holds together the school community, it is the fertiliser that makes it prosper and develop.

It is indeed the duty of every school to discuss with its educational community – pupils, teachers, staff, heads, governors, parents...- the ways in which active citizenship has to be promoted and can be integrated into the pedagogical plan and the pedagogical mission statement of the school. This integration is a key element when it comes to putting it into practice at all levels in the school. It can sometimes be the outcome of a long process and in other cases it is something which is easily agreed upon as the result of an open discussion with all the members of the educational community.

In some cases the discussion on the way in which the school contributes to enhancing active citizenship came about as a result of an internal audit which was carried out to
find out how much the school invites to active citizenship and enhances active citizenship. Such an audit looks at the different elements of active citizenship present in the school and school life. In how far is cognitive knowledge of active citizenship promoted? In how far do youngsters have the possibility to acquire competencies and skills that enable them to have practical experience and hands-on experience of active citizenship in the local community? In how far do youngsters acquire positive attitudes towards citizenship and in how far do they feel 'affected' by and concerned by society and consequently in how far are they willing to act as a citizen to the benefit of the local society?

Below a set of questions and elements is given which can help any school make its active citizenship internal audit. The audit should be followed by the development of a strategy plan on priority areas to be defined by all the members of the school educational community.

**Make a citizenship audit of your school**

It is useful to make a citizenship audit of one’s school to find out in how far the school is creating the conditions to promote active citizenship. Such an audit can also be the beginning of the development of a strategic plan to enhance active citizenship within the school.

The following steps should be included in an audit:
- Which references are there in the **pedagogical plan or the mission statement** about the role of the school in the promotion of active citizenship? If there are few or none, a debate should be launched to do something about it.
- Which **participatory structures** are there for pupils, teachers or staff and parents? How are they functioning? What needs to be improved?
- Which initiatives are taken to turn the school into a **convivial and caring society**?
- Which **learning and teaching methodologies and strategies** are put into practice which strengthen active participatory skills and competencies with pupils?
- Which **special initiatives** are organised by the school showing that it is a caring school? Special initiatives for pupils with learning difficulties, social or socio-pedagogical difficulties? Initiatives to promote **equal opportunities** for boys and girls?
- Which **initiatives are organised to combat all sorts of violence**, ranging from bullying, verbal violence to all sorts of physical violence? What is done to fight racism, xenophobia and anti-Semitism?
- Are there any **peer education activities** organised to enhance the responsibility of the pupils? How are pupils **empowered**?
- Which **in-service training** is organised to support the active citizenship activities with teachers and staff?
- Which activities are organised to support the **induction of young teachers**, the support to **burn-out teachers** or in exceptional cases to help towards the **outplacement** of teachers?
- Which **analysis of the curriculum** has been made to find out disciplinary and/or interdisciplinary approaches and contents that can enhance active citizenship?
- Which **cognitive elements** are explicitly foreseen in the **curriculum** to enhance active citizenship?
- Which **cross-curricular or extra-curricular activities** support active citizenship?
- Which **pedagogical projects or European and/or international projects** support active citizenship education within the school?

Citizenship education and/or human rights education are synonymous and cannot be detached from every aspect of the life at school. As young people spend so much time at school and as the school is one of the key places where youngsters can be educated towards citizenship, its importance to this effect should not be underestimated. This is especially true when the school is not reflecting citizenship or democracy itself as it reinforces the prejudices youngsters have towards active citizenship and human rights. Hence the first feeling the school has to promote is that **every pupil should feel that he/she counts and that he/she matters** and that he/she is giving all the chances and all the opportunities to develop fully.

This is the key to citizenship education. Pupils (and staff members) who are not appreciated, who get no recognition, who can not show and use the potential they have will be frustrated and later on disappointed in the society which doesn’t value their qualities; this deception definitely has to be avoided as it is counter productive in terms of citizenship.

One may argue whether to use the term of a citizenship school or the one of the learning community. Both terms complement one another and this is why, throughout the present manual both terms are either used together or that they are used a synonyms of one another. Citizenship schools definitely create the ideal learning environment to motivate young people for education and learning. They are becoming true learning communities where youngsters and adults learn to live together and try to create in miniature the society the youngsters will live in, being aware that the school is already part of that society.

**PEACE Profiles Educating for Active Citizenship in Europe: A Comenius 2 project**

The aim of this three-year project is to develop a transnational in-service course for teachers in active European citizenship through a comparative investigation into the professional and cultural characteristics of the teaching staff in Greece, Denmark, Italy and Spain. The target group of the project is in-service trainers, programme co-ordinators and teaching staff in general.

The objectives of the projects are:

a) to make a comparative analysis of the education systems of the participating countries,
b) to analyse the characteristics of the participating teachers,
c) to study the differences and similarities between the participants,
d) to establish the profile of a teacher who is able to fight existing stereotypes,
e) to promote the intercultural dimension in teaching, to enhance language teaching in schools.

The expected outcomes of the project are: to design a training course within Comenius Action 2.2 and to develop a CDROM and a video for dissemination purposes of the project results.

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2.2. Key characteristics of an active citizenship school or learning community

The concept of the citizenship school or of the learning community outlined below is based on the concept developed by the scientific committee of the CONNECT project and of the Universal Forum of Cultures of Barcelona 2004. This concept is inspired by the ideas of the citizenship sites of the Council of Europe and by the elements to be found in the innovating schools of the OECD. Furthermore the concept is largely inspired by the outcomes of the many European partnerships and projects which have been set up with the framework of the Socrates programme of the European Union in general and its COMENIUS part on school education in particular.

The key characteristics of an active citizenship school / could be stated as follows:
- a school which puts at the centre the dignity of the human being and first of all also of the pupil: a caring school for all its members
- a school which is aware of quality education for every child
- a school which promotes cognitive, affective and pragmatic citizenship
- a school which promotes participation of all its members of the educational community at all levels
- a school which is implementing active and creative learning and teaching methodologies and strategies
- a school which is open to the local community and co-operates with it
- a school which is open to international or European co-operation
- a school with a lifelong learning perspective
2.2.1. A school which puts at the centre the dignity of the human being and first of all also of the pupil: a caring school for all its members

A school which intends to educate towards citizenship has first of all to put every human being – and the pupils in particular – at the centre of its activities. Every activity of the school has to be seen within the overall focus on the dignity of every human being.

This means that every school should be a caring school; caring for each of its members based on the fact that they are human beings.

The caring school concept will have to be translated into concrete facts and actions in several ways. A caring school will have a counselling and social service for the pupils. Every teacher will pay particular attention to every pupil helping him or her to make the best out of her talents or skills. A caring school will also pay attention to the well-being of the teachers and members of staff in the school. Particular attention will be given to the young teachers who will be given as much as possible attention during their induction period as this is usually a major step in their life which can make them or break them. The school will also care for any teacher or member of staff who may have difficulties of whichever sort during his/her career. Particular attention will be paid to teachers with burnout or teachers who are no longer able to function as teachers; they need support which can range from psychological support to support in finding another job within the school or even sometimes outside the school through outplacement.

The board of governors will see to it that the appropriate support structures are also present to support the head or the management of the school to work in the best possible conditions and to cope with the variety of problems and pressures they are subject to.

The caring school creates the basis for the affective dimension of citizenship as pupils (and staff) have to feel ‘good’ at school; they have to feel cared for so that they feel part of and integrated into the school. An important element in this is also the recognition of the work of the pupils and the recognition of the work and commitment of all the other members of the educational community of the school.

2.2.2. a school which is aware of quality education for every child

A citizenship school is a school which takes all steps necessary to see to it that every child gets the quality education it deserves, bearing in mind its specific needs, its special learning characteristics and bearing in mind its specific intelligence. Differentiation in the classroom, support of pupils through remedial tutors or through other pupils, special support for specific difficulties will show that every child is at the centre of the school and deserves full attention.
The awareness of quality is closely linked to the need for in-service training for all of the members of the educational community in every school. Teachers need in-service training at all levels: to teach their discipline, to work in interdisciplinary teams and on cross curricular issues and to help create and sustain the caring school. It is a never ending cycle of in-service training which is integrated into the overall concept of lifelong learning and education.

The concern for quality education for each and every child will enhance the personal development of every child so that each of them can use the full potential of their abilities and intelligences. The concern for quality will also lead to the pupils acquiring all basic competencies and skills which they will need in their future personal and professional life. Finally as stressed already under the first item of the caring school, this will also contribute to creating the right attitudes towards the school and learning on the one hand and towards society on the other.

If quality is a key concern of the citizenship school, then the concern for the professional development of each of its staff members will also be a key concern. A citizenship school will set every step and make means available to see to it that all the members of its educational community can develop themselves fully within the schools using also the multiple intelligence, skills and competencies they have. Staff development and helping staff members outline their professional careers and their professional development is a key challenge for every school.

2.2.3. A school which promotes cognitive, affective and pragmatic citizenship

A citizenship school or a learning community is a school or a community which explicitly focuses on the three sub components of citizenship: the cognitive, the affective and the pragmatic dimension.

The cognitive dimension of multiple citizenship will be promoted through the curriculum, through the cross-curricular activities or through the extra-curricular activities set up at the school. A variety of opportunities and pedagogical approaches may be used to promote cognitive aspects of citizenship.

Particular attention should be given to role play and simulation games which enhance the acquisition of cognitive elements on the one hand but also enable to practice social competencies and skills which can be useful as an active citizen in future life.

Particular attention should also be given that all hands-on experiences, which are mentioned under the pragmatic dimension of active citizenship, have a cognitive element in them. There is pragmatic dimension of citizenship if there is no cognitive element related to it which deepens the understanding and gives a solid foundation to the commitment of the citizen.

The elements mentioned above concerning the caring school have highlighted the importance of the care given to all the members of the school community to create the
‘affective’ ground and foundation on which to promote active citizenship. The care a school shows for all the members of its educational community also shows the respect it has for all of them. It puts at the centre of the school the human beings not only as consumers of knowledge or learning in the case of the pupils or as human resources in case of the teachers and staff, but it highlights the importance of every human being as a citizen, able to contribute in his or her way to the well-being of the school community.

The pragmatic dimension of citizenship is very often the dimension which is disregarded in education and which gets the least attention; Hands-on experience and/or community work as a valuable element of citizenship education have definitely to be promoted and have to be integrated as much as possible into the curriculum or at least closely linked to cross-curricular or extra-curricular activities. Community work should be integrated into the curriculum as is the case in some educational systems in Europe as such as in England and Wales after the latest reform concerning citizenship education. Community work or voluntary work are key elements to promote empowerment.

2.2.4. A school which promotes participation of all its members of the educational community at all levels

As participation is the key to empowering people – pupils, teachers, parents, staff – to get involved much more in the school community the necessary participatory structures have to be created and/or promoted which can bring about this active participation. Pupils’ councils, class councils, parents’ associations are basic elements to enhance democratic awareness and active citizenship. Active participation opportunities in such structures also promotes self-confidence and motivation with all those concerned. A school without such participatory structures cannot be said to be an active citizenship school or learning community.

The development, implementation and successful activities of the participatory structures depend upon the structural possibilities and the time which are made available to make those democratic structures really operational. The success and the lasting impact they may have on citizenship education will also depend upon the quality of their activities and the training those involved are receiving to enable them to participate efficiently in these activities. It is also important, especially for youngsters, to define clearly the competencies and skills they will or may acquire through their involvement in those participatory structures or bodies. Hence it is important to possibly include into their portfolio the competencies and skills they acquire through the active involvement in the participatory structures.

2.2.5. A school which is implementing active and creative learning and teaching methodologies and appropriate assessment strategies

From what was stressed above it is clear that schools which want to promote active citizenship have to promote it through democratic and participatory structures at the
level of all the members of the educational school community such as the pupils, the parents, the teachers and the other staff members. It should also be clear that active citizenship will be promoted through the active and creative learning and teaching methodologies and appropriate assessment strategies which are used within the school and within the classroom. Those active and creative methodologies should address all the different groups bearing in mind the multiple intelligences of the pupils.

It is a school within which everybody is seen as a learner: not only the pupils but also the teachers, the head and all the other members of staff. It is a school where as much as possible frontal teaching is avoided and in which the teacher becomes a learning facilitator and a counsellor helping young people to discover, analyse knowledge and work with it in concrete circumstances. The teacher will help the pupil to become an autonomous learner who may and can call for help and assistance but who discovers knowledge, works with it, applies it and derives lessons from what he is doing. It is a school in which every activity or even meeting with people, in which every event is turned into a learning opportunity.

This means that the school is turned into a learning organisation within which learning is promoted at all levels individually or in groups, across different group ages through intergenerational learning – the young learning from the old but also the ‘older’ learning from the younger. It is an environment where all learning is validated and accredited in a lifelong path of learning. All of this enhances the need for more and for appropriate in-service training of teachers and staff so as to be able to operate in a learning environment and in the school as a learning organisation. Portfolios and individual or collective learners’ reports, project work, role plays and simulation games, mini enterprises, are some of the pedagogical methodologies which will characterise an active citizenship school. It is a school where individual autonomous learning and team learning is alternating and is taking place simultaneously with differentiated learning adapted to the need of learning, the depth of learning or to the potential of the children concerned. It is a school where pupils assist one another in their learning as what they have explained themselves to a fellow student, is the best way to retain and apply the knowledge acquired.

An active citizenship school is also a school that has assessment strategies that are in parallel to the active learning methodologies focusing on the composition and the assessment of a portfolio, on joint examination or assessment for pupils who have jointly worked on projects or other activities. In a citizenship school assessment is always one element linked to the learning, the teaching, the mentoring, the follow-up and the monitoring of the pupils. Assessment is not the sword of Damocles, which it still too often is. Assessment has to be a positive learning experience, which in its turn is a step to further learning and to further development for the pupils and the teachers.

2.2.6. A school which is open to the local community and co-operates with it

A citizenship school or a learning community is a school or community that co-operates in every possible way with the local community. It can co-operate with the local
community to enrich the curriculum and thus can have members of the local community (companies, liberal professions...) participate in the curriculum or in the evaluation of the curriculum.

The first and privileged partners of the local community are of course the parents who will be invited to play a key role at all levels in the school. Parents’ councils or parents’ representation at all levels are a must. Schools will facilitate the training of the parents in all appropriate councils so as to enable them to play their role fully.

In some cases members of the local community can come into the school and enrich the disciplines or the interdisciplinary work that takes place. Co-operation with cultural services, arts museums, science museums, orchestras, operas etc. can offer a lot of opportunities whereas co-operation with political representatives at all levels holds great potential to make young people aware of their role in a democratic society. The same is valid for representatives of trade unions or of professional organisations. The school will also open up to the local non-governmental organisations or associations which are the backbone of the voluntary work and a key element of the civil society to which young people have to be introduced.

The school will also open up to the local community to solve some of its problems or possibly help to solve problems in that community. The school may co-operate with social and medical services and with the police to solve different sorts of problems related to violence at school. It can help in developing adult education programmes which can promote lifelong learning at local level. The school can no longer be a sanctuary, locked away within its walls from society. It has to open all its doors and windows to turn the school into a learning centre or even better into learning communities making use of every opportunity for learning which the local community can offer.

The local community holds indeed great potential to enhance the pragmatic dimension of citizenship as it offers to young people concrete possibilities to be involved in democracy at work at local level. Youngsters can see the impact and the effect of their commitment and involvement immediately at local level; this is a major boost in their citizenship education.

2.2.7. A citizenship school which is open to international or European co-operation

A citizenship school or a learning community will promote as much as possible European and international co-operation in its schools. This means that the school will be involved in school partnerships and co-operation projects either at bilateral or multilateral level in Europe or beyond. Such partnerships can be created either within the framework of existing European co-operation programmes such as the Socrates programme, the YOUTH programme and the Leonardo da Vinci programme or within other bilateral or multilateral programmes or organisations.
Citizenship schools or learning communities should see to it that they embed in the European or international co-operation project the different dimensions of active citizenship: the cognitive one, the affective one and the pragmatic one. European and/or international partnerships should go beyond fact finding activities and should be focusing on how they can promote active citizenship and active solidarity between schools across Europe or the world.

Citizenship schools or learning communities will give priority to partnerships within which schools can take concrete actions showing their solidarity to one another. Concrete examples of this are schools from the EU co-operating with schools from Central and Eastern Europe or with Southeastern European countries to enhance the quality of their curriculum and the equipment they have. Partnerships have also been developed where EU schools make available to those schools expertise in specific technical and technological fields.

Citizenship schools or learning centres try to focus on the North South co-operation enhancing collaboration with developing countries and trying to develop concrete actions which enables pupils to do something for the schools in those countries. Such partnerships hold great potential of active citizenship. So far most of the European partnerships have given little attention to North-South co-operation. Bearing in mind the globalisation of the world it is urgent to do something about this.

Research and evaluation reports have shown that school partnerships can contribute greatly to several competencies and skills which are greatly needed to enhance active citizenship. Such partnerships enhance communication and presentation skills. They also enhance linguistic skills and the skills to use NICT to communicate and to work with one another. Partnerships enhance intercultural skills and facilitate cross-cultural communication. They also promote analysis and research, conflict management skills and problem-solving attitudes. They also promote pro-activity and time management. Finally they also promote motivation for learning and they enhance lifelong learning skills; they promote attitudes such as intercultural understanding, openness for other cultures, sense of solidarity, voluntary commitment and awareness of our responsibility in developing a sustainable global world order.

2.2.8. A school with a lifelong learning perspective

The citizenship school or the learning community puts education and training in a lifelong learning perspective. As mentioned above they promote knowledge, competencies and skills that develop the urge for lifelong learning and lifelong education. To strengthen this lifelong learning perspective they co-operate with other members of the local community. They may offer some learners lifelong learning opportunities within the school building in co-operation with the local community. They will also promote within the team of teachers and staff lifelong learning as the underlying force of the professional development of the staff. The teacher will, as mentioned before, consider himself to be a learning facilitator or a learning counsellor.
much more than a pure dispenser of knowledge as he knows that of the dispensed theoretical knowledge much gets lost.

The citizenship school will integrate itself and participate in lifelong learning activities which are set up within the local community offering its expertise to all those interested. The citizenship school will give its particular support to all initiatives which concern disadvantaged groups within the local community. The citizenship school will also give particular attention to the lifelong learning of the teachers, the staff and the head. The citizenship school will be ‘the’ example of the learning organisation with learning support structures and activities which enhance lifelong learning. Learning circles of teachers, staff and of pupils in some cases included in those learning circles (so that teachers can also learn from pupils and vice versa) can be very supportive to the enhancement of citizenship.

The citizenship school is fully aware of the fact that a citizen of the Europe of tomorrow has to upgrade his knowledge, skills and competencies regularly to be able to cope with the changing and varied roles of a citizen. Hence the urgent need for schools to be able to promote motivation for lifelong learning and the promotion of lifelong learning skills. This is closely linked to all the aspects that can turn the school into a learning organisation.

A discussion on the Memorandum on lifelong learning published by the Commission of the European Union in January 2001 can be a very good starting point to enhance reflection on this topic. The Memorandum is to be found on http://europa.eu.int/education/.

2.2.9. Conclusion on the citizenship school or the learning community

The main element to be remembered is that a school cannot educate towards active citizenship if it doesn’t take serious its overall responsibility for quality education and if it doesn’t do this based on the dignity of every human being. A citizenship school is not possible if the school is not itself reflecting the democratic structures necessary to make the learning community function.

Citizenship cannot be dissociated from human rights education which is taking place and shape first of all within the context of the school. If there is bullying at the school, the school has to take steps to do something about it; by doing so it shows the school works at citizenship. If teachers are not treating pupils fairly, the school has to do something about it as otherwise its message on citizenship is not credible. If there is no serious in-service training plan for all staff it is virtually impossible for a school to invite pupils to have a lifelong learning attitude. Many other examples of this could be given.

A citizenship school can never be a learning community just by focusing on the cognitive aspects of citizenship education. The citizenship school is not a school with a discipline called ‘civics education’ or with a similar name. This doesn’t mean that civics education shouldn’t be present; on the contrary. It should, however, be avoided, that
the civics education course is the only expression of citizenship education. The cognitive aspects do not have to be the first ones to be tackled.

The first and major objective of a citizenship school is to create a true learning community of human beings based on a school climate and a school culture characterised by solidarity, respect, openness, mutual support and willingness to co-operate so as to enhance the learning of all the members of this community; not just of the pupils but also of the teachers, the administrative staff, the heads, the parents and any other members of that community.

The concern to enable every member of the community to make full use of his or her potential, of his or her (multiple) intelligence, of his or her competencies and skills and to prepare him or her in the best possible way to play his or her role in society, is one of the most fertile foundations for citizenship. It shows that the school is taking its responsibility to educate young people to be creative citizens. It shows that the school is fulfilling the duty which society has assigned to it. The more the school is perceived to contribute to the quality of life in society the more the status of the teachers and staff will also be enhanced.

2.3. Link between the citizenship schools of CONNECT 008 and the Barcelona 2004

The present CONNECT project 008 “A European active young citizens’ week” within the framework of which the present manual has been developed, is linked to the future event of the UNIVERSAL FORUM OF CULTURES of Barcelona2004 expanded upon later. The scientific Committee of this major event which can be seen as the first World Olympic Games of Culture is gradually defining the concept of the learning communities. It has come up with the following key elements of a learning community. 

Full information about the Barcelona 2004 event can be obtained from the website of this major event: www.barcelona2004.org

2.3.1. A LEARNING COMMUNITY IS:

- a community preferably centred on the school in co-operation with all or many other partners of the local community,
- a community of which the major concern is the dignity of the human being, his or her personal or professional development within a lifelong learning and education perspective,
- a community which makes every effort to include into its educational project every member of the community while excluding nobody and while making full use of the competencies and skills of each, of its members,
- a local community which is always open and willing to co-operate with other partners at regional, national, European and global level,
- a community which makes use of the new communication and information technologies with a specific focus on their pedagogical usage to strengthen the links in the learning community and between the networks of learning communities,
- a community based on the concept of active citizenship with all the elements outlined above and with particular and specific attention for all the shades and aspects of citizenship outlined later on in this part of the manual.

The Universal Forum of Cultures of Barcelona 2004 considers the learning community as a living and thriving community composed of one or several of the following members or partners: schools, universities, initial and in-service teacher training institutions, families, local or regional authorities; all kinds of associations, NGO’s or youth clubs with the specific focus on voluntary organisations, museums, theatres, orchestras, social services, social organisations such as trade unions and professional organisations of employers, companies and enterprises, the media (radio, TV, The written press etc.) the religions and any other group actively involved in the development of the civil society.

The groups mentioned above are the potential members of such learning communities which are the soil on which active citizenship can develop and thrive. The close cooperation, interaction between all of those partners and the mutual support are key elements to bring learning communities alive and make them prosper to the benefit of all.

2.3.2. The three key themes of the Universal Forum of Cultures of Barcelona 2004

Within the framework of the Barcelona 2004 Universal Forum of Cultures learning communities are invited to promote by priority three key themes and to develop educational projects focusing on them; they are the following ones

- cultural diversity,
- sustainable development and
- peace.

Each of those three key areas can be tackled in different ways and with different approaches. All of them hold great potential to focus on different elements of active citizenship at local, regional, national, European and global level.
Ten sub-themes of the educational project of the Universal Forum of Barcelona 2004

Those three key elements will preferably get particular focus within the educational projects through the following 10 sub-themes which enable concrete work in the field of active citizenship for each of them:

- cultural heritage both material and immaterial as an educational tool
- the natural environment and education towards sustainable development
- the common values of cultural diversity, of peace education and of living together
- education and youth
- education, development and social cohesion
- women and the diversity of cultures
- the family, personal development and the socialisation process
- training and access to work
- human rights and democracy towards an active citizenship
- the media and the new technologies

A quick comparison between the elements of the citizenship school and the elements of the learning community of the Barcelona 2004 event shows clearly that there is a very strong parallelism between the two concepts. This is the reason why the two concepts are put one alongside the other in the present manual as similar and complementary to one another.

Towards 2004 the Town of Barcelona will invite learning communities focusing on one of the 10 sub-themes or on several of the sub-themes to come forward and to clarify the way in which they develop their learning communities. It is also hoped that they will share their experience and knowledge with others around Europe and the world who are interested in setting up similar initiatives.

A Comenius 2 project to develop in-service training to train teachers and other members of staff to set up learning communities

Bearing in mind what was said earlier that professional development is a key element within lifelong learning the present CONNECT project has also lead to the introduction of a Comenius 2 project which intends to develop an in-service training course and materials to train teachers or other members of staff to set up, develop and implement learning communities.

This Comenius 2 project will build on the achievements of existing learning communities and it will distil from their experience, expertise and achievements pedagogical approaches and materials which will be integrated into the future in-service training course to be run.
2.4. Citizenship schools, learning communities versus citizenship sites

The concepts of the citizenship schools (or one could also say the citizenship educational school community) and of the learning community can be compared to other concepts developed by other organisations. The Commission of the EU is starting to implement within the framework of the eLearning initiative the so-called learning centres with a major focus on ICT (see further information on http://europa.eu.int).

Particular attention is given here to the concept of the Citizenship sites developed by the Council of Europe over a period of several years. Those citizenship sites show clear similarities with the citizenship schools or the learning communities of both this CONNECT project and the Barcelona 2004 Universal Forum of Cultures. Hence some information, about the Citizenship Sites of the Council of Europe.

A COMPARISON with the CITIZENSHIP SITES of the Council of Europe

It is interesting and useful to compare what has been mentioned above with what the Council of Europe is trying to achieve through its sites of citizenship. A lot of similarities are to be found between the concept of learning communities and citizenship schools and the sites of citizenship of the Council of Europe.

Full information about the sites of citizenship can be found on the website of the Council of Europe: http://www.coe.fr

The citizenship sites of the Council of Europe

What is a site of citizenship?

Sites of citizenship are new or innovative forms of management of democratic life. They are initiatives rooted in civil society that practise participatory and representative democracy at the local level. It is not the location of a "site" that counts, but the participation and the learning processes taking place within it. On all sites the participants exercise the most basic form of participation and citizenship, namely speaking up, expressing their needs, interests and problems.

They develop specific strategies to respond to different aspects of social exclusion and discrimination (e.g. poverty, unemployment, illiteracy or drug addiction) or to improve communication between different ethnic groups in
multicultural settings. The activities take place in formal and non-formal learning environments, based on the idea of life-long learning. The sites' activity will make accessible a source of practical evidence and information, which will contribute to an understanding of the skills and learning processes that are necessary for the practice of democratic culture.

The following criteria/guidelines have been agreed upon for a citizenship site:

- it is a building site of democracy, engaging a plurality of actors in their diverse roles;
- it is participant driven and based upon democratic values and processes;
- it is committed to empowerment and democratic social change;
- it is an initiative which is rooted in civil society;
- it is focused on one, or several aspects of the structures of power (in the contexts of education, employment, justice, environment, politics, health, culture, etc.) which shapes the relationship between the citizen and all levels of state authority;
- it is a practice or set of practices, involving innovative partnerships through which citizens are engaged in reformulating the context for democratic participation;
- it is identifying and confronting exclusion and the barriers to participation;
- it is exploring and developing local/group/community resources;
- it is a project which is innovative and which results in added learning and educational value for the actors;
- it is potentially self-sufficient and self-sustaining;
- it is an activity, which has the potential for transferability, generalisation and influence at the local, regional, national and European level.
Chapter 3

3. European or transnational projects and partnerships: Examples of good practice

So far the key elements of the citizenship school have been highlighted. Those elements are also the key elements of innovating schools as they have been mentioned in the publication “Innovating schools” of OECD, published in Paris in 1999. By integrating those elements into the school one can indeed bring about true innovation. They are, as mentioned earlier, general elements which create a sound and fertile basis for citizenship education.

The citizenship school will also be aware of the fact that active citizenship will be best translated into concrete elements and issues which can be highlighted within the curriculum in a disciplinary, interdisciplinary or extra-disciplinary way. Instead of developing ideas and suggestions in general on citizenship, it has been translated into sub-components along the lines of those suggested by Derek Heater in his concept of the multiple citizenship. The subdivision into distinct elements of citizenship facilitates the work in the classroom and the school.

The following elements will be focused upon:

- Political citizenship: Human rights education & values education
- Cultural citizenship
- Intercultural citizenship
- Social citizenship
- Egalitarian citizenship
- Ecological citizenship
- European citizenship
- Global citizenship
- Multiple citizenship
One has to be fully aware that the subdivision of citizenship which is outlined above is in certain ways artificial and that very often projects and initiatives cover two or even more of those elements of citizenship. The subdivision, however, is kept on to make it clear that within citizenship education a particular focus can be given to certain aspects while also having an impact on other aspects. In many cases projects which will be mentioned later are projects with a European dimension and very often they could and can easily be turned into projects with a global dimension. In many cases they can also be turned into projects with a local or regional dimension.

3.1. Political citizenship, Human rights education, values education, civics education

Political citizenship can be defined as covering all elements in citizenship education which heighten the awareness of the children and youngsters of the political rights, responsibilities and duties of the citizens in our modern societies. Political education and civics education have to go hand in hand as youngsters have to be made aware that it is the conduct of each individual within society which has an impact on that society. Civics education and political education thus always have to be linked to what is happening in the classroom, in the schools and in the local environment of the school. From this basis political education and civics education can extend to the regional, the national, the European and the global dimension.

Particular attention will be paid to the basic declarations such as the Declaration of the Human Rights and the Declaration of the Children’s Rights at global level. As far as Europe and the European Union is concerned particular attention will be given to the newly adopted Charter of the Fundamental Rights ad within it are laid down the basic rights and duties of the citizens of Europe.

Youngsters should also be invited to study and discuss the constitutions of their countries and see how those constitutions link up with the Universal Declaration of Human Rights or the Declaration on Children’s Rights. Youngsters could also try to find out the link there is between the pedagogical plan or mission statement of their school and those official documents. If there is no link, it could be an issue for discussion with teachers, parents and pupils to see to it how a link could be brought about.

At the level of the political citizenship a lot of activities can be set up within the schools, ranging from the integration of cognitive elements into some of the normal lessons. This is very often the case as political education and civics education are integrated either into specific subjects such as civics education or in religious education or they may be integrated into other subjects or disciplines.
Media education will be an important element in political education and civics education. Youngsters have to learn to read the press and to listen to the news on the radio and the television. Exercises can be done by which young people, according to their age level, analyse the news on what may concern each of them at their age. They may be invited to become reporters in their environment to find out what is going well and what is going wrong. This may lead to youngsters writing articles or making small radio or television programmes. These are numerous opportunities which enable young people to use different skills such as writing skills, listening and comprehension skills, communication skills etc.

Media education will educate young people towards reading the press with a critical eye and distinguishing between the different political tendencies and families in their country or at a local, regional or national level. It will also make them aware of the importance of political families at European or global level. It will also help youngsters make the links between the important declarations such as the declaration of the Human Rights and the Charter of the Fundamental Rights of the EU and the translation those documents find into party political documents.

Media education is particularly important as is highlighted in the introduction of the book “Civic education across countries: Twenty-four national case-studies from the IEA Civic Education Project6: “The mass media have gained in power to shape attitudes. Research shows how television influences students’ awareness of politics. Education about media has been initiated in many countries to bring discussion of what students experience outside the class into the classroom. At the same time, CNN, MTV and the Internet have created an incipient world-wide culture with great potential impact on attitudes and behaviour.”

At European level examples exist of youngsters who draft together small newspapers focusing on the political topics which they think important in their region or country. In other European projects youngsters from several countries have watched the news on TV in each of their countries and have analysed it and compared to the issues which were on the news in other countries. This helped them to see which issues were important either solely at local or regional level and those issues which were important at European level.

Related to the issue of political education is also the fact that many schools have taken initiatives to put young people into contact with the political structures in different ways. Politicians are invited into the classroom or to speak for larger groups of pupils. Mock Parliament election (at national or European level, mock General assemblies of the European parliament or of the United Nations are organised, Co-decision games are organised concerning the co-decision procedure in the European Union; Water Parliaments are organised by GREEN, an NGO working on environmental education. These are all role plays or

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6 Civic Education Across Countries: Twenty-four National Case studies from the IEA Civic Education Project; The International Association for the Evaluation of Educational Achievement, 1999, Amsterdam; ISBN 90 5166 671 3
simulation games which can help young people better understand the functioning of the political institutions and which can give them a practical hands-on experience of how they work.

For every school it is important to create within the school structure and the school community the basic structures which support political citizenship. It is difficult, if not impossible, to speak about political citizenship education in a school if within this same school there are no class councils or no pupils' councils. The same is true if there is no teacher representation elected and if there is no close cooperation with teachers trade unions. This also applies to the representation of parents and their role in schools through bodies or structures representing the parents and enabling them to take an active role in the life of the school. An open interaction and communication between the teachers, the head, the parents and the board of governors is another important political channel which enhances political citizenship education. It is important also to be aware of the fact that youngsters, teachers and parents have to be trained to be able to play their role fully within the different bodies mentioned above. Training towards effective functioning within those bodies is an important element in their successful functioning. The same applies to heads of schools and governors who have to be trained to work with representative and democratic bodies and councils of pupils, teachers and parents within their schools.

Finally it should also be stressed that political citizenship education is promoted by key structural elements in the school such as the way in which the time tables are managed to the benefit of the learning of the pupils and not to suit the teachers and their needs. The same applies to the evaluation and assessment structures which are set up within each school to contribute to the full development of each of the pupils. The development of personal development plans for each of the pupils as this is taking place in many schools, is a key element in political education. It shows the importance which the school attaches to each young citizen as an individual and it is a key element in developing a caring school which puts at the heart of its activities the development of every young human being.

Examples of good practice

| ECE: Education for citizenship in Europe: a Comenius 2 project |

“The purpose of this project is to develop a model for teacher training in the area of citizenship so that pupils will be able to participate actively in the roles and responsibilities they will encounter in their adult lives as citizens of Europe. This is a three-year project of a partnership of five institutions from five countries (ES, FR, NL, UK, CZ). The project targets the lower secondary school. The working model to be employed by the project in pursuit of its aim is to consult with teachers in order to identify good practice both in terms of content and
pedagogical approaches. Based on this research the modules will be developed. Once the modules have been evaluated, guidelines for teachers will be developed. An international in-service training seminar is planned for the third year of the project.

This project takes as its rationale the renewed interest within many countries in the teaching of citizenship in schools and how this might contribute effectively to the development of active democratic citizenship.

In order to contribute to this development of active democratic citizenship the project sees the need to develop an approach to its teaching and learning that is enquiry and action based. In order to effectively manage such teaching and learning, the project sees the need to provide specific training for teachers and to develop a broad range of resources. The project hopes to do this through this proposal.

Further information can be obtained from Jacqueline Dawson; tel. 44 20 86 55 12 99 and by e-mail: jacqueline_dawson@croydon.gov.uk

**DIPSIE: Democracy in Primary Schools in Europe: a Comenius 2 project**

The aim of this project is to develop an in-service training programme with a European dimension for primary and pre-school teachers that would assist them in teaching the concept of democracy. This proposal is a three-year endeavour submitted by four institutions from four countries (UK, SE, PT, NO). A Comenius Action One EEP – a partnership of schools - is also being set up to run alongside this project. This partnership of schools under Comenius 1 is used to act as an interface for the materials and contents which will be developed within the framework of the Comenius 2 project. The main activities are extensive ICT-linking between partners and schools involved to exchange ideas on the teaching and learning about democracy in the primary school; educational visits and conferences or seminars focusing on sub-topics of democracy in the primary school. Finally a trial course will be run for the EEP project teachers in advance of the transnational INSET course which hopefully will be run several times. The main project outcome is a range of new resources and pedagogical methods for children, teachers and teacher trainers working with European Citizenship and democracy in the primary schools across Europe and beyond. For further information contact: Sidsel Daler Olsen; tel. 47 55 58 59 11 and by e-mail: shao@hib.no

**Websites on human rights and children’s rights**

Several websites are available with information on human rights and children’s rights. One of those is the one in Belgium which is run by the Commissariat for Children’s rights, Hertogstraat, 67, B 1000 Brussels; 32 02 552 98 00; website: http://www.kinderrechtencommissariaat.be
On this website children can find extensive information on what the rights of the children are as laid down in the International Treaty of Children’s Rights. They also find information on where to turn to in case of abuse of their rights and where to get help and support.

**Youth information, media and communication: a YOUTH project**

The project is presented by the APIMIC Giovani association that works at socialising and training young people at local level at Santa Maria di Licodia, a severely disadvantaged area of Sicily hit by high unemployment. A partnership of twenty local organisations has evolved around this association and they form the base of the project. The project promoters are a group of 39 youths from local associations. They want to create a press agency with four main types of activity: production and dissemination of information; creation of a local radio station totally managed by young people. They also want to set up a youth information centre on the possibilities that exist for creating projects and they intend to form a partnership with other European press agencies also managed by young people.

For further information contact: Commune di Santa Maria di Licodia, Catania, Via G. Verdi, I – 95129 Catania (Sicily)

**Young citizens’ action programme Belfast: A YOUTH project**

"Use your head - Use your vote" has been conceived and will be managed by a group of young people from the Voluntary Service, Belfast in Northern Ireland. The project will give information about voting by producing and circulating attractive fact sheets within Northern Ireland and to headquarters of youth organisations across Europe. The young people will organise a conference on political awareness with speakers from the UK, Ireland and other EU Member States. The project will reach many young people who are in the margins of society and disillusioned with adult decision making. The attempt is to encourage those who have never voted before, to do so.

For further information contact: Voluntary Service Belfast - Young citizens’ action Programme, Lisburn Road, 70 – 72, BT 9 6 AF Belfast

**The co-decision procedure: a simulation game played in Alden-Biesen (B) as an example of political citizenship education**

Youngsters from 5 to 6 countries aged 16 to 18 meet for one week to play the co-decision procedure as highlighted in the Maastricht Treaty of the European Union of 1991. Teachers of the schools concerned meet a few months in advance to be
aware of all the aspects of this simulation game. Pupils and teachers prepare the topics to be discussed and the resolution to be prepared over the Internet before the one-week simulation game. During the one-week simulation game the schools which assemble in one location may be linked by video-conferencing to other schools.

For further information contact Guy Tilkin: tel. 00 32 89 51 93 52 or 00 32 479 299 724 by e-mail: guy.tilkin@alden-biesen.be Website for further information: http://www.alden-biesen.be

See also a separate paper in this part of the Manual expanding in detail on this initiative

L’Ecole de Minos: a Comenius 1 project in the framework of the Socrates programme co-ordinated by the Collège les Sources, LeMans (F): a good example of media education integrated in a European Comenius partnership

Pupils of 13 to 15 years of age were given a grid to analyse the news on television. For several days they had to watch the news and write down the key topics which were on the news. This information was communicated by the pupils of the 5 schools of the partnership to one another. The pupils compared the items on the news; they tried to understand why the topics differed; they communicated with their counterparts via internet to get more information and clarification. This was seen as a good exercise of media education with a European dimension enhancing all kinds of skills such as reading skills, comprehension skills, communication skills and language skills. Pupils also acquired basic information about mass media such as television and newspapers in the other countries of the partnership.

The documentation centre of the French school ‘Eurodoc’ played a major role in the whole project. Centre Eurodoc 72; Collège Les Sources, 30, Rue Edgar Degas; F 72100 LeMans; tel. 33 02 43 72 89 67; e-mail: eurodoc@colleges.univ-lemans.fr Contact: Geneviève Laizé; website http://www.univ-lemans.fr/colleges/index.html

Training teachers to enhance pupils’ representation in Europe

The purpose of this three-year project is to develop an INSET Programme that provides both a theoretical background and practical knowledge to the theme of
pupil's representation in schools in different European countries. By pupils' representation is meant **student councils within schools**.

The seven countries involved in this project (Austria, France, Germany, Great Britain, Hungary, Lithuania and Poland) will develop materials through consulting with experts and analysing the systems of pupil representation within their borders. The compiled materials will be studied in each country in three-day training sessions - the results of the project will be published in book / CD Rom format in English and in the native languages of the participating countries. It is planned that in the third year, several of the participating organisations will have the INSET Programme accredited in their own country. Teachers will thus be able to be trained to help pupils acquire the necessary democratic skills and competencies to set up, develop and run students' councils which are seen as a major contribution to political citizenship education.

The project through the activities of the partnership is also contributing to enhance European citizenship education which will also be stressed during its activities.

Several in-service training courses will be held. Using the materials developed by the project.

For further information contact: Andrea Pritisievicz; tel. 00 36 62 426 785 and by e-mail: Kife@theol.u-szeged.hu

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**SUSTCOM : Developing schools as sustainable communities; a Comenius 2 project**

This Comenius 2 project with partners from B, FI, UK and NL focuses on the development an in-service training course to enable teachers to develop with their pupils sustainable schools which contribute to active political citizenship. The project focuses on sustainable schools in the largest possible sense including political citizenship, ecological citizenship within an overall concept of the caring school and the safe school.

The in-service training project has developed a module for the conceptual understanding of what is meant by ‘sustainable’ development and a sustainable school. It will enhance the training of the teachers in such a way that they are able to develop learning, teaching and lifelong learning approaches and methodologies which can improve sustainable development. The project has collected a set of examples of good practice concerning schools which have tried to develop and implement the concept of the sustainable school. The project trains teachers to include the sustainability concept into the school culture and into the pedagogical plan of the school.

Further information can be obtained with Yvette Debrandt: e-mail: y.debrandt@dlo.kdg.be;
A Comenius 1 partnership of schools in France, Slovakia, Italy (Sicily) and Austria which focuses on the pupils who are delegates of their peers within their schools and the way in which this contributes to enhance political citizenship. The four schools have described their systems of pupils who are representatives of their peers and have exchanged information about this with one another. Pupils are trained to act as peer delegates in the four following areas: capacity to manage autonomy, capacity to enhance openness towards others, capacity to take initiatives and the capacity to take responsibilities.

Co-operation has been set up between the schools to train teachers, pupils and parents in relation with the role of pupils as delegates or representatives of their peers. This is an excellent topic also for a Comenius 1 School development Project.

‘EDUCATIONAL PROCESS ORGANISATION FOR CHILDREN WITH SPECIAL NEEDS CORRESPONDING TO THE DEMOCRATIC PRINCIPLES’ : a Comenius 2 project

This project concentrates on the introduction of progressive ideas about special education organisation into general education policy. The concept foresees special education integration into mainstream schools corresponding to principles of democracy, humanity and national traditions. The general aims of the project are:
- to enhance the awareness of education leaders and education policy makers about the democratic principles concerning special education;
- to work out and test a model in practice, for special education in mainstream schools that adopts the best and most progressive European special education system experiences.

The first year outcomes will be a programme for pedagogical staff about special education and its translation. In the second year a model for special education in mainstream schools and dissemination activities are planned. Target groups: education leaders, teachers, school psychologists.

For further information contact Inguna Upzare; tel 00371 702 68 01 and by e-mail: sppc@rsdc.lv

A YOUTH project on MEDIA EDUCATION
This project is proposed by Sondre Holmlia Media workshop in Oslo. The group works within a youth recreational centre which has been set up in response to the young people's wish to work with Media. The project concerns production of a film on the issues of youth violence, harassment and ethnic conflict. The themes chosen for the project reflect rather well the problems existing in the neighbourhood of this suburb of Oslo. The film will be a silent movie, with additional dialogue boxes, that could easily be translated into several languages. The film is intended to provide a basis for further discussion on these topics and, in order to stimulate discussion, the film will leave a lot of loose ends to be picked up in discussion.

For further information contact Marcel KRAFT, SONDRE HOLMIA MEDIAVERKSTED, Dyretrakket, 30, N 1251 Oslo

**EUROPEAN CHILDREN’s television centre: A YOUTH Project on MEDIA education**

This project initially wanted to do research on and register all projects and programmes on audio-visual education taking place in Europe. This research on applied activities of the audio-visual education was carried out by youth workers around Europe over a period of 8 months. Its completion culminated in a large education meeting of partners and participants (June 1999), as well as some representatives from the youngsters. At this meeting all the results were demonstrated. Participants had the opportunity to test some of the more advanced forms of audio-visual education and discuss with the partner organisations on their findings. A publication was produced in print as well as electronic form, of all the results of the study and the meeting. This publication acts as a handbook, a guide for audio-visual educators around Europe, and it will be regularly updated to keep them abreast of all the latest developments in their sector.

For further information contact Athina Rikaki, European children’s Television Centre, 20. Analipseos street., GR - 15235 Athens

### 3.2. Cultural citizenship

One may argue why cultural citizenship and intercultural citizenship have been separated as in fact they belong together and form a pair. The division is made for practical reasons so as to be able to stress several elements in relation with both
of them. One should, however, bear in mind that there is a very strong link between the two, which are closely tied together.

Cultural citizenship has to do with the fact that young people have to be made aware of the importance of culture in its various forms which is part of their local, regional, national, European or global identity. Youngsters have to be made aware of the importance of culture as the expression of the innermost feelings and thoughts of human beings and the society. They have to be made aware of the impact culture has on the lives of all the citizens and the role it plays in the construction of democratic societies.

Hence cultural education could focus on the way in which undemocratic regimes have abused and exploited culture to give a distorted image of human beings which suited their ideals. In some cases, history, which is an important part of our cultures, has been distorted by undemocratic regimes so as to cut away elements which were thought to be superficial or harmful for them.

Education towards cultural citizenship has to make youngsters aware of the important fact that culture, in its diversity of forms and ways, has to contribute to the development of a democratic society. Possibly a first element is the democratic access there must be for youngsters and adults to culture; this is an interesting element youngsters could discover by themselves or where they could even take action (the pragmatic dimension of citizenship) to make culture more accessible.

Education towards cultural citizenship should on the one hand make young people aware of culture and show that they have responsibility for the culture in their immediate environment but on the other hand it should make clear to them that each of them is a cultural agent and can contribute to culture in one way or another. Thus cultural citizenship education will help young people discover some of the creative potential they have in themselves and enable them to express it fully.

Education towards cultural citizenship has to make young people aware of the responsibility they have to take for the cultural heritage of their country so as to pass it on to future generations. Therefore it is important to start with the cultural heritage which pupils can experience in the immediate proximity of the school as was done in the framework of the project “The school adopts a monument” in Italy first and later across Europe. It should be clear that cultural heritage has to be seen in its widest sense ranging across all forms of art and artistic expression including music, theatre, opera, mime, architecture, sculpture, story-telling, tales, customs, painting, industrial archaeology etc.

The awareness of the importance of culture and the responsibility youngsters have to help transmit cultural heritage to future generations should first focus on local cultural heritage and then gradually extend to encompass the regional, the
national, the European and the global dimension. Youngsters should be aware of the important European cultural heritage which is part of our European identity. Youngsters should also be aware of the world heritage sites as those promoted by UNESCO.

Education towards cultural heritage should also include the three basic dimensions of citizenship mentioned earlier. The cognitive dimension so that youngsters know about the cultural heritage, the role of it related to their identity and their responsibilities and duties towards culture. Making links across countries, across Europe and the world of how artistic movements have spread and have influenced one another can enhance the cognitive dimension greatly. Several Comenius projects have worked on the Camino de Santiago, the old pilgrimage road or roads to Santiago de Compostela in the North of Spain, which ran across Europe and which have disseminated all over Europe different artistic and cultural movements and forms of expression.

The affective dimension so that youngsters feel that culture is part of their life and their identity as they feel for their own youth culture; very often links can be made from youth culture to the cultural heritage at different levels. Youngsters should be aware of the fact that cultural heritage includes the Beatles, ABBA and Charles Trenet as much as it includes the paintings of Rubens, Picasso and Dali or the pre-Romanesque and Romanesque frescoes of the churches of Andorra and Catalonia.

Education towards cultural citizenship should also include a pragmatic dimension enabling young people to have hands-on experience. This can be the case through cultural heritage classes as those organised in several countries. Catalonia has several learning camps where pupils of all ages get to grips with culture and have hands-on experiences related to it. The Council of Europe has its European heritage classes where youngsters of different countries can meet and work at cultural heritage doing also excavations. In the project “The school adopts a monument” the pupils can help restore the monument or can become guides for other young people making them discover the contribution monuments make to our present-day society.

Finally education towards cultural citizenship should also include educating young people to be responsible tourists. Too often tourism is reduced to consuming bad quality leisure opportunities prepared by travel agents, tour operators or specialised companies who sell low quality holidays and leisure activities. Education towards cultural citizenship should focus on making young people responsible tourists enabling them to combine quality entertainment during their holiday with quality cultural activities.

Part of this education is to make pupils behave in a proper and decent way during their holidays. The cultural visits and other cultural activities which are organised by schools can be excellent opportunities to contribution to tourism education as a sub-element of cultural citizenship education.
Examples of good practice

The school adopts a monument: A Comenius project

An initiative started in Naples and which has now spread all over Europe. It wants to make young people aware of and take responsibility for the cultural heritage in the immediate environment of the schools; the pupils learn about the monument which can be an old tree, a park, a church or a chapel, the school building itself, a sculpture in a park etc. They learn about the link and the role this monument has in their lives so as to create an affective link with the monument. Finally pupils are invited to do something for the monument: disseminate information about it, restore it or clean it, act as guides for other youngsters so share the affection and the knowledge they have about the monument. The project is a good example of the school being turned into a learning community working in co-operation with the whole community around the school.

See also full information about this project in a separate article
For further information contact: Mirella Baracco: at Fondazione Napoli 99* in Naples
E-mail: info@napolinovantanove.org

Exploring Cross-currents in European Literature: in-service provision for Cultural heritage

The purpose of this two-year project is to create a transnational in-service module, which will promote pedagogical skills for exploring crosscurrents in European literature. The project has three main objectives:

1. To heighten awareness among teachers of the inter-connected nature of European culture, particularly literature.
2. To enable teachers to explore such connections among authors and texts thus constructing a literary map of a shared European cultural heritage.
3. To equip teachers to inculcate in students knowledge and understanding of crosscurrents in European literature.

The project target group is teachers of literature in post-primary schools. The project's main anticipated outcome will be a module which will assist teachers in applying a variety of methodologies for exploring intercultural influences in European literature and will supply a collection of texts and model lessons in a series of seven work units.

The project identifies as sample topics:
1. Development of regional identity in a European 'homeland' in the work of particular poets;
2. Travel writing as a genre; 
3. Mutual influences between the literatures of ES, GR and IE. 
4. Eastern European poetry as a formative influence on 20th century Irish writers; 
5. Violence and war: Dutch and Irish responses to communal strife; 
6. The particularity of biography; how the local becomes universal

For further information contact: Leo d’Agostino; tel. 44 28 9 032 76 78 and by e-mail: l.dagostino@stmarys-belfast.ac.uk

Exhibition of young artists of the world in Toulouse

Schools from France and other schools from French-speaking countries across the world organise together an exhibition to promote cultural awareness of the different cultures and civilisations. This project is focusing on art produced by the young between 8 and 13 years of age.

The objectives are: to open up youngsters to the value of other culture, make them aware that other cultures express themselves differently but that there are many similarities, make young artists from across the world create works of art together and promote co-operation between youngsters.

Cultural heritage classes in Poblet and Tarragona

Poblet: a learning camp concerning Cistercian abbeys

The Generalitat de Catalunya has some 9 centres where cultural heritage classes or camp d’aprenentatge or organised for pupils of all ages; such camps can last for one day or up to one week. Teachers are involved in the preparation of the stay. The objective is to enhance the cognitive, affective and pragmatic dimensions of citizenship education so that young people are aware of the importance of the regional cultural heritage of Catalonia and the responsibility they have to care for it up from their young age.

Pupils work in the case of Poblet on the cultural heritage related to the Cistercian abbey but they do it in such a way that they are initiated to all the aspects of medieval life but linked to present day life acquiring skills, competencies and knowledge which are useful for their life as a young citizen. Commerce, trade, markets, history, architecture and music are part of the learning camp through meetings with key specialist and artists.

Important is to stress that it is a multidisciplinary and interdisciplinary approach which is put into practice. Pupils learn geometry and mathematics through the monument and apply calculations on the monument. They acquire knowledge,
skills and competencies which can be useful for certain disciplines in the classrooms but also in their life as a citizen in Catalonia, in Europe and the world.

For further information contact: Josep Baluja: tel 34 977 87 1144
e-mail: e3900018@gregal.xtec.es

**Tarragona: a cultural heritage class on the roman town**

Education towards cultural citizenship has to start as early as possible as is also the case for language learning. In Tarragona small pupils of 4 to 5 years are introduced to the work of the Roman empire and the world of Roman cultural heritage in Tarragona. Dressed as small Romans they spend one day in a mock Roman environment; they go to the Roman market square, buy goods with Roman money and prepare Roman dishes. They search for old mock Roman objects in a big mock excavation site filled with sand and hidden treasures. Thus they are motivated for their cultural heritage and for learning in general.

For further information contact: Joana Virgili Gasol or Vicenz Abellan
e-mail: vabellan@pue.xtec.es

**Combining languages education and cultural heritage education**

A lot can be said about language education as a key element in citizenship education. In Catalonia a special programme has been developed to learn the language through cultural heritage. Special manuals have been developed focusing on the Catalanian language through the study of castles, Monasteries and churches. This is a very good example of how cultural heritage education and language education can be combined successfully. Contact Dolors Berenguer i Berenguer

All information about the three initiatives mentioned above can also be obtained at the Department d’Ensenyament of the Generalitat de Catalunya in Barcelona

**The European heritage classes of Saint-Jean d’Angély, France**

The Cultural heritage education put into practice in the old Benedictine Abbaye Royale de Saint Jean d’Angély is of a particular interesting nature as it combines cognitive, affective and pragmatic elements in a very specific way. Youngsters (15 to 18 years of age) of 3 European countries are spending two weeks together to learn about topics linked to the old pilgrimage road of Santiago de Compostela. Three pupils of different nationalities have to share the same room together for the
two weeks. **All the pupils have to learn and to work and live together to enhance concrete European citizenship** in terms of learning to live together in the same room.

The mornings are spent on more theoretical study while the afternoons are spent on cultural trips prepared by the pupils or on manual work in workshops. In those manual workshops they learn to make illuminated books, old instruments used in the Middle-Ages, Mosaics etc; they do wood-carving or stone-carving so as to learn with a hands-on experience the difficulties there are to create. In several cases pupils find out that they have creative potential which they are not aware of and have not used at all so far.

These cultural heritage classes are a good example of combining concrete citizenship education, living together with other youngsters from across Europe, with cultural heritage education. During the two weeks youngsters also share their own cultural heritage to the benefit of all.

Further information: Alain Ohnenwald; e-mail: cceangely@wanadoo.fr

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**The MUS-E project of the Jehudi Menuhin Foundation**

The MUS-E project is a multicultural programme to be implemented in a school environment using arts at school as a tool for children to develop themselves fully. Its main objective is to fight violence and racism in schools.

The project can be implemented for all children but it is by priority implemented with children living in difficult suburbs or inner cities where the risk of social exclusion is larger and where schools are confronted with multicultural management and all sorts of societal problems such as violence and drug abuse.

The objective of the project is to initiate children in pre-primary and primary schools in difficult suburbs and inner cities to different forms of art: music, singing, dance, drama, plastic arts or sculpture. Professional artists are in charge of this initiation and the teachers are also actively involved. The initiation intends to fight violence, racism and exclusion while enhancing tolerance, recognition of other cultures and team-work, key elements in active citizenship.

The MUS-E project has been funded within the framework of the Accompanying measures of Comenius and within the framework of the CONNECT budget line.

Further information at MUS-E Belgique; tel 32 02 673 35 04 Chaussée de la Hulpe 61, B 1180 Brussels ; e-mail: terre-d.mus-e@skynet.be
How to write an opera with children: a Comenius 2 project

Young people in the primary or secondary school are initiated to the wonders of the world of the opera through contact with professional opera singers. The children are creating together over several working sessions the different elements of an opera on a topic which they chose and which can be related to human rights education or citizenship education. The ultimate product of the project is to perform the opera together.

The project focuses on cognitive, affective and pragmatic elements of cultural citizenship; it heightens the awareness of the importance of opera; it promotes co-operative work and team-work amongst pupils and teachers involved. It also opens young people to all the jobs related to the work in the opera. This project runs in co-operation with the Royal Opera of Covent Garden of London of which specialists are actively involved in the project and in some of its activities.

The University of Leeds – Bretton Hall College in Wakefield, also has an in-service training course to train teachers to write operas with children. The in-set module is recognised as a module of a UK based Masters’ degree. It also has link with another Master’s degree at the Metropolitan Opera in New York.

Further information: Dr. Valeree Tee; tel / fax 00 44 1924 83 20 15
e-mail:

These are just a few examples of cultural heritage education as a contribution to cultural citizenship education. More information can be found in the compendia of the EU programmes for education – the SOCRATES programme - , training – the LEONARDO DA VINCI programme - and youth – the YOUTH programme - on the europa server: http://europa.eu.int

Within the framework of the Comenius chapter of the Socrates programme the Commission has created the possibility for Comenius networks under Comenius 3. The objectives of such Comenius networks are to create synergy amongst all school partnership projects under Comenius 1 in one particular area and all Comenius 2 staff education projects. One of those networks focusing on cultural heritage education and cultural citizenship education is the CHAIN network.

The CHAIN Comenius 3 Network

The CHAIN Network, or Cultural Heritage Network, brings together teachers involved in Comenius 1 partnerships focusing on cultural heritage. It also gathers
all those Comenius 2 projects focusing on initial or in-service training of staff in the area of cultural heritage education. Finally it also wants to give particular attention to the contribution cultural heritage education makes to promote active citizenship. Teachers and teacher trainers interested can consult the website and data-base to find examples of good practice in this particular field.

For further information contact Fokko Dijkstra ; tel 00 31 50 525 02 58 and/or by e-mail: f.w.p.dijkstra@ond.nhl.nl
Website of CHAIN : http://www.CHAIN.to

**ANACIPE GIOVANI: a YOUTH project using cultural heritage to fight social decay**

Anacipe is an association that carries out initiatives aimed at using the historical and archaeological heritage of the suburbs as a means of fighting social decay and promoting better conditions for the citizens living there. The aim of the project is to help young people to discover their cultural roots as part of the common heritage and history of Europe. The main objective of the project is to involve young people of the suburbs of Rome East in a series of initiatives aimed at fighting the social and natural decline of the environment they live in and promoting the historical and archaeological heritage and the exploitation of the tourist potential of their territory. The project foresees a varied programme of activities such as the production of Web pages, the production of a video, setting up a documentation centre etc

For further information contact Pierre MARRA, Anacipe Giovani, Via Massa San Giuliano, 224, I 00010 Latium.

### 3.3. Intercultural citizenship

The objective of intercultural citizenship is to enable youngsters to live and to prepare themselves to live in a multicultural society, which the European society of tomorrow will be. First of all the school has the responsibility to create the awareness that Europe will be multicultural and that there is no other way forward for our societies than to become more and more intercultural and multicultural. If Europe wants to keep its present economic development at the same pace, it has to import and to welcome millions of foreign workers.

To be able to work and function in an intercultural and multicultural environment, youngsters will have to have intercultural skills and competencies. These are skills which enable young people to understand and appreciate other cultures and to work in teams with people originating from other cultures. This also supposes the training of managers in the field of intercultural management. If schools are
composed of children of different countries and cultures, both teachers and heads have to be trained to work with those children. This has to do with understanding the other culture and respecting it.

Intercultural citizenship should contribute to make young people aware of the value of diversity and create openness for a plural world. Young people definitely have to be made aware of the richness and the complementarity of the diversity. First of all youngsters have to be made aware of the fact that identity is not a static concept but that it is a dynamic concept. Indeed, our identity or our identities (to refer to the multiple citizenship concept of Derek Heater) are constantly changing and enriching themselves through the contacts with other cultures.

Intercultural education should point out that our present-day culture is a culture which has gradually developed and which has integrated over the centuries many elements of other cultures and civilisations. In this way intercultural education should show that we are already the product of intercultural developments that have resulted in what we are today.

This intercultural citizenship has to contribute to enhancing the notion of European identity based on local, regional and national identities and multiculturalism and this within an overall concept of global citizenship. A European identity is by definition a multicultural identity as it brings together elements and achievements of different cultures. European identity is in no way reducing the value of any of the cultures that are linked to it or contribute to it. On the contrary the European identity is composed of the identity of each of the separate national identities be they European or non-European which are part and parcel of it. In this way the European identity is not reducing the value of the other identities on which it is built but it strengthens these multiple identities.

Intercultural education will stress in particular the respect for the different non European cultures which are brought to Europe through the migrants, gypsies and refugees who come to live and work in our European countries. Efforts have to be made through intercultural education at school, to see to it that the value of those cultures is highlighted and that schools celebrate the cultural diversity present in the classroom. Celebrate must be taken i.a. in its literal sense of giving to the children the opportunity to share with the others their feasts and special occasions

In general this means that all children of whichever origin they are, must have the opportunity to share their culture with the others on an equal basis. In the case of schools with large groups of migrant or refugee children, special efforts will have to be made to enable those children of migrants to stay in touch with the culture of their country of origin and with the language and the history of this country. By doing so the schools shows that it has respect for the culture of the children of the migrants or the refugees.

Tolerance and the active research for the richness of the diversity has to take place at different levels within intercultural education but in particular also maybe
at the level of interfaith or inter-religious education. Within our schools children of different religions or children of parents with no religion, atheists or agnostics, meet each other. The presence of children with different background in the field of religion or spirituality is a unique opportunity to enhance with the children the respect for the different religions in a spirit of openness and sharing. Religions are delicate issues but they should be addressed in a spirit of openness enabling every member of the educational community to express his or her faith while respecting those of the others.

Intercultural citizenship education will contribute to enhancing good neighbourliness at all levels; at local level in the same street, town or village but also at national, European or even at global level. Intercultural understanding, respect and co-operation is the key to a peaceful development of societies towards the future.
Intercultural education has of course many links with egalitarian education, which will be mentioned later on. The fight against racism, xenophobia and anti-Semitism will be discussed under the heading of egalitarian citizenship even it could have been discussed here.
Many European projects have been developed which are focusing on the development of intercultural education.

### Examples of good practice

#### Comenius 1 partners focusing on “celebrating the differences”

Several Comenius partnerships between schools work on how to celebrate cultural and religious diversity in schools with children of different cultural origin. The objective of those Comenius 1 partnerships is to share amongst the different partners information on the different cultural and/or religious feasts which are celebrated within the different countries and the different cultural and ethnic groups present.
Enabling youngsters to celebrate the difference proves to be extremely rewarding for all those involved in it. It is an opportunity not only to involve pupils and teachers but also to involve parents and other members of the local community such as religious or interfaith organisations, local associations or voluntary organisations.

#### The project "STREETWISE: a COMENIUS 2 project for SAFE schools"

The development of an in-service teacher training programme on the theme of developing personal and community safety in schools.” proposes to develop a transnational training programme for teachers to enable them to address the
issues of personal safety awareness with students aged 13+. The project sets to
trial the programme first in schools, involving DIECEC Network and then to come
up with a training programme for teachers. The objectives are to raise awareness
of both pupils and staff, to reduce the number of assaults, to improve self-esteem
of pupils and to address the feelings of anxiety and threats that affect pupils’
attendance and performance.
The target group is said to be both pupils aged 13+ and teaching staff.
The activities to be developed in the first year are the elaboration of a context
document and model of the teacher training programme and developing of training
materials consisting of teachers’ guidance notes and pupils' work books.
The second year the training module will be tried and refined and additional video
support materials will be developed. The third year will witness the delivery of the
transnational Comenius 2.2 course to be held in English, French, and Spanish.

In parallel with the Comenius 2 partnership Comenius partnerships between
schools have been set up involving schools from big cities in Belgium, England,
Spain and France. The objectives are to enhance a safe environment at school in
order to promote the motivation for learning. A particular focus is given to inner
cities and to problem suburbs in big towns. As the Comenius 1 partnerships intend
to develop mechanisms and strategies to enhance security in the school, the fight
against violence in all its forms and at all levels, and to involve the whole
pedagogical team in the development of a school strategy to promote safety at
school, this kind of project has all the potential to become a Comenius 1 school
development project.

For further information contact Philip HOYLE at Bradford Education, Flockton
House, Flockton Road, UK BD4 7RY Bradford; tel. 00 44 1274 75 17 50 and fax
00 44 1274 75 17 31;
e-mail: philip.hoyle@bradford.gov.uk

**The RACE COMENIUS 3 Network**

Bradford Education is also co-ordinating a major COMENIUS 3 network called
RACE which is focusing on Raising Achievements with Children in Inner Cities and
other disadvantaged areas.
Phil Green is in charge of RACE and can be contacted at the same address as
above.
The Network has developed an excellent evaluation tool to evaluate the quality of
projects in the field of raising achievement of children in disadvantaged situations
or other children at risk.
e-mail: phil.green@bradford.gov.uk

**The DIECEC Network**
Bradford Education is the driving force behind the DIECEC network: Developing Intercultural Education in Cities in the European Community. This DIECEC network has a particular focus on all the educational problems that arise in inner cities and difficult suburbs in big cities across Europe.

A Comenius 2 project to train teachers to be able to focus on “A celebration of difference”

The aim of this project with partners from the UK, FR, DK, ES and SE is make available to teachers in primary schools quality training courses and teaching materials which will enable them to integrate knowledge and respect for cultural diversity in Europe into the teaching of their programmes.

The project focus is on the development of cross-curricular strategies and materials to be developed and trained by practising teachers within a focus area specifically defined for each year. Part one of the in-service training course focuses on “The origins of difference” and explores the theme of journeys in order to highlight the origins of cultural diversity within Europe focusing a.o. on migration. Part two is entitled “The experience of difference” and explores the theme of conflict and settlement in order to highlight the initial experiences of different cultures coming into contact in a European context. The third part is entitled “The accommodation of difference” and explores the theme of “Living together” in order to highlight the resolution of conflict arising from cultural differences in a European context. Materials have been produced both in hard copy and on the website and also on a CD ROM which can all be used at the level of the primary school to promote intercultural citizenship education.

For further information contact: Caitriona HUGHES; The Southern Education and Library Board; tel. 44 1861 51 22 00; e-mail: caitriona.hughes@selb-cases.org.uk

Comenius 2 project of the CEJI – Centre Européen Juif de l’Information - focusing on the experimentation in schools of the educational programme of the Anti-defamation League and the world of Difference Institute

The objective of the “Classroom of difference” initiative is to improve intercultural relations amongst different ethnic and religious groups. It wants to combat prejudices, racism and xenophobia and anti-Semitism while promoting democratic ideals and pluralism. The objectives of the project are to reach the media, the educational systems and to facilitate the co-operation between different members of the local community including if possible co-operation with companies.

The concrete objectives for the teachers are:

a) to develop a common vocabulary concerning anti-prejudice education;
b) to develop the aptitude to recognise discriminating behaviour with themselves and with others;

c) to develop and apply competencies to do something about this discriminating behaviour;

d) to screen the policy and the practices in their school and class to find out about injustices and prejudices and

e) to enable teachers to develop the aptitude to create a context and/or maintain this context in which cultural differences, honesty and justice can be respected.

The same first three objectives also apply to the pupils but the final two are replaced by

d) pupils should be able to prove that they can think critically and

e) pupils should prove that they can understand democratic principles and the personal role which they can play in bringing about justice in the world around them.

As for the school (heads, board of governors, parents they should:

a) develop the aptitude to screen pedagogical and teaching materials which may contain discriminating information;

b) have the aptitude to screen the policy and practice in the classroom concerning honesty and justice and

c) have the aptitude to create the environment within which cultural diversity can be respected.

For further information contact: CEJI, Avenue Brugmann, 319, B 1180 Bruxelles; tel. 32 2 344 34 44; Website under construction

**Comenius 2 project CRAVE: Citizenship, Religion and Values Education**

The CRAVE project has developed an in-service training course for teachers to enhance self-esteem, notions of self-worth and identity through the use of stories from religious sources in the major faiths and the involvement of children in drama and story-telling activities. The project intended to bring together teachers with successful experience in areas of citizenship, values education and multicultural or interfaith education on the one hand and on the other hand teachers with experience with drama and story telling in the classroom.

The materials produced cover aspects of citizenship, racism, xenophobia and shared values.

For further information contact David Jackson at the Bradford Metropolitan District Council; tel. 44 1274 16 74; e-mail: interfaith@legend.co.uk
The PHARE VET project in Bosnia Herzegovina; enhancing inter-ethnic understanding and co-operation

Within the PHARE BVET (Vocational and Technical Education) programme a reform programme was launched in Bosnia-Herzegovina. The objectives of the VET reform were twofold. On the one hand it had to promote the quality of VET in Bosnia-Herzegovina composed of the federation of Bosnia-Herzegovina and the Republic of Srpska; on the other hand it had to improve the relations between the three ethnic groups – the Serbs, the Croats and the Muslims – of which the country is composed.

To reach these objectives a pilot project was launched linking two Bosnian schools of two of the three ethnic communities who were invited to work together. Simultaneously those pairs of Bosnian schools were linked to one VET school in the European Union which had to help those Bosnian schools update their VET curriculum, organise in-service training activities for staff and heads and help them acquire new equipment linked to the updating of the curriculum.

The pilot project has proven very successful and has been really successful in implementing the two objectives. For the EU schools this kind of project was seen as a contribution to concrete active citizenship; for the Bosnian schools it definitely led to improvement of the quality of VET but more importantly to the improvement of the quality of the relations between the three ethnic groups in Bosnia-Herzegovina.

An evaluation project is to be released soon drafted by Deloitte & Touche in Brussels.

For further information about the PHARE VET reform programme in Bosnia Herzegovina contact The European training Foundation, Via Gualino, Viale Settimio Severo, 65, I 10133 Torina; tel. 00 39 011 630 22 22 and fax 00 39 011 630 22 00
e-mail: info@etf.eu.int
website: http://www.ttf.it

North – South Co-operation and East-West co-operation within the Encounter group of the British Isles; co-operation between protestant and catholic communities

Within the framework of the Encounter initiatives are set up to enhance co-operation between the primary and secondary schools of The Republic of Ireland and Northern Ireland. Encounter was established by the British and Irish Governments in 1983 to contribute to the improvement of relations between their peoples in the interest of peace, reconciliation and stability.' To this end Encounter arranges conferences and seminars on a wide range of topics, bringing together
people from different walks of life and from both jurisdictions. It also wants to enhance co-operation between the catholic and the protestant communities. It is involved in the so-called North-South co-operation promoting co-operation across the two parts of Ireland. It is also involved in East-West co-operation involving Northern-Ireland and the Republic of Ireland on the one hand and the main land of the United Kingdom and some of the British Isles on the other hand. Special funds are made available by the appropriate ministries of education to support co-operation between schools at the level of the heads, the teachers and the pupils. These co-operation projects are mainly bilateral and may run in parallel with Comenius projects, which are EU funded projects.

For more information contact: Paddy Carpenter
e-mail: paddycarpenter@aol.com

The SHAMROCK THREE and the TRIALOGUE initiatives between the three cultural communities in Belgium

Belgium is composed of three communities: the Dutch-speaking community, the French-speaking community and the German-speaking community. Due to the federal structure of the country the three cultures have a large autonomy in matters of education and culture and decided in a total autonomous and independent way on those matters.

To enhance co-operation across the three cultural communities the prince Philip Foundation has launched the SHAMROCK THREE and the TRIALOGUE initiatives.

The objective of the SHAMROCK THREE initiative is to enhance co-operation between the three cultural communities at the level of the primary and the secondary schools. Funds are made available to enhance mobility of teachers and heads across the schools of the three communities.

The objective of the TRIALOGUE initiative is to enhance co-operation at the level of the non-university higher education sector. Thus co-operation is enhanced between institutions of higher education (polytechnics or professional universities) of the three cultural communities supporting initiatives involving both students and teachers.

"The project F.IN.K (Förderung interkultureller Kompetenz - als Beitrag zur Identätsentwicklung in Europa – a Comenius 2 project"

This project “The promotion of intercultural competence - as a contribution to the development of a European identity” intends to promote the intercultural competence of teachers in order to stimulate the development of identity among
young people in Europe. One of its objectives is to contribute to the development of in-service teacher training through the exchange of experience and collaboration during bi-national and international seminars. Quality assurance based on the evaluation of national INSET concepts must guarantee the improvement of teachers’ competencies as well as of the European Dimension through the networking of national institutions and the co-operation of national trainers. People will then work together on the elaboration of materials for an intercultural learning project involving young people. Target groups are inset staff and teachers for pupils aged 13 - 17.

Planned duration is 3 years. Special attention is drawn upon pupils with special needs, pupils belonging to an ethnic minority, equal opportunities, and the improvement of quality at school.

The framework for national and transnational insets will be developed in year 2, evaluated and elaborated didactically. Steps and outcomes for national insets will be prepared by bi-national trainers and published on a website which can be easily accessed by teachers. In this way, the experiences and the differentiated possibilities are presented for exchange and try outs.

For further information contact: Otto Stoik; tel. 00 43 732 77 22 22 or by e-mail: sto@mail.padl.ac.at or o.stoik@eduhi.at

TESTDAIS – Training European TEACHERS FOR Sustainable Development and Intercultural Sensitivity: a Comenius 2 project

An interesting project combining ecological citizenship with intercultural citizenship.

The aim of this project is to develop an INSET programme on the theme of sustainable development and cultural sensitivity. The rationale for the project is the idea that although sustainable development is one of the main issues at European and world level, cultural perspectives are not usually considered and teachers have difficulties in dealing with the cultural diversity when approaching sustainability.

This project is envisaged as a three-year endeavour and is being undertaken by six institutions from four countries. The project’s main products will be the materials to support the INSET programme.

The first year he conceptual framework was produced within which the project develop. The project’s second year will centre on the preparation of the materials and resources for the training seminars at which they will be piloted. The final year of the project will see the materials adapted based on the results of the piloting phase and a second training seminar being held.

For further information contact: Maria Manuela Ferreira; tel. 351 1 397 23 34 or by e-mail: manuelaf@univ.ab.pt
3.4. Social citizenship

The main objective of social citizenship is to make youngsters aware of their social rights and responsibilities and to make them aware of what social justice stands for. This means that schools will take action to enhance the social well-being of the pupils and will pay attention to all social problems which can have an impact on the learning and education of the youngsters in their schools.

Social citizenship education will give particular attention to social exclusion and marginalisation avoiding any possible form of exclusion and taking as many actions as possibly to enhance inclusion. Such actions will also have to link up with pedagogical approaches and methodologies which enable to address the needs of those children which are at risk of exclusion or which are at risk of dropping out of the systems. Very often those actions will also involve the parents of those youngsters as they are also one of the key elements in the education of those children at school.

Social citizenship will be mainly enhanced by making young people feel that they are taken seriously when they have social problems or when they are marginalised. This brings us back to the structures and key people who have to be present in the school or who can support the work of the school to help to solve social problems at all levels be it for pupils or sometimes for teachers and other staff. Social support structures are a must in every citizenship school.

Social citizenship will also be enhanced by the opportunities pupils (and teachers) are given to be involved in social work and to invest themselves in social actions of which the society at local level in the local community will benefit. Help to deprived groups of people, help to elderly people, help to disadvantaged youngsters, community work in geriatric homes and in hospitals are some of the many activities which schools are involved in to promote active social citizenship.

In some cases combinations of objectives can be put forward such as in the Flemish Project enabling youngsters of migrant origin to improve their knowledge of Dutch by spending one week of their holidays in a geriatric home. The elderly people helped them learn Dutch. The young migrants helped in several ways the old people; the old people got a different understanding of intercultural co-operation; it was a win-win situation for all those involved and it definitely had an impact on the social integration of the migrant youngsters.

Special attention will also be given as an element of social citizenship to intergenerational co-operation at different levels. Our society is gradually becoming a greying society with many elderly people. The school has to find ways to include retired people in an active way in activities linking the school to the
local community. In this way the school will promote in an active way intergenerational co-operation which is an important element in our present-day societies.

Retired people can contribute a lot in different ways to the school; they have expertise in specific areas and they have wisdom they can share with youngsters, just to name two elements.

Social citizenship will also be enhanced by cognitive elements which young people will be given through certain disciplines; through interdisciplinary work or through extra-curricular activities and projects. These activities will focus on the social rights, responsibilities but also social duties youngsters have towards one another, towards their parents and towards society. Schools will invite people active in social work in the local community to explain to youngsters the work they do and the importance this work has in community building. In this way the school can also sharpen the appetite of youngsters to choose later a professional career in the field of social work. Pupils will also be given the opportunity to get to know the work the social professions do in society by having the opportunity to take part in exposure activities. Such exposure activities enable youngsters to taste for a few days what the life and work of representatives of social professions is; what kind of work they do; which human and professional reward it brings to them.

Special attention will be given to highlight in social citizenship education the role of the voluntary organisations that are the backbone of the civil society. Young people at school will be invited to invest themselves in them and to commit themselves to some of the activities in which such associations are involved. Schools will present the activities of some of those non-governmental or voluntary organisations at information days inviting youngsters to commit themselves in one way or another. Opportunities will be created for concrete involvement by youngsters into such voluntary organisations.

Personal testimonies of other youngsters involved as volunteers in voluntary organisations can work wonders. It is the duty of the school to make young people aware of the role such voluntary organisations play in modern society. Very often youngsters are not aware of the important role they play and of the number of people they employ. Focusing on the work of the voluntary organisations enables schools also to highlight the importance of the community spirit that has to exist in every society as it is the basis for true solidarity. It is an excellent counterweight to commitment for purely financial reasons.

Social citizenship education also has very close ties with other cross-curricular areas such as health education, drugs’ education and sexual education. Indeed citizenship education can not ignore health education of which the objective is to make young people aware that health is an important commodity and that they are responsible for their own health and very often also for the health of others through the way in which they act. Education towards healthy food, healthy eating habits is no luxury and can easily be linked to the role of social security and health system and their roles in our modern welfare societies.
The absence of social welfare and health system in developing countries can be stressed to highlight the importance of those systems and to educate youngsters not to abuse of those systems.

An important element in social citizenship education is also to educate youngsters not to abuse the social security system, the health system and the unemployment system or any other benefit which the welfare state provides to the good of the members of the society. This is a good example of how one can within the framework of the school compare rights and duties; one is entitled to social and health security, this is right; but one should not abuse it or use it to the wrong end, which is a duty for every citizen.

Social citizenship education will also stress that it is the duty to work and to contribute one’s fair share of taxes so that our social security and welfare systems can be maintained to the benefit of those who are in real need. Social citizenship indeed has many aspects and it is important that all the aspects are tackled or highlighted in different ways by all those active in the educational community of a school.

Linked to social citizenship education is also the issue of suicides with young people. Too many young people commit suicide for different reasons; some of those reasons being the pressure which is put on them by the education or training systems; Some countries have developed support structures to help teachers deal with the problem of suicide with youngsters. A special prevention-team in Antwerp, Belgium (cidar@pandora.be) organises training for people such as teachers who work with youngsters to prevent suicides with and to enable teachers to recognise suicidal behaviour.

Consumer education can also be said to be an important element of citizenship education in general and of social citizenship education in particular. Making young people aware of their role of consumers and how they can be abused as consumers is an important element of citizenship education. Consumer education and media education, mentioned earlier, are very closely linked as the advertisements which are full of ‘hidden persuaders” are influencing directly or indirectly the life of youngsters and their behaviour as young citizens. The Comenius 2 project “Eurocons” focuses on this special topic of consumer education. Information can be obtained from Dr. G. Atschko, tel 00 43 1 602 91 92 278 and e-mail: atschko@pab.asn-wien.ac.at

Finally traffic education (road security education) can also be seen as an important element of social citizenship education; Young people have to be educated to behave as responsible citizens when driving a bicycle, a motorbike or a car. Too many young people die during weekends because of having speeded with cars or motorbikes. Traffic education in general or addressing specific problems has to be seen as a part of citizenship education. All education systems focus on traffic security education in education but not all focus on particular problems such as joyriding.
Examples of good practice

A project to fight drug abuse through European solidarity

This project involves schools from several European countries plus the association ZINGMA, the associations SOS Drugs International, the town of Marseille and other members of DIECEC (a network of towns focusing on the Development of Intercultural Education in Cities in the European Community. This project was also linked to the French “Fraternité 2000” project organised by the French Ministry of employment and solidarity.

The objective of the project is to make youngsters aware of the dangers of drugs and drug abuse through conferences, seminars, questionnaires and their participation in an Internet forum. An international meeting of youngsters has taken place on this topic. Youngsters have jointly drafted the scenario for a clip that will be made to promote a song they have written and which they will perform to combat drugs and drug abuse. By all those activities it is hoped to combat drug abuse, to promote solidarity with youngsters, to promote the work of small associations working at grass root level in this field and to enhance the creativity of the young people.

This kind of activities could be an excellent basis for a school development project.

The Project INTHASOC: Interculturalidad y Habilidades Sociales: a COMENIUS 2 project:

The three-year project "INTHASOC. Interculturalidad y Habilidades Sociales" (Interculturality and Social Skills) has as its main objective to offer teachers procedures and methodological resources that enable them to successfully confront conflict in the school environment. The intention is to prevent social problems in school caused by lack of social competence and the lack of acceptance of different points of view. Teaching staff should be prepared to develop new behaviour in the children, a behaviour that makes them reflect upon the development of a form of conduct that makes living together and accepting different cultures easier. This objective should in turn lead to an intercultural ability of communication among all those who want a school environment that favours quality teaching for all students irrespective of their cultural background.

The main activities of the project are research, teacher training through courses, seminars and teamwork and activities that the teachers carry out directly with their pupils. The outcome of the project is a report with the results of the research, a website, a classroom methodology, a training programme, a report including materials and pedagogical resources developed throughout the
project and the dissemination of the obtained results. For further information contact: Fundacion Tomillo, Serrano, 136, E 28006 Madrid
Tel 00 34 915 61 16 03 and e-mail: capto@tomillo.es

**North Tyneside Senior youth theatres: A YOUTH project on sexual education**

This project is proposed by North Tyneside Senior Youth Theatres, an organisation working with drama sessions/groups. The project concerns the production of a theatre play dealing with sex education for young people and they also plan to run workshops on the themes of safer sex, relationships and teenage sexual and physical hang-ups. The aim of the activity is to raise young people’s awareness of the importance of knowledge on issues related to sex, teenage pregnancy, STD’s etc. and to make this knowledge available to them in order to decrease young people’s belief in myths related to these issues

For further information contact Heidi DOUGLAS, East End ParK Gardens Lane, UK NE 28 OB, Wallsend, Tyne and Wear

**SOLIJOC - SLIDARITY Y JOC: a YOUTH project**

This project was proposed by a group of young people who are members of a youth organisation teaching youngsters and children in BARCELONA international co-operation and solidarity. They managed a games library and an exhibition on childhood in the world. They also co-operated with several projects on the topic of international co-operation.

Their aim is to put together pedagogical information materials for children and youngsters on different cultures and how they can cop-exist together without discrimination, and racism. For this purpose the applicants have implemented research on racism and xenophobia, they have gathered information and have transmitted it to the participants of a Youth Exchange event taking place in the summer.

For further information contact Enric Morist Güell, Igualada (Barcelona)
**Intercultural music group: A Youth project combatting social exclusion through art.**

The project is presented by a local youth group made up of four young musicians belonging to associations that are particularly sensitive to the problems faced by ethnic minorities and the search for a cultural identity that is unique to each culture. The project involves creating a CD and a cassette of multicultural music. 20 young people will take part in this activity, in order to highlight the value of the three different cultures. These are: the gypsy culture and culture inherent to the Maghreb and Navarra regions. The young people will thus work together on a project to promote integration and fight against racism in the rural area of Tuleda.

For further information contact: Ricardo Hernandez Jimenez, C/ Patio 12, E 31500 Tudela, Navarra

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**LORDS OF THE REALITY: a youth project in deprived areas**

This is a spontaneous initiative involving three young people from Brazil, Portugal and Cape Verde who live in Luxembourg in socially and culturally deprived areas and having to cope with the dangers that face young people living in the area surrounding the train station in Luxembourg town, such as drugs. In 1996 they founded a rap band called "Lords of Reality" and gave concerts at cultural events, such as the multicultural festival in 1997 held during the European year against racism.

The group's project involves organising rap concerts and extending this project to other cultural activities such as theatre. The young people, aged between 15 and 23, want to set up an open centre so that ten or so young people from different horizons can create an area for dialogue and questions "writing words and music, organising concerts and living in touch with the audience"

For further information contact Michèle PRANGE, LORDS of the REALITY, Rue du Kiem, 85, LUX 1857 Luxembourg

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**YOUNG WOMEN FOR MINORITIES: a YOUTH project to fight social exclusion**

The project is a training course for youth workers active in multicultural social environments. It will take place in Sweden and Finland in two phases. The project pursues the following aims and objectives:

- To train youth workers in intercultural education principles and methodologies and to complement traditional youth work training by adding a European and intercultural dimension.
To motivate and support participants in starting concrete European projects (youth exchanges, voluntary service, etc.) and to help them to evaluate those projects.

To reflect on the translation into daily youth work practice of key concepts and approaches to intercultural learning and to empower participants/youth workers to better deal with daily situations of racism, discrimination, social exclusion (and self-exclusion) of young people in socially deprived areas.

To provide basic information on European institutions and their youth programmes and train participants on how to use them.

To promote independent European training projects and generally to raise the profile/quality of training within Youth for Europe.

To provide youth workers with essential skills needed to develop and evaluate European youth projects (project management, evaluation, intercultural communication, negotiation, motivation, fund-raising and financial management, etc.).

To empower participants in dealing with conflict situations at the local level and to enable them to understand the different dimensions of multicultural societies in Europe.

To further extend the access and participation in European programmes by multicultural youth work projects.

For further information contact Nadia Banno Gomes, WFM - Young Women from Minorities, Mangkulturellt Centrum, Fittja Gard, S - 147 85 Tumba

The European Network of Health promoting Schools, ENHPS

This initiative is jointly supported by the Commission of the European Union, the Council of Europe and the WHO or World Health Organisation. The objective of this Network is to create within schools an environment conducive to health. Working together to make their schools better places in which to learn to work, pupils and school staff take action to benefit their physical, mental and social health. In the process they gain knowledge and skills that improve the outcomes of education.

The network emphasises the idea that health promotion has to be integrated into every aspect of the school setting, addressing all the people connected with it: pupils, teachers, other school staff, parents and the wider community. In enabling schools to become healthier places, ENHPS aims to integrate health promotion into every aspect of the curriculum, introduce healthy programmes and practices into schools’ daily routines, improve working conditions and foster better relations both within the schools and between them and their local communities.

The first phase of the project focused on developing activities suited to the needs and circumstances of each participating school. The second phase aimed at creating a vehicle to influence education policy and practice throughout Europe.

A health promoting school uses its management structures, its internal and external relationships, its teaching and learning styles and its methods of
establishing synergy with its social environment to create the means for pupils, teachers and all those involved in everyday school life to take control over and improve their physical and emotional health. Is uses health promotion as a device to improve the whole quality of the school setting. Success here will better equip schools to enhance learning outcomes. The ENHPS project stresses that health education has a direct link with democracy, equity, empowerment, the school environment, the curriculum, teacher training, the measures of success, collaboration, communities and sustainability.

For further information ENHOPS secretariat, WHO regional office for Europe; tel. 45 39 17 12 35; e-mail: bdm@who.dk
Website: http://www.who.dk/tech/inv/hps/htm

A YOUTH project to fight drug and alcohol abuse

This project is proposed by 30 members of a young teachers’ association from Evora, working in support of activities for young people and children. They propose to organise a series of 6 thematic workshops (environment, culture, health, Europe, theatre and languages) to occupy the local youngsters’ leisure time and keep them away from behaviour liable to lead them to drugs and alcohol. The core group would collect information from several sources and put it together according to the different themes in the different workshops, developing activities such as film watching, study visits, debates, theatre plays, reading, etc. For further information contact Paula Fialho Marquez, Rua Francisca de Holanda, 66, P 7000 Evora

ISEM – Integration and socialisation of ethnic minorities: a COMENIUS 2 project

A European Comenius 2 project which involves SE, UK, NL, DK with a variety of institutions representing school education and local community partners. ISEM is a three years project in intercultural education which aims at developing strategies to improve the quality of education available to socio-cultural minority groups and developing measures in the field of socio-educational and socio-occupational integration.

The socio-educational approach in the project aims at investigating and enhancing motivation measures towards active citizenship through the concept of intercultural counselling which aims at providing new citizens with the tools required for social competence and multi-ethnic knowledge. External participation on a networking basis with social partners, parent organisations and mediators will
be used as a means of intensifying adult participation and finding social cohesion and cost efficiency with social policies.

The socio-educational approach in the project aims at establishing networks of companies and educational institutions for the creation of apprenticeship training places as means of recognition of “Learning by doing” for those who are not able to cope with the requirements of formal education.

For further information contact: Nelson ST. Eufemia; tel. 46 11 15 33 90; e-mail: nelson steufemia@norrkoping.se

### New poverty in the context of European Christianity: a COMENIUS 2 project

A Comenius 2 project involving partners from DE, NL, BE and IE.

The aim of the project is to provide primary and secondary school teachers with information tools for teaching and methods of autonomous learning by means of which they can deal with the social problems of new poverty; this in the framework of specific disciplines or in interdisciplinary projects.

The methodology is linked with the European dimension and motivated through Christian ethics. Autonomous learning, lifelong learning, a multi-perspective approach to the social issues related to new poverty and disciplinary learning is the main focus of the project. Intercultural education is another aspect of the project.

The outcomes of the project will be teaching and learning materials and models for project work focusing on all social problems related to new poverty. During the second year the project has developed and organised an in-service training course to train teachers and staff to work with those materials and this socially important topic.

For further information contact: Karl Brehmer at 49 / 6131 28 45 16 e-mail: ilf@mail.uni-mainz.de

### Teachers in-service training module for group dynamics and social skills in the classroom: a COMENIUS 2 project

A Comenius 2 project involving partners from FI, DE and NL.

It aimed to produce an in-service training module to assist teachers and heads of primary and secondary schools to improve the social and behavioural skills of their pupils, thereby creating a more congenial and effective environment for learning.
The project is founded on the belief that the school has an important responsibility to help mould the future citizen with healthy attitudes towards their role in society. For this to happen, however, teachers must themselves be competent to make use of group dynamics and acquire the necessary social skills. The modules developed focus on: basic knowledge of group dynamics, learning to observe those dynamics, provide tools to make positive interventions to group dynamics, providing tools to create a classroom climate which supports learning social skills, provide adequate methods to teach social skills, learning to recognise teachers’ strengths and weaknesses, run ICT supported flexible learning environments and use ICT for communication and co-operation.

For further information contact: Ulla Salomaki: tel 358 9 725 303 26
E-mail: ulla.salomaki@health.fi

QUAKER international social project: a European Voluntary Service project of the YOUTH programme

The organisation submitting this grant application is Quaker International Social Project (QISP). QISP is a department of the Religious Society of Friends (Quakers) in Britain, which is a registered charity. QISP has 50 years experience of organising international volunteer projects in partnership with local community groups all over the UK. The main aims are to promote peaceful co-operation and understanding between peoples and to support community initiatives, such as renovating homeless shelters, running playgroups, organising summer activities for young people living on deprived council estates, improving access to community facilities for people with limited mobility... QISP is a member of the Alliance of European Voluntary Service Organisations and the Co-ordinating Committee for International Voluntary Service (UNESCO).

This project involves a team of 12 volunteers from FIN, F, D, GR, NL and UK (1pers/each country, except UK where there are 2 persons). It will take place in the Spring Activity Centre, which is situated on a housing estate in Gateshead (UK), an area of extreme economic and social disadvantage. This project is proposing to change the immediate environment of the Springwell Activity Centre in Gateshead through community participation with local young people and young people from Europe. As a team the young volunteers will design and paint a mural, improve the play area with a farm theme, improve the entrance of the crèche, build a mosaic and assist with playgroup activities

For further information contact Marlis HAASE, Quaker International Social Project, Friends House, Euston Road, UK-NW1 2BJ LONDON

A YOUTH Project focusing on issues such anti-Semitism
The European Council of Jewish Communities will train youth workers from Jewish communities throughout Europe new didactic approaches to youth and Children from Jewish communities. Special emphasis shall be given to matters relating to problems in small and medium-sized communities; such as the development of own identities in society at large; anti-Semitism; a lack of resources and departure of older youths to the nearest city. Participants shall be introduced to European youth work in this particular setting and will exchange experience with their colleagues from EU member-states and accession countries. Special attention shall be given to new communication technology and its opportunities for youth work.

For further information contact: Michel Montreuil, The European Centre for Jewish leadership, 5 Avenue Matignon, F - 75008 Paris

Most of the Youth projects are excellent examples of how youngsters can take responsibility within the local community in co-operation with other youngsters from other European countries or even countries outside Europe. The Youth programme has an incredible potential to enhance the social skills of youngsters through their involvement in all sorts of activities. Building on the experience of the YOUTH programme, other programmes such as SOCRATES and LEONARDO da VINCI should give more stress to social citizenship through voluntary work.

3.5. Egalitarian citizenship

Egalitarian citizenship education will focus on the rejection of all forms of discrimination and prejudice based on gender and ethnicity. Egalitarian education will strongly stress the value of equality of opportunity at all levels within the school; Once again it has to be stressed that it will be impossible to educate towards egalitarian citizenship if the school itself doesn’t reflect equal opportunities for all. This equality of opportunities must be present both at the level of the pupils and at the level of the teachers. It doesn’t make sense to speak of any other inequalities, prejudices or discrimination if there are no equal opportunities for all the members of the educational community. If this is not the case no egalitarian citizenship education can take place.

Thus the basis of egalitarian citizenship education is equal opportunities for all the members of the educational community. This means equal opportunities across all the different departments within a school; cases are known where the pupils of the general secondary department seem to be more equal than those in the technical and vocational departments of the same school. This has to be avoided at all cost.

Egalitarian citizenship means that special attention will also be given to equal opportunities of boys and girls and that concrete action will be taken
accordingly. Special attention will also have to be given to all children at risk so that they get equal opportunities of access to education and of access to appropriate education. This is of course also a matter of the state providing necessary support structures at school to facilitate the implementation for equal opportunities for all children and especially for those children who for one or other reason are at risk. No need to stress that these issues are closely related to those mentioned above for those children when speaking of social citizenship.

Egalitarian citizenship also has to do with equal opportunities for handicapped children (and adults) within the educational community of the school. Schools have to set the example by facilitating inclusive education as much as possible and thus enabling handicapped children to attend regular schools. It may be an excellent exercise in citizenship and solidarity to have other pupils help on a daily basis the handicapped pupils who are present in the classroom.

An important area, but not the only important area, is all the activities and actions schools can set up and implement to fight all forms of discrimination, racism, xenophobia and anti-Semitism. The school can work on its own in all sorts of activities or it can co-operate with voluntary organisations, NGO's or Non-Governmental Organisations working in this particular area.

In this particular field the school can develop several actions focusing on the three key dimensions that have been stressed so far: the cognitive, the affective and the pragmatic. In this particular case particular attention has to be given to peer education activities by which the pupils themselves become the agents or actors to do something about discrimination, racism, xenophobia and anti-Semitism. Peer education is a pedagogical method by which the pupils themselves take action to tackle a problem, a.o. in those areas; but this methodology doesn't exclude at all the responsibility of the teachers. On the contrary teachers and other members of staff of the educational community of the school have to be trained to be able to invite youngsters to be involved in peer education activities.

Egalitarian citizenship education also has to with fighting any form of violence that might be present in the school. Violence may range from verbal violence, to bullying and to different forms of physical violence. Strategies have to be developed together with all the members of the educational school community – parents, pupils, teachers and other staff - to do something about these forms of violence. Violence in whichever form has an impact on equal opportunities and hence should be banned as much as possible. Violence also has a very negative effect on the motivation for learning as it creates an insecure learning environment which doesn't invite to learning. It is also important to be aware that violence is not the prerogative of the pupils but that unfortunately in a variety of forms – ranging from verbal violence, to physical violence or to paedophilia – that teachers and members of staff can be the perpetrators of such violence.
Examples of good practice

The European Observatory of Violence at school

With the support of the Commission through DG EAC, Eric Debarbieux and Catherine Blaya-Debarbieux, have set up the European Observatory of violence at school. They are respectively the director and the co-ordinator of this observatory.

In March 2001 the first international conference “Violence at school and public policies” was organised with the support of DG EAC and UNESCO in Paris and the proceedings are expected shortly.

Several publications are available; one of the last ones being “La violence en milieu scolaire: dix approches en Europe”, Volume III by Eric Debarbieux and Catherine Blaya.

The European Observatory of Violence at school is to become an international observatory and will hold its next conference in 2003 in Canada. It is also to organise in-service training courses for staff and teachers in the near future.

For further information check the europa server: http://europa.eu.int, the UNESCO website http://www.unesco.org or the server of the French Ministry of Education.

You can also contact the European Observatory of violence at school through Eric Debarbieux: tel.: 00 33  5 57 57 19 12

An active citizenship school will take child abuse – be it emotional, physical or sexual – very seriously and will see to it that appropriate people, services and mechanisms are available to do something when such forms of abuse are perceived. The European Forum on Urban Security already organised in 1997 a European seminar focusing on “The role of the school in the protection of children against physical, emotional and sexual abuse” with the support of DG EAC.

CHILD ABUSE PREVENTION PROGRAMMES AND THE ACTIVITIES OF THE EUROPEAN FORUM OF URBAN SECURITY
For further information The European Forum for Urban Security can be contacted at: 38, rue Liancourt, 75014 Paris; tel. 00 33 1 43 27 83 11 or fax 00 33 1 43 27 79 52 and by e-mail at the following address: fesu@urbansecurity.org.

Through the European Forum of urban security information can be obtained about a child abuse prevention countries in all EU Member States and also in other European countries.

The drafting of a code of conduct for pupils, teachers and staff to avoid violence and any other form of discrimination, racism, xenophobia and anti-Semitism, is an excellent opportunity to involve pupils actively so that the pupils (and of course the teachers) can give their input when it comes to the punishments to be used in case there is a breach of the code of conduct. The code of conduct is in many schools linked to a kind of social contract the youngsters sign stating they agree with the code of conduct and the consequences when they do not respect it. Parents are informed of these agreements by the school.

If equal opportunities are to be guaranteed and egalitarian citizenship is to be promoted, the school has the duty to create the necessary structures or channels which make it easier for pupils and teachers to report incidents or problems. Some schools have chosen for peer education models, other schools have chosen for ‘green’ teachers, who are teachers in whom pupils can confide themselves totally; in other schools there is a combination of the two. Some schools have integrated many of those elements into the concept of the sustainable school, which is very similar to the caring school mentioned earlier.

Egalitarian citizenship also has to do with inter-religious or interfaith education. As our schools are multicultural and become more and more multicultural, each school will have to take intercultural and multicultural education seriously. This will have to become a reality not only in schools with different ethnic minorities but in all schools as the future European society and context will be multicultural. All schools should at one level or another celebrate the difference and the equality of different cultures in Europe and the world.

Egalitarian citizenship education can thus also be linked to peace education in general. Peace education has to be embedded in the school life at all levels focusing on how peace can be brought about with all the members of the educational community in and around the school. Starting from the peace at local, regional and national level, links may be made towards peace at European and global level. Peace education holds the potential to include elements such as inter-religious education, peer education and intercultural education and even other aspects. The development and growth of the European union is a good example of what the desire of peace – as opposed to war – can bring about and it can be set as an example of peace education.
SAVE: A School-AntiViolence project: A Comenius 2 project

A transnational teacher training programme aimed at reducing the incidents of violence in schools, helping teachers to cope and improving the environment for learning."

“The purpose of this project is to develop a series of training modules which would assist schools in developing and implementing innovative approaches to reducing the incidents of violence in schools. Year one: Local development of multi-agency strategies for conflict mediation. The results of this work will be shared at a transnational seminar at the end of the project. A framework of modules developed into a training programme will result from this sharing of practice. The further development of these modules will take place through transnational school partnerships. The piloting of these modules will take place in advance of the year three transnational training course. Several transnational training courses will take place. The materials will be translated, published and disseminated. Consideration will be given to the project’s on-going development through a joint project with Youth for Europe and Leonardo in the field of peer mediation/conflict

For further information contact: Phil Green, Bradford Education: tel. 44 1274 75 17 31 or by e-mail: dieccebradford.gov.uk

Facilitating access to teacher education for the primary school for students from ethnic minorities: a Comenius 2 project

A Comenius 2 project focusing on equal opportunities and intending to increase the number of young people from migrant and ethnic minorities to choose to become teachers. The advantage of having those youngsters become teachers is double; they speak the language of the ethnic minority group and they understand much better the cultural background of those groups.

The project carried out a comparative research of strategies that exist in different European countries to attract more youngsters from migrant and ethnic origin into the teaching profession. The project developed and implemented projects bringing about new strategies in this particular field. Those strategies have been introduced into teacher education.

For further information: Harriet Van Daal; tel 31 23 541 22 09
E-mail: int.office@hshaarlem.nl

Constructing peace through remembrance with youngsters today: a Comenius 2 project
This European Comenius 2 project is to be seen within the framework of projects linking citizenship education to peace education with a European and even global dimension. The basic ideas and methodology used for the project are to build on the remembrance of the destruction, intolerance, racism, fascism and distress caused by wars. The project intends to make youngsters aware of the fact that they are concerned or have to be concerned by what has happened during wars in the past so as to be involved actively in the so-called collective responsibility for society in Europe.

The project brings together teacher trainers and representatives of remembrance places (lieux de mémoire) such as major battle fields or wars and such atrocities as the holocaust to develop a pedagogy and an in-service training so as to enable teachers to contribute to the process of taking up collective responsibility in society bearing in mind what has happened in the past. The partnership is thus composed of teacher training institutions, universities, war or peace museums and the pedagogical services of several concentration camps which makes a particularly innovating partnership.

The project will develop an in-service training course and materials that can be used by any teacher whichever his discipline is. It also develops materials that can be used by teacher trainers to train future teachers in relation with this topic in initial teacher education. The first year research will be done into similar initiatives across Europe and this research will be used on a comparative basis to take the best practices and expand upon these to develop in the second and third years the materials for the in-service training. The materials will be widely disseminated and the in-service training will be repeatedly run in the future.

For further information contact: Annie Becquet; tel. 00 33 3 20 52 72 07 or by e-mail: kstempien@nordnet.fr.

The project build on the experience of other Comenius projects such as the Comenius 2 project focusing on war and peace in children’s literature which has produced a manual and pedagogical kit. Contact: Annemie Leysen: annemie.leysen@khleuven.be or tel 00 32 16 23 87 08.

The activities of the Anne Frank Foundation

The Anne frank Foundation has developed many tools, materials and pedagogical approaches to do something about equal opportunities, the fight against racism and xenophobia. It is also more and more investing in intercultural management of companies as this is a major issue towards the future. One of the major initiatives
funded by the Commission was the creation of a pedagogical exhibition on the concentration camps, which has been developed and used in different linguistic versions across Europe. It exists in different linguistic versions on the one hand but it also exists in several formats so that it can be used in different environments. Youngsters are trained to become themselves the guides at those exhibitions, which can be seen as an interesting example of peer education.

One of the projects the Anne Frank Foundation has just finalised is the Comenius 2 in-service training course “Teaching makes the difference”. Within this project modules have been developed for a teacher training course integrating approaches and experiences that have been tried out in the area of egalitarian education in five countries.

The project doesn’t deal with creating new materials but with how to make better use of existing ones through a solid, systematic training programme for teachers. To this effect a questionnaire has been sent out to teachers, materials have been gathered and subsequently the in-service training course has been developed.

Together with other partners the Anne frank Foundation has just finished the project “Das bin ich, Det et mig, Dat sin ech” which is an intercultural education project focusing on the combat against racism and xenophobia for the age group from 5 to 12 years of age. The Anne Frank Foundation had produced learning and teaching materials in this particular field for all age groups, starting with a special product for toddlers, the so-called knee book that can be used by kindergarten teachers.

For more information about this project and about the Anne Frank Foundation in general you can contact: Jan Erik Dubbelman; tel. 31 20 556 71 00; e-mail: j.e.dubbelman@annefrank.nl
Website: http://www.annefrank.nl
**CSV, the IBIS Trust and PEER AID: PEER EDUCATION or PEER-LED EDUCATION**

To enhance equal opportunities CSV Education for Citizenship is the UK’s leading organisation for service learning, an education strategy that enables young people to acquire the habit of lifelong learning and service to others. CSV education for Citizenship’s mission is to promote and support community service in schools, colleges and universities throughout the UK. The Ibis Trust was formed in 1985 to provide support for those working in the field of HIV / AIDS. Following a major review of activities and an extensive needs assessment, the Trust identified peer-led education as an area where such support and co-ordination would be particularly beneficial. It now provides support to a wide range of peer-education projects, both in the UK and in Europe, as well as specialist services to statutory and voluntary agencies in health and education. From the outset, the Ibis Trust and CSV Education for Citizenship regarded equal opportunities as an essential feature of Peer Aid. Although young women have volunteered for training in greater numbers than young men, gender issues have always been a key issue, both in recruitment and in running Peer Aid programmes. Furthermore, underrepresented groups, such as young Muslim women or young Afro-Caribbean men, are encouraged to participate by using appropriate role-models from previous projects. Young people running the projects – the core of the peer education concept – can reach different cultures, which more conventional health promotion or citizenship promotion programmes might find difficult to infiltrate. Peer educators are fellow students of the people they are educating; they are trained within the peer education concept to do so.

In order to give equal access to a project, particular issues are to be considered:

- **keeping an open mind on who might make a successful peer educator,**
- **providing transport and supervision so that parents are more likely to give students permission to participate,**
- **using materials that reflect the nature of the peer educators and their target group,**
- **developing a mix of training methods to cater for different learning styles, abilities and literacy levels,**
- **providing different ways of participating, in order to include young people who do not want to be directly involved in delivering peer education,**
- **timing activities so that they take account of family responsibilities and other commitments of young people,**
- **ensuring that project staff reflect the gender and ethnic diversity of the young people, establishing ground rules that will maintain equal opportunities.**
Full information about the Peer education model can be found in the *Peer Aid book*, approaches to setting up and running young people's peer-education projects by Amanda Brodala and Jim Mulligan; The IBIS Trusts, CSV Education for Citizenship; ISBN 0-907829-74-0.

CSV is also disseminating an excellent “Active citizenship toolkit”; ISBN 0 340 78255 2Further information can be obtained from Amanda Brodala: e-mail: btrust@globalnet.co.uk A separate article is added on peer education methodologies.

**EURED: "Europe education as peace education"**

This is a project which aims at curriculum development for a Europe-wide teacher training programme on peace education. The objective of the project is twofold: the preparation of a theoretical basis and practical conditions for a curriculum on "peace education" for in-service teacher training at European level. The work is based on a two-year co-operation between an international team of researchers and teacher trainers who substitute each other in various workshops and are accompanied and advised by another group of researchers. The members of the working group draw up a research report on the conception and practical implementation of peace education in their specific countries. This will be used as the starting point for the joint development of concepts for in-service training curricula on peace education. These curricula will be implemented both at international level and at national level in an adapted form.

The results consist of two publications: 1) Fundamentals, 2) Conditions for implementation. The first publication will consist of three elements: a) a concept of peace education as a working basis, b) peace education practice and concepts in selected European countries, and c) European traditions of democratic, pluralistic and peaceful cohabitation. The second publication will be an academically secured concept for a European curriculum on "peace education" for in-service teacher training. The target groups of this project with partners from AT, DE, FR, ES, HU, IT, NL, HR, and ISR are teacher trainers, teachers and educators at all levels.

For further information contact: Werner Wintersteain; tel. 43 4242 21 77 21 or e-mail: Ludwig.boltzmann@uni-klu.ac.at

**CHILDREN AS LEARNING CITIZENS: a Comenius 2 project**

The project intends to develop an in-service training programme for teachers and educators of children from 5 to 16 years of age seeking to promote the integration, in mainstream and special provision, of pupils with Special Educational Needs.
The focus will be especially on children with more general learning difficulties (LD) resulting from social, emotional and behavioural problems (SEBP). The project builds on the priorities and needs which will be defined by teachers in schools linked to the project through action 1 EEPs of Comenius.

The main objectives are:

a) to support primary or secondary educators involved in integration initiatives in dealing with the challenges presented by pupils with LD+SEBP by jointly designing, organising and running INSET modules focusing on social, emotional and behavioural skills for learning,

b) to help participants identify examples of good practice in each partner country to enable them to teach social skills for learning to the target pupils thus enabling pupils to become better learners in preparation for effective citizenship,

c) to jointly evaluate the impact of the INSET programme on school improvement by building an on-going internal and external evaluation scheme for the project,

d) to offer the training programme to the wider EU community,

e) to collate materials, strategies backed by evaluation findings for dissemination and

f) to promote the use of NICT.

The main activities are: joint design of 2 INSET modules, production of learning materials, joint development of a website and the joint design and implementation of an internal and external evaluation scheme. The outcomes are a modular professional development programme, professional development materials, teaching & monitoring and evaluation resources, skills in the use of NICT for networking professional information, experience and development

For further information contact: IRRE Trento; tel. 39 0461 27 05 17 or by e-mail: Sandra.l@iprase.tn.it

Stop violence in VET schools : Comenius 2 project: a peer education project to train youngsters to take responsibility to stop violence and manage conflict

This three-year project helped migrant pupils in secondary schools to integrate into social life in school and in society by teaching them a method of conflict solving. Through the use of internet conferences students exchanged information regarding conflict resolutions in a successful way. A group of specially trained students will work voluntarily as mediators in dispute situations at their respective schools. The pupils’ knowledge of their subculture is used as a resource and the project aims at developing this competence to fill the role of the mediator between other students in conflict situations. The overall aim is to incorporate this into an
optional subject that can already be taken as part of the normal curriculum in Norway.
The final goal of the project is to reduce violence in schools, establish mediator centres with students as peer mediators, provide positive role models and give students permanent skills to function both in school and society.
Further information: Sogn Videregående Skole, Sognsveien, 80; Oslo; tel. 47 22 36 97 00

3.6. Ecological citizenship

Education towards ecological citizenship is focusing on educating young people to contribute to the development of a sustainable society towards the future. It has to do with taking responsibility for the environment, which can take three different approaches. The first approach has to do with “the rights of nature” which also includes the rights of animals in citizenship education. The second approach stresses the responsibility of all human beings not only for society as such but also for nature, which they have to preserve. The third approach distinguishes the need for control at global level (citizens of the world) and the duty to care for the world which is considered to be the cradle of humanity (citizenship of the world). The citizen of the world has to be educated towards being an environmental manager who on the one hand acts responsibly towards nature and on the other hand is aware of the innovating technologies which can contribute to enhancing sustainability.

A school that focuses on ecological citizenship will see to it that this is materialised again at the three levels that have been repeatedly mentioned. At the cognitive level informing young people of the challenges which there are for the present-day world concerning the sustainable development of the world. Linking up in this area with major initiatives at local, regional, national, European and global level such as the activities of DG Environment of the Commission, the initiatives of the UN with Agenda 21 and the several initiatives set up by international or local organisations such as GREENPEACE, GREEN, Young reporters of the environment, Science across the world (or Europe) and many others.

Several of those initiatives are not limited to the cognitive dimension but focus also on the affective and the pragmatic dimension making young people feel involved and give them the opportunity to have on-hands experience in ecological and environmental areas. These affective and pragmatic dimensions are best promoted at the level of the school itself by turning it into a sustainable and ecological environment where pupils, teachers and staff are invited to put into practice some of the sound practices of ecological education. How does the school treat waste, what about the use of energy and other basic resources at
What about transport facilities towards the school which may have an impact on the environment?

Ecological education should be integrated into the nitty-gritty daily life of the pupils and the teachers, linking up between local initiatives at home and at school in this particular field. Co-operation with local official bodies and local non-governmental organisations in this particular area may prove to be particularly useful and motivating.

Ecological education will not be seen in isolation but can easily be related to different other elements and dimensions of citizenship mentioned so far. There is a link with cultural citizenship as pollution has an impact on our cultural heritage. There is also a link with health education as the quality of our food is determined by the quality of our environment. There is a link with global education as some of the rich countries tend to export their waste and some of their environmental problems to the poor developing countries. There is a link with peace education as the quality and the scarcity of water should not just be seen as an environmental problem as it is becoming also more and more a geo-political problem such as in the Middle East.

The awareness has to be stimulated with young people that the sum of our individual behaviours has an impact on the global environment and will determine the future and the future development of the world. The awareness has to be enhanced with youngsters that the quality of our lives and the quality of the environment and of nature are closely linked together and that each of us has an individual responsibility in these areas.

Hence the concept of the sustainable school has to be seen as a very broad concept not only encompassing environmental and ecological education but also all elements which have to do with the creation and the implementation of the “caring” school mentioned earlier. The school has to create a healthy and sustainable environment at all levels so that the quality of life and the quality of learning can be promoted. The sustainable school is a school which focuses on ecological and environmental education as much as it focuses on political education putting each member of the educational community at the heart of the school community.

Environmental and ecological education also have direct links with consumer education focusing on educating young people to be responsible consumers whose consumer attitudes have to do with possibly buying environmentally friendly products and goods on the one hand but on the other hand also buying products that are the result of fair work and fair salaries and working conditions. Thus it might contribute to fighting problems of exploitation and youth slavery and female slavery work in certain developing countries. In this way environmental education and consumer education will definitely have links with global education and with problems such as fair trade.
Examples of good practice

The Comenius Freshwater network: A Comenius 3 Network

Within the framework of the Comenius 2 networks a pilot project was set up in 1998 to develop initiatives in the field of environmental education. Within the spirit of the Comenius 3 networks, the Freshwater network wants to promote co-operation between Comenius 1 school partnerships focusing on environmental education and co-operation between Comenius 2 projects in that same area. Furthermore it wants to enhance co-operation and synergy between the two actions Comenius 1 and 2.

The objective of the thematic network application "The Comenius Freshwater Network" will promote networking of school partnership and of other European projects working on environmental education in general and on freshwater in particular. The network will be inclusive of all interpretations of freshwater use and sustainability. The specific objectives are to facilitate the exchange of information, of experience, of good practice and expertise between Comenius projects through the creation of the CFN (Comenius freshwater network) Website. It will extend these opportunities to additional schools that are working within the same thematic area in other national or transnational projects. CFN will use all contacts to enhance the quality of the work done by projects and individual schools in the network. This will be achieved by a peer review of products in that field (at least 50 in year 1), by the identification of innovation and by the dissemination of good practice. These objectives will be facilitated by the CFN website which will have different interactive functions (a discussion forum and a chat box). The target groups are pupils, teachers and management of schools plus those institutions that are motivated to take part by project examples and activities disseminated by the project; CFN will also target advisors, inspectors and other educators. It will also involve supply and management organisations plus other business users. Finally CFN will implement strategies to disseminate outcomes to the National Agencies and to the Commission. In year 2 CFN hopes to organise in-set activities and product commissioning and production; it also hopes to set up joint actions with other programmes such as Leonardo.

Activities include website design and construction, an interactive school database, product review, testing and evaluation and a conference to raise awareness and disseminate strategies. It is hoped to increase the number of schools in European projects.

A website has been created on which concrete information is available concerning projects which can be seen as examples of good practice. Information will also be available on how to create and sustain successful partnerships between school on
that topic. The network will organise every year a major European conference to which teachers or heads interested in environmental education can be invited with a grant within their Comenius 1 project. To this effect schools interested have to express their interest for such a grant within the application for Comenius 1 funding introduced through their National Agencies. Further information about the pilot Comenius 3 networks can be found on the Europa server at the following address: http://europa.eu.int under the heading Comenius within education.

For further information on the CFN Network contact: Ray Kirtley; tel. 44 1482 46 68 38 or by e-mail: r.kirtley@acs.hull.ac.uk

YOUTH WATER PALIAMENTS organised by the NGO or association GREEN as a contribution to environmental citizenship education

The objective of the YOUTH WATER PARLIAMENTS is to bring together all the agents who are involved in managing the water resources linking them up with the competencies of the youngsters who are organising actions, activities and projects in the field of water, the quality of life and the environment. Such Youth Water Parliaments can be run at local, at regional or at European level.

Those Water Parliaments represent for the participants – the youngsters and the adults – a place to learn about democracy at work, about solidarity and cooperation. The Water Parliaments enable young people to present their projects to adults and to find support for the implementation of those projects. At the occasion of Water Parliaments young people and adults take together resolutions concerning water, the environment and the quality of water. Those resolutions are afterwards presented to appropriate bodies such as the different Commissions of the Parliamentary Assembly of the Council of Europe in Strasbourg. The first Youth Water Parliament has lead to the declaration of Espalion.

Further information about this initiative can be obtained from GREEN, The Global Rivers Environmental Education Network – Rue des 2 Eglises, 47, B 1000 Bruxelles. Tel 32 2 230 86 98 / e-mail: Green@skynet.be
SCIENCE ACROSS EUROPE: a Comenius project developing in-service training for science teachers.

The association science across Europe, a subdivision of science across the world, enhances the teaching and learning of science. They have developed sets of materials related to several aspects of environmental education which can be used directly in the classroom and in the framework of partnerships across Europe and even across the world.

Files have been created containing pedagogical materials related to key issues such as energy, waste, water etc. With those basic materials, printed in black, pupils can collect information and share it with other pupils either by fax or electronically through e-mail. All the sheets to gather information on key topics such as waste exist at least in the 11 official languages of the European Union which facilitates the use of them in the framework of a European or international partnerships.

Further information can be obtained through the Science association in the UK or contact Guy Tilkin at: e-mail: guy-tilkin@alden-biesen.be

YOUNG REPORTERS OF THE ENVIRONMENT: a project of EEF, the European Environmental Education Federation

The schools (mainly secondary schools) members of the network receive some support at national level. This support can range from help in organising events, to training seminars, meetings of pupils, the publication of pedagogical materials or in some cases they can even be granted some financial support. In each country there is a national operator who helps schools by responding to their daily questions and queries.

At European level the schools benefit from an important internet website. On this website schools find the building of the virtual press agency of the young reporters of the environment. This website, which is mainly in English has three functions: a) facilitate co-operation between members of the network, b) give access to all the pedagogical resources developed for schools and c) enable the young reporters to publish their work and their reports.

On the website one can find co-operative tools specially developed for the teams of European young reporters of the environment, documents which can be downloaded such as a Guide for the use of the Internet, a manual on how to write reports, mission reports and a kit on how to draft Comenius 1 school
projects. A selection of other websites to find information about all sorts of environmental projects is also available.

The objectives of the project “Young reporters of the environment “ are: a) understand the problems of the environment and of sustainable development, b) acquire a vision of active citizenship, c) adopt a critical view on information gathered, d) acquire a scientific and technical culture, e) be able to participate in the creation of a multicultural Europe, f) be able to work in teams, g) learn to communicate, h) learn to learn, i) be capable to use NIVCT means and j) to get to know the future professional world.

A Guide of the young reporter of the environment has been produced; ISBN 2-86615-2234-5

Further information can be obtained at : FEEE, 6, Avenue du Maine, 75015 Paris; tel. 33 1 45 49 40 50: e-mail: saugier@ac-grenoble.fr
Website: www.youngreporters.org

SUSTAINABLE DEVELOPMENT POST REPORTER: project of the Worldbank to enhance ecological and global citizenship

Be a reporter for the SD Post. Here’s how.

1. Choose a topic. What type of article do you want to write? You can do a news story on a sustainable development project you know of. For example, you could report on your neighbourhood’s recycling project. Or you can do an opinion piece on what sustainable development is and how we can work toward achieving it. The type of article you write and the specific topic are your choice—just as long as you write about sustainable development.

2. Research and interview. As a reporter for the SD Post, your job is to be informative and convincing. Find out what has already been written about your topic and use this information to support your article. Conducting interviews is an especially effective way to get current, exclusive information. Don’t hesitate to contact key resource people for facts and opinions. They will be flattered that you asked them!

3. Write it up. If you are reporting on an event or a project, your readers will want to know who did what, how, when, why, and where. These are the six basic questions your article should address. If you are writing an opinion piece, readers will want to know what you think and—more important—why you think that way. No matter what kind of article you are writing, grab the attention of your readers in your first few sentences. Make them want to read more!
4. **Send us your story.** Articles can be submitted through e-mail (dep@worldbank.org) or attached as Word or ASCII text files. If possible, attach photos or drawings in jpg, gif, or tif graphics format to go with your article. Articles may also be submitted by mail to: Development Education Program, Rm. J-2-137; the World Bank, 1818 H St NW, Washington, DC 20433; website [http://www.worldbank.org/html/schools/guide.htm](http://www.worldbank.org/html/schools/guide.htm)

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3.7. **European citizenship**

The first attempt to implement the idea of European citizenship or the Europe of the Citizens dates back to the summit of the heads of state of 1974 just after the publication of the 1973 report on European identity which was published in parallel with the Tindemans report on the European Union. However, one had to wait till the Treaty of Maastricht of 1991 to see a legal basis conferred to the notion of European citizenship.

Making young people aware of this gradual development is an important cognitive element; it shows them that European citizenship is a slow and democratic process which takes years. They should be aware that the Maastricht Treaty of 1991 indeed foresees a citizenship of the Union, which is solely for the citizens of the Member states as mentioned in article 8 of that treaty. This citizenship includes the following rights: the right of free movement and the right to live in any of the Member States (article 8A); the right to vote and to be elected at the municipal elections and at the elections of the European Parliament in whichever Member state one lives at a certain moment (article 8B); the right to diplomatic protection in a third country (article 8C) and the right of petitioning the European Parliament and to turn to a mediator (article 8D).

European citizenship education should make these rights concrete by giving concrete examples of citizens of the Union who are living in other countries and who were elected at the municipal elections or who were elected at the European parliament elections. Inviting such persons to the school and into the classrooms may give a very concrete and tangible flavour of what European citizenship is about. Schools could set up initiatives to find out in how far European citizenship through article 8 of the Maastricht Treaty has materialised in their own local environment.

Youngsters should be made aware of the fact that European citizenship doesn’t replace their national citizenship as is also stressed in article 8.1 of the Amsterdam Treaty of 1997. This article mentions explicitly that citizenship of the Union makes national citizenship more complete but doesn’t replace it in any way. In fact this means that European citizenship is derived from the national citizenship and not vice versa.
It is clear that education towards European citizenship will have to include a debate on the nature of the political society which is being built in Europe. It is a delicate and complex debate but it is important that young people are aware of this debate and feel concerned by it as they will be living and working in this unified Europe whichever political shape it will take. While simplifying matters one could state that on the one hand there are those who defend a federal European Union and that on the other hand there are those who are in favour of the Confederal European Union as they fear the disappearance of the nation-states within a federal European Union.

It should be made clear that one can only be citizen of the European Union if one is first of all a citizen of one of its Member States and that hence European citizenship or citizenship of the EU is in its present form only a complementary supra-citizenship. It should be made clear to youngsters that at the moment European citizenship doesn’t include the possibility of collective transnational action and that it cannot be perceived as the awareness of an obligation towards a common European well-being.

It is very useful also to stress with young people that in the context of the European Union one can distinguish three elements of citizenship, or three types of citizens or one could even say three levels of citizenship. Only the citizens of a Member State who live in their own country of their nationality enjoy the totality of their civil, socio-economic and political rights; they are the only ones to benefit from a total citizenship. The second level of citizenship are the citizens of other Member States of the EU living in another Member State of the EU but their own. They only enjoy limited political rights such as the right to vote at local elections and at European elections. Access to the status of civil servant in another Member State, just to give one example, is still difficult if not impossible. The third level of citizenship is composed of two groups the so-called “denizens” and the so-called “margizens”. The “denizens” are the citizens of non-EU member states residing legally in a country of the EU. The “margizens” are those whose stay is not legally recognised in the country of the EU; this category includes all the illegal immigrants.

All these elements above show the potential there is to work with pupils through those elements on European citizenship education and to make them aware of the complexity and of the gradual development of all the elements and concepts related to it. It is also an opportunity to make links with other elements of citizenship education as there are strong links with political citizenship education, with social and egalitarian citizenship education, with intercultural citizenship education and with global citizenship education. It indeed holds potential to work on global education as many illegal workers flee their countries because of unfair working conditions or the absence of employment in their countries.

European co-operation projects and partnerships in the framework of the Socrates programme involving schools from EU and non EU countries have great potential
to work on several of the issues related to European citizenship. Young people have the opportunity to exploit together several of those issues, to share information about them and to link with agents in the local community, such as politicians, who may have an impact on them. Such projects enable to combine cognitive aspects with affective and pragmatic elements as within European partnerships small European communities are created which practice at the level of the project certain aspects of European citizenship.

Teachers, pupils, staff involved in European projects such as Comenius 1 projects should be aware of the potential of such projects to function as mini European societies. The opening up of Comenius partnerships to include non-EU schools from across the world holds great potential to contribute to European citizenship which is not perceived as a citizenship of a fortress Europe closed and sometimes hostile to non-EU citizens especially from other continents.

All the programmes launched by the European Union in the field of Education, Training and Youth have as one of the major objectives to promote European citizenship. They have greatly contributed to enhance the sense of belonging together, of working together with other people from across Europe. All those programmes enhance the respect for the diversity of the cultures and enhance different forms of co-operation and synergies which are important elements in bringing about European citizenship. Transnational European projects indeed give the opportunity to experiment at micro level what European citizenship can be like.

European co-operation in the framework of the Youth programme focusing on the development of European voluntary youth work is a particularly interesting contribution which can make European and global citizenship tangible and concrete.

**Examples of good practice**

**THE EUROPEAN YOUTH PARLIAMENT** as a contribution to European citizenship

Forging Europe is without doubt a great task, ever more complex and far reaching, which will demand the active participation and creative ability of several generations. *The aim of the European Youth Parliament is to associate young people with this enterprise, from the last two years of secondary school onwards.*

**Structure:** The European Youth Parliament (EYP) is an independent, non-profit making, non-political, educational organisation, founded in 1987 in Fontainebleau. The EYP moved to the United Kingdom in 1991 and the international head office is now in Oxford.
Since September 1992, the EYP has been part of the Fontainebleau Youth Foundation, a Charitable Trust, which was created to be the umbrella organisation for both the EYP, with its 15 national branches and the programme for universities: ECU (European Challenge for Universities). The trust is governed by a board of trustees.

The main objective of the EYP is to promote the European dimension in education and to give students in the 16-22 age group the opportunity to participate in a practical, positive learning experience. The EYP aims to provide an educational project which is suited to the special needs of future European citizens who have to be aware of the thoughts and characteristics of other nations, respect their differences, learn to work together, master two or three languages and understand the causes of international conflict.

The EYP constitutes a forum in which the young people of Europe can express their own opinions, without any political connotations and without reverting to role play. Students are encouraged to take an interest in current affairs and the democratic process, practise independent thinking and take personal initiatives.

Sessions: The EYP organises 2 or 3 international 9-day sessions a year, which are held each time in a different European country and involve the EU-member states as well as a minimum of 4 observer-countries, bringing together 250-300 pupils/students and teachers/tutors from different nationalities.

For further information: EUROPEAN YOUTH PARLIAMENT, Fontainebleau Youth Foundation, Little Quoitings, 81 Oxford Road, MARLOW - BUCKS SL7 2NP, UK / TEL : +44/1628/48 85 02 / FAX+44/1628/48 85 01 / E-MAIL : 101642.775@compuserve.com

A European Voluntary Service Initiative in Italy to enhance European Citizenship

The applicant of this Youth Initiative, the Associazione Italiana Soci Costruttori IBO is a federate member of the European IBO which has been operating for 40 years in the field of co-operation in Europe and also in the developing countries to encourage human solidarity. Its main activity is training young people through the experience of summer work camps by associations and communities as a moment of sharing and exchange. This organisation is a member of IBO INTERNATIONALE BOUWORDE.

The venue of the project is Ferrara and other small villages of the Emilia Romagna region in Italy. The project involves 55 young people, 20 from Italy and Germany, in balanced groups, 20 from Flemish Belgium and 15 from the Netherlands. The partners are the IBO organisations in these countries. The project, located in the town of Ferrara and the surrounding province, aims to enable the young people from 4 European countries, to prepare, organise,
manage and carry out projects renovating local buildings and offering shelter and welcome houses to disabled people and migrants

For further information contact Internationale Bouworde, Dino MONTANARI, Via Smeraldivana 35, Cassana, I 44044 FERRARA

For further information on the EUROPEAN VOLUNTARY SERVICE consult: http://europa.eu.int

European Schoolnet – My Europe

Several initiatives are available related to the “My Europe” project

Censorship - a topic for projects of European scope (age: 13/ languages used: German, English)
Anyone can take part who is interested in the topic of censorship and who wants to work on it in co-operation with other members of European educational organisations, such as schools, universities, adult education institutions and private educational initiatives belonging to the network.

El proceso de integración y la ciudadanía europea (age: 17 / languages used: Spanish, English)
Didactic unit focused on the process of European integration and, especially, on the characteristics, problems and prospects of the European citizenship. Different activities on-line are proposed to the students so as to deepen and reflect on the process of construction of a genuine European citizenship.

European Citizenship (age range: 16-20)
Instability, war and oppression have been a huge part of everyday-life in Europe. This is what it is all about. How can we create a better future, a better Europe for forthcoming generations?

Exil-Club (age range: 16-20)
A virtual room where students can meet people from past and present, who have at least one thing in common, regardless at what time they have lived: they committed themselves to the ideas of freedom of speech and human rights and therefore had to go into exile.

Global Express (age range: 7-18)
Global express aims to enable young people to gain a greater understanding of the context in which news stories from the developing world happen, and to build links between their experience of life and their understanding of development issues.

Good Morning, Europe! (age range: 10-18 / languages used: English)
It is known that history divided Europe in two political parts and after 1989 new opportunities and options have changed the lives of the new generation in Central and Eastern Europe. The European Union launched the enlargement process in 1998 and its main goal is to extend a zone of stability and prosperity for a stronger and wider Europe. As Europeans we have so much in common, but we also have a lot of differences. How we can understand and learn Europe as Europe, and how we can combine local, regional and national identity with European democracy? Bearing all this in mind, this project is an invitation for children of Europe to get to know each other better, to share the uniqueness of their identity and to make their voices heard, learning about the true values of life not only at school or at home, but also via the Internet. Participants submit a short essay about how life in Europe should be or about what is most important for them as European citizens.

**HEALTH HAZARDS YOUNG PEOPLE FACE** (age: 16 / languages used: English)
E-mail based co-operation between a Belgian and a Norwegian class aimed at comparing certain health problems. Each of the five groups consists of 4 members - two from each country. In order to manage this they work out a questionnaire which they run at their schools. The results are presented as bar diagrams together with the students’ comments.

**Holding Hands** (age range: 6-12 / languages used: All)
The project is a meeting virtual place for children of Europe. They are invited to paint full-length portraits of themselves, on a vertical half of a piece of size A4 paper. They can include personal elements of their past, present or future. Any medium of art is welcome - oil, crayon, or pastels. Each participant is invited to send an original painting or drawing for the virtual meeting space. In this way, children will stand together, holding hands with the past, the present and the future portraits. The artwork will express perspectives of the human spirit. As art is one of the first forms of communication, the positive attitude generated by artwork will lead to a positive attitude towards social life.

**Ipotesi formative per la diffusione di una cultura antirazzista** (age range: 7-20)
Modulo di aggiornamento per insegnanti di scuole di ogni ordine e grado nell'ambito del progetto Educazione interculturale: ipotesi formative per la diffusione di una cultura antirazzista – way of fighting against racism

**Life-Link Friendship-Schools** (age range: 6-18 / languages used: English)
Life-Link Friendship-Schools is an independent Non Governmental Organisation which aims to promote contact and co-operation between young people around the world and their schools, through active participation in shared projects, vital for our time (e.g. Environment, Human Rights, Conflict Resolution and Constructive Collaboration).

**Male and Female** (age: 9 / languages used: English, Swedish)
The objective of this My Europe project is to show different values, traditions in the male and female world of young people in different parts of Europe. All schools are invited to take part.

**Voices of Youth** has been developed as part of UNICEF’s 50th Anniversary celebration. Through Voices of Youth, you can take part in an electronic
A discussion about the future. Discuss how this world can become a place where the rights of every child - the right to live in peace, to have decent shelter, to be healthy and well-nourished, to have clean water, to play, to go to school, and to be protected from violence, abuse and exploitation - are protected.

Contact: SCHOOLNET EUNET, Rue Treves 61, B-1000 BRUSSELS, Tel +32 (0)2 790 7575 / Fax +32 (0)2 790 7585 / E-mail: office@eun.org / http://www.eun.org/myeurope

Information kits about the European Parliament: information stands

Teachers who want to inform their pupils about the functioning of the European Parliament in Brussels can apply to the information office of the EU in their country to make use of the information pack which has been built to this effect. The teacher can decide whether he/she wants to have a general information pack or a pack which focuses on specific topics. The panels of the pack bring about questions which invite your pupils to reflect on and to discuss about European issues.

Several themes can be addressed: the quality of water, the quality of food, environment regulations as far as traffic is concerned etc. The information shows that the European Union and the activities of the European Parliament have a larger impact on our lives than what young people usually think.

Further information can be found on the website of the European Parliament within the overall website of the Commission: http://europa.eu.int

CARTOONS: A YOUTH project to enhance European citizenship

"Cartoons" is an association created by young people to organise various cultural activities particularly involving strip cartoons. It also promotes debate concerning youth problems such as unemployment, drugs and equal opportunity, promoting various initiatives.

The project, which intends to create a comic strip which describes the birth of a United Europe, will be created entirely by young people for young people aged between 15 and 25 years. The comic books will be published in four languages (Italian, French, English and German) because it must be possible to read the book in all European countries. In practice the book will teach something whilst entertaining the readers: it will serve to increase their basic knowledge about a United Europe.

For further information contact Gianluca LAGROTTA, Association CARTOONS, Via Messina, 84, I 85100 Potenza
**European Citizenship education: implications for minority ethnic pupils with special educational needs**

The aim of this project is to develop an INSET programme that will assist teachers in encouraging their pupils to participate actively in being a European citizen, with a particular emphasis on the questions of what equal opportunity is for minority ethnic pupils with special educational needs. This is a three year proposal submitted by three organisations from three countries (NO, UK, EE). The main activities to be undertaken during these three years are: a) undertaking a comparative national audit of issues and perspectives in each country and comparing course units and approaches b) designing, developing, c) trying and evaluating course materials and d) delivering a national INSET Course.- delivering a European INSET Course.

For further information contact Mette Borga; tel. 00 47 67 11 70 00 70.89 Or by e-mail: mette.borga@hiak.no

**European partnerships of schools beyond the 30 eligible countries of the Socrates programme**

Over the last few years extra efforts have been made by some of the Socrates National agencies – in particular the COMENIUS National Agencies- to give a wider European dimension than the traditional Socrates one to their partnerships which are created between schools.

Hence some National agencies have invited to contact seminars with their own national financial means teachers and/or heads from South-eastern European countries such as Albania, Macedonia, Kosovo, Bosnia-Herzegovina, Serbia. Those countries are not yet eligible for Socrates support but there is a great demand for schools to be involved in European partnerships and to be less isolated.

Including those schools into European Comenius partnerships even without funding of the European Union can make a major contribution to enhance European citizenship and democracy. Those countries usually have a great need of citizenship and democracy education and they are very eager to open up to all aspects of the European Union.

Including schools of those European countries into school partnerships is a unique opportunity for schools of the 30 eligible countries to show their solidarity towards the schools of South-eastern Europe who are not yet eligible at the moment. This solidarity can very often also take a very concrete outlook as the material and pedagogical needs in those schools are very big and every support and help is most welcomed.
Including such schools into existing European networks of schools support greatly the democratic process and the active citizenship initiatives which are gradually being set up in those countries.

For further information about such pan-European initiatives contact: Yves Beernaert at Khleuven; tel. 00 32 16 39 62 31 or by e-mail: yves.beernaert@khleuven.be

A YOUTH WORKER TRAINING: A YOUTH project enhancing European citizenship through co-operation between the Council of Europe and the Commission of the European Union

The Council of Europe and the European Commission have entered into a partnership project in the area of youth worker training. It is the wish of both institutions that the new partnership project, in which their expertise and financial resources are put together, will benefit youth workers all over Europe and will be an important step forward in the field of youth worker training.

In view of developing a long-term agreement under the Commission's new Youth programme starting in 2000, the Council of Europe and the European Commission, in the period November 1998 to April 2000 have been working together in three areas: European training courses for youth workers, youth work training material and a network for trainers. During this period, several training courses were held, allowing up to 150 youth workers to gain European level training. Existing youth work training material was collected and catalogued and new material was produced. Furthermore, a network of trainers was set up, offering regular information about training activities, training methodology, youth projects, developments in the field of youth worker and youth leader training, etc.

For further information contact Patrick Penninckx, Youth Directorate of the Council of Europe, 30 Rue Pierre de Coubertin, F - 67000 Strasbourg

3.8. Global citizenship

Citizenship education can be seen as a spiral movement ever enlarging to include starting from the bottom first local citizenship and then moving through regional, national and European citizenship, it should lead to global citizenship and global democracy. The concept of global citizenship and global democracy should definitely be included into educational actions concerning citizenship as the context within which schools across the world educate is one of globalisation.

Reflections about extending citizenship beyond the traditional boundaries of the Nation-state have to take into account four levels of commitment concerning
global citizens. Firstly, global citizenship very often has to do with the aspirations to create a better world built on justice and of peace. Secondly, the globalisation of the economy brings about a globalisation of the horizon of our lives, e.g. when it comes to politics. Thirdly global citizenship is linked to the awareness that the survival of the human species (and also of animal species and plants etc.) is linked to solving problems in relation with energy, resources, environment. It is also linked to the awareness that we have to change the ways in which we consume things and thus has to do with consumers’ education. Fourthly, global citizenship suggests a transnational commitment to reach the aspirations of the first level of the impossible horizon.

Young people could be made aware that five images of the global citizenship exist next to one another and that they each reflect a certain reality. Firstly there is the “global reformer”, the person who feels to be a citizen of the world and who wants to change the world for the better accordingly. Secondly, there is the global citizen who can be called the “transnational business man”. Globalisation of the economy leads to the creation of global businessmen and -women, which could lead to the loss of all cultural specificity. Very often such global businessmen or -women are presented as having no sense of responsibility or commitment for the quality of life in all its aspects at world-level. Thirdly the global citizen can be seen as a manager of the world at the level of the economic and ecological dimensions. It is this perception of the global citizen which is to be found in the reports of the Brundtland Commission and of the Rio Conference. Fourthly the global citizen can be seen as the one who develops a supranational political awareness at the level of the regions of the world. Citizenship of the European Union could be seen as an element of this kind of global citizenship. Fifthly and finally global citizenship can be seen as the emergence of a global civil society with a transnational political awareness which can have an influence at all the institutional levels concerning human rights and environmental rights.

The distinction between the five definitions of global citizens is useful as it helps young people to clarify their thoughts about it and to identify the different roles leaders of major nations of the world can play at different moment. It helps them see that the concept of global citizenship is a complex one and it helps them to situate themselves and possibly their own activities in relation with global citizenship.

Global citizenship will be or can be reflected at different levels in the school. It can be reflected in the curriculum while focusing in the curriculum on key subjects like history, geography, languages, economy etc. It can be focused upon in all subjects related to food and nutrition and natural resources. It enables to stress the interdependence of the countries and continents across the world on the one hand but it also enables us to see the non-democratic policies and actions which are set up by some countries or groups of countries. This could be defined as the cognitive dimension of global citizenship.
Stressing too much the cognitive dimension of citizenship with youngsters may have an adverse effect as it may give them the impression that they can’t do anything about it from where they are. It is too far away from their daily concerns. The first step to take is to link it up with their daily concerns and with their daily lives and show how their life and their way of living and of eating is affected through relationships with other countries across the world.

Concrete forms of co-operation between pupils across the world have to be enhanced so that youngsters can show solidarity for other youngsters or other groups from other countries especially of the developing countries. Initiatives like the "adopt a school in a developing country" of the Ministry of Foreign affairs of the Netherlands holds great potential to make global citizenship very tangible. Linking up a school of a developing country with an existing Comenius partnership is another way of making global citizenship very tangible and seeing concrete effects of co-operation between schools across the world. European co-operation projects and partnerships between schools hold great potential towards global citizenship when including schools from other continents especially when they do so for schools in developing countries.

**Examples of good practice**

**Former Comenius 1 project: Building houses in shanty towns or slums in Arequipa in Peru**

Schools from France, Austria, Italy and Slovakia co-operated first within the framework of a Comenius 1 project on active citizenship. Subsequently to this Comenius & project, some of the schools decided to develop this partnership with a school in Peru.

This has lead to the pupils being involved in the construction of houses in the slums of the town of Arequipa. The objectives were clear: make young people from across the world co-operate together, involve them in a humanitarian project, open youngsters of Europe up to the problems of developing countries in the South, helping young people discover other and new ways in which they can invest themselves in society.

**Water: a bridge between North and South; an education campaign concerning sustainable development: a project promoting global education**

This project is developing an educational campaign which in the perspective of sustainable development is setting up around the theme of “water” exchanges and co-operation amongst classes in the north and South region of the world. At
present schools from the French-speaking Community of Belgium are involved together with schools in Sénégal and Burkina Faso.. FDC – Formation-Coopération-Développement – and GREEN, the Global Rivers Environmental Education Network, are also involved in this project.

The objectives of the project are: a) to enable young people from the North and South to make a critical analysis of the global economic system and of the developing aid given within the perspective of water which has to be shared as a common global commodity, b) enhance the mutual discovery, the understanding and the solidarity among youngsters in primary and secondary schools involved in the project, c) to make merge with those youngsters values, attitudes and behaviour which show respect for the resource water, d) work together and enhance teamwork to elaborate and implement projects with developmental and environmental aspects related to water and e) create lasting partnerships between schools based on the present projects and create new projects towards the future.

Further information can be obtained through FCD, Boulevard de l'Empereur, 15 – B4, 1000 Bruxelles; tel. 32 2 505 40 83; e-mail: fabiennefeller.fcd@euronet.be

**Teachers without frontiers**

This organisation promoted co-operation amongst schools wherever there are particular needs. At the moment the organisation is looking for partner schools in the European Union and in the other countries which are eligible for SOCRATES (Comenius) support and which are willing to co-operate with schools especially in Romania, Albania and Somalia.

The organisation is especially looking for schools willing to sponsor schools in those countries by making available to them kits with didactic materials or kits with language materials. The two kinds of kits exist and can be paid for by the sponsoring school that creates simultaneously links with those schools across the world.

For further information on “Teachers without frontiers” contact: Paul Aerts, Jachthoornlaan, 76, B 2970 Schilde; tel and fax 32 03 658 44 57 and e-mail: aerts@glo.be

**The ASSOCIATED SCHOOLS PROJECT OF UNESCO or ASP: a contribution to Global citizenship**
School by school, ASP is working its way around the world, helping to foster commitment to a culture of peace and tolerance by promoting education for peace, democracy, human rights, solidarity and mutual understanding in order to prepare children and youth to overcome the complexities of a rapidly changing world.

ASP is designed to have a multiplying effect at local, national and global levels. This means the incorporation of successful results attained by Associated Schools, in their pursuit of new and unprecedented teaching and learning methods, into the mainstream educational systems for the diffusion of the informal innovations developed and underway for the benefit of all.

It aims at mobilising schools throughout the world in order to strengthen the role of education in promoting a culture of peace and tolerance. Member schools are encouraged to work independently or in collaboration with others to develop pilot projects highlighting at least one of the four ASP main themes of study, while at the same time focusing attention on the most crucial element for peace, learning to live together.

The four main themes of study cover a wide range of sub-themes, all interrelated. In approaching these themes, the point of departure should be relevant to the students’ own environment, needs, concerns and aspirations. The themes presented below should provide a basis upon which they can be extended to other fields: a) world concerns and the role of the United Nations system in dealing with Human rights; b) democracy and tolerance, c) Intercultural learning and d) Environmental issues.

All of ASPnet projects can be largely divided into three categories - pilot projects, flagship projects and international campaigns.

Pilot projects are experimental activities, often multi-disciplinary in nature, carried out in each school. Those that are successful could be incorporated in the mainstream of the educational system after an evaluation. These projects could be very different regarding the length of time, the disciplines involved, the methods used, etc. but all need to be in accordance with ASP-net objectives and themes.

Flagship projects include schools from different countries and can be regional, interregional or international. They are focused on specific topics such as the environment, world heritage conservation, etc. Participants are selected ASP schools in a few chosen countries.

International Campaigns involve all members of the network, as the objective is to mobilise the maximum number of schools in raising awareness, support and action for issues that are of primary importance to young people.

Further information can be obtained at: UNESCO 7, place de Fontenoy, 75352 Paris 07 SP France; Tel. (33.1) 45 68 38 31 Fax (33.1) 45 68 57 23 http://www.unesco.org/education/asp Email: r.lugassy@unesco.org
The WORLD Programme: WORLD LINKS FOR DEVELOPMENT/ A GLOBAL LEARNING PROGRAMME SPONSORED BY THE World Bank’s Economic Development Institute

The WORLD Programme links students and teachers in secondary schools in developing countries, with their counterparts in industrialised countries, for collaborative research, teaching and learning programmes, via e-mail, the internet and the world-wide web.

Over a four-year period the WORLD programme aims at linking 1,500 secondary schools in 40 developing countries with partner schools in Australia, Canada, Europe, Japan and the united States.

The goals of the programme are:

a) improve and expand educational opportunities for secondary school teachers and students around the world,

b) build developing countries’ capacity to apply information technology for economic and social development and improve prospects for youth employment and

c) facilitate cultural understanding among youths across nations, the leaders of tomorrow.

The WORLD programme offers a package of inputs, including: connectivity by financing some software or hardware in secondary schools in developing countries, training for teachers and teacher trainers in educational opportunities of NICT, contents for collaborative learning concerning a wide range of academic disciplines, regulatory reform through technical assistance to promote telecommunications policies and reforms to lower the operating costs of internet-based distance education systems and monitoring and evaluation support through systematic tracking and assessment of a range of input, process and output indicators.

Further information can be obtained from: Sam C. Carlson or Linda McGinnis; tel 00 202 473 7561 or 202 458 1737; e-mail: scarlson@worldbank.org and lmcginnis@worldbank.org / Website: http://www.worldbank.org/worldlinks

PRESIDENTIAL CLASSROOM: a US initiative to promote American and global citizenship

This project is mentioned here as every year youngsters from across the world can obtain a grant through a national selection procedure to attend the main event during the summer holidays in the USA.
A Presidential Classroom for Young Americans facilitates civic education and leadership development opportunities for high school students. Through workshops and scholarships, the programming centres on teaching roles of community responsibility and cultural diversity.

In 1968, with the rise of a strong youth voice in American politics, Presidential Classroom was chartered in Washington, D.C. Presidential Classroom followed in the tradition of U.S. Presidents who were interested in education (some were themselves educators), including Woodrow Wilson and Lyndon B. Johnson. President Kennedy, who challenged the young to public service, sponsored two pilot programs during his administration - "Widening Horizons" and the "White House Seminars." During the Johnson Administration, Vice President Hubert Humphrey led the "Washington Briefings." As the success of the idea became apparent and more students clamoured to learn how their government worked in the nation's capital, the blueprint for the program was transferred from the White House to a board of directors, comprised of prominent educators and citizens, to become Presidential Classroom.

In recent years, Presidential Classroom has developed new programmes to address issues concerning science and technology, business and labour, and international relations. These programs, along with the flagship Presidential Classroom Scholars Program, now attract thousands of outstanding high school students to Washington annually.

For further information contact: 119 Oronoco Street, Alexandria, VA 223141-800-4410-6533
http://www.deca.org/nab/presidential.htm

CIVITAS and Civnet

Civnet was originally designed by Adam Rubinson, of the US Information Agency with content provided by NGOs, such as the Centre for Civic Education, the Mershon Centre of the Ohio State University, the Social Studies Development Centre at Indiana University, and the American Federation of Teachers. Civnet was first introduced in June 1995 at the first CIVITAS conference in Prague, and has been featured at and updated for several CIVITAS events around the world. Since 1995, civnet's content has been upgraded to include materials and information provided by colleagues from many countries, in addition to CIVITAS. We are committed to updating Civnet with additional materials on a regular basis to ensure it is a truly vital and international resource.

While Civitas International has many activities to achieve these aims, Civnet is unique in that it provides an international electronic resource where teachers may instantly receive and download teaching resources, scholars may read articles of thought and opinion, and use Civnet's links to find a world of other civic Web resources, and civic educators may read what their colleagues are up to in Civnet.
Any healthy, fully functioning democracy requires a political culture composed of active participants who understand what it means to be democratic citizens. Though there may be free and fair elections in new and emerging democracies, there might not yet exist a democratic culture; i.e., people may be unaccustomed to voting, running for elective office, understanding how their government works, seeking out different sources of information to make informed choices, forming advocacy and public-interest groups to influence political outcomes in a consensus-building, non-coercive political system, and creating voluntary organisations to meet societal needs not met by government or the commercial sector. “Civil society” may be thought of as the third sector, and a foundation on which free, non-coercive, democratic policies must rest.

CIVITAS International membership & information
For information about CIVITAS International or if you wish to join CIVITAS, send queries directly to Anne Stark at the CIVITAS headquarters in Strasbourg, France:
http://civnet.org

Address: CIVITAS International, 8, rue des Ecrivains, F-67000, Strasbourg, France

Phone: 33-88-24-7100 (outside France); 03-88-24-7100 (within France)
Fax: 33-88-24-7109 (outside France)
E-mail: civitas@club-internet.fr

GLOBAL CITIZENSHIP ON LINE

Global Education Derby (GED) will be working with primary schools in Derby to use the interest created by the millennium to embed a global citizenship approach into their curriculum and policies.

Representatives from the schools had one day’s training, followed by a series of twilight sessions. These will provide training on issues such as teaching about West African ‘On the Line’ countries, school linking, art and music On the Line, using stories and the Literacy Hour, sustainable development, how to value differences etc. There were also sessions to help the teachers plan a programme of events which will make full use of the national On the Line project, taking place from March – July 2000. Further ongoing support will also be available. The sessions will be held by experienced practitioners from within and outside GED. Schools are being encouraged to make links with their local communities by involving people resident in Derby who come from On the line countries, in their activities. GED will also help schools to access music, dance, visual art and storytelling workshops about West Africa. They will also support schools who wish
to link with a school in an On the Line country. The full programme of activities will be published via the local media and a report will be published and disseminated to all local primary schools. Contact: Helen Griffin, Derby Rainbow Centre, 88 Abbey Street, Derby DE22 3SQ / Tel/Fax: 01332 298185
Website: http://www.ontheline.org.uk/schools/projects.htm

A YOUTH project with a GLOBAL dimension: Eur-Arab Youth co-operation

Euro-Arab youth co-operation within Member States youth structures should be improved. Therefore the aim of this seminar is to bring together existing contacts, initiatives and experiences of young Europeans in their attempts of co-operation with youth organisations in Islamic-Mediterranean countries. It will try to provide inputs towards a longer-term strategy on inter-regional co-operation. It is foreseen to have young active co-workers or volunteers from Youth Councils or Youth associations in the European Member States that have interest in Euro-Arab relations and co-operation models and which have preferably background knowledge on the process and on past initiatives. The objectives are also to assess the possibilities of establishing an (informal) network, to disseminate the results among youth structures, to exchange information on actions undertaken in the field, to identify mechanisms through which co-operation can be carried out, to examine concrete possibilities of co-operation. This seminar will empower co-operation by providing new inputs and methodologies and contribute to the identification of new partnerships in the Mediterranean regions. The methodology consists of a preparation meeting 2 months before the event, and an evaluation session during the seminar. The seminar will account with plenaries, working groups and lectures.

For further information contact Andreis Sergio, I.C.Y.E. Europe, P.. De Ligne straat 22, B - 3001 Leuven

Training youth workers in Latin America: a YOUTH project with a global dimension

Regional NGO that groups together and represents the Civil Youth Movements for the Community of Valencia. Its aim is to encourage youth participation in political, economic, social and cultural life within the Community.

The project is to organise an encounter and training in Montevideo, Salto and Colonia (Uruguay) for 20 young youth workers (10EU: 4P, 6E, 10DLA: 6UY, 4AR) on the theme of youth activities. This encounter comes within the framework of a co-operation agreement signed in 1995 between the Uruguay youth Council (CJU) and the Valencia Community Youth Council. The project's objectives are to train young people from youth associations in the three towns in Uruguay, share experiences between the Councils and youth associations and organise cultural exchanges.
"The Mediterranean, birthplace for cultures" : a YOUTH project with a MEDITERRANEAN DIMENSION

This project is presented by the youth department of the Municipal Council of Murcia, which develops several programmes for young people and youth associations.

The activity is an exchange that will bring together 40 young people (20 EU, 10E, 10GR, 20 DME, 10 IL, 10MOR) aged between 18 and 20 in Murcia. The participants belong to youth associations working with socially disadvantaged minority groups or immigrants. The theme of the exchange is "The Mediterranean, birthplace for cultures" and intends to act as a forum for putting forward alternative proposals, thus favouring exchanges between young Europeans and young people from Mediterranean countries.

The Mediterranean can then be once again used as a model for peaceful and cultural co-existence as it has been throughout its history. In this way, the project promoters want to give the young participants an experience of what constitutes intercultural exchange to encourage solidarity and peace. The exchange plans to hold workshops on the themes of tolerance and intercultural aspects in the Mediterranean, observing human rights and education in the environment. The ES, IL and MO partners have a long experience of youth exchange co-operation;

For further information contact Maria Teresa MARTIN-MELGAREJO, Ayuntamento de Murcia, Avenida del Rocio, s/n, E 30007 MURCIA.

European Comenius 1 contact seminars with a global dimension leading to European co-operation projects and partnerships under Comenius 1 with a global dimension

Over the last two years one National Agency, the Central Bureau for educational Visits and Exchanges, in charge of i.a. the Socrates programme for England and Wales, has organised two Comenius 1 contact seminars with a global dimension. The objective of those contact seminars was to create school partnerships within the framework of Comenius 1 but to give the possibility to add on to such a partnership a partner from a former member country of the Commonwealth. The school from one of the former Commonwealth member countries can obtain £ 1000 UK pounds to be involved in the activities of the partnership.
Co-operation between schools affiliated to religious denominations

Schools with a religious denomination such as Catholic, Protestant, Jewish or Muslim schools should use the opportunity to co-operate with schools which may belong to a similar organisation or congregation within that religious denomination. It is true that co-operation across the different religious denominations has to be enhanced but it is also true that not enough use is being made of the world-wide networks which congregations and religious organisations and bodies existing across the world are to enhance the global dimension in education. Especially at the level of finding partners to be involved in global school partnerships those congregations or organisations can play a major role.

Several organisations exist which can help. In the case of the Catholic church there are the CEEC, the Comité Européen de l’Enseignement Catholique and the OIEC, Organisation Internationale de l’Enseignement Catholique which can both be contacted through Etienne Verhack, Avenue Marnix, 19, boîte A, B 100 Bruxelles ; tel. 00 32 02 511 47 74 or ceec@skynet.be

3.9. Conclusion: towards MULTIPLE citizenship

Having considered different sub-elements of citizenship very often also through different dimensions, one can conclude that citizenship is a multiform and multiple concept. Because it is so multiform and so multiple, it has been suggested in the present manual on active citizenship that it is important to work on citizenship by cutting the concept down to certain of its components as has been done so far: political, cultural, intercultural, social, egalitarian, ecological, European and Global citizenship.

Derek Heater in his book “Citizenship; the civic ideal in world history, politics and education” develops the cube of citizenship. The first dimension of this cube is the synthesis of the 5 basic elements of citizenship: legal and civil, political, social aspects, civics education and identity aspects. The second dimension of the cube is the geographical context within which citizenship can be integrated: the local, the provincial, the nation-state, the continental or regional and the global context.

7 “Citizenship; the civic ideal in world history, politics and education; Derek Heater, London & New York, Longman, 1990”
The third dimension of the cube is the educational one. For Heater the educational dimension is the third dimension of citizenship of which the objective is: to educate the citizen at three levels viz. the cognitive level – knowledge about the public affairs of the political community, the attitudes (affective) related to civics and the technical competencies (pragmatic) linked to political participation.

The cube of Heater contains some 60 cells which give the image of the multiple citizen according to his rights and according to the three dimensions – the cognitive, the affective and the pragmatic – mentioned.

Heater speaks in favour of **subsidiarity** when he wonders about the principle which has to govern the distribution of power and of authority at the different levels of society.

It is important to emphasise the importance Heater attaches to citizenship education in the concept of citizenship itself. According to him it is impossible to have citizenship if there is no citizenship education. Through the educational process the **apprentice citizens** will acquire the cognitive elements, the affective attitudes and the practical competencies which enable him to participate actively in political life in its broadest sense. He stresses that those elements are indispensable for a quality citizenship. Heater attaches particular importance to intercultural education, which he stresses to be a crucial element in the creation of the present-day and future societies. It can strengthen citizenship by showing the possibilities to live together beyond the different cultural, ethnic and religious differences.

Teachers and educators involved in citizenship education should be aware that pupils are apprentice citizens and that the school as a learning community has to create the best possible conditions to enable those apprentice citizens to become full-fledged citizens which have cognitive, affective and pragmatic citizenship competencies. All the examples listed earlier have tried to prove that it is important to integrate into active citizenship education those three elements because then we educate towards real active citizenship.
**USEFUL INFORMATION AND WEBSITES**

**The three main programme of the European Union for Education, Training and Youth**

Only some of the programmes and initiatives of DG EaC (Directorate General for Education and Culture) are mentioned in this contribution.

Full information about all EU programmes in the field of education and training can be found on the europa server: [http://europa.eu.int](http://europa.eu.int)

**“GUIDE to EUROPEAN UNION FUNDING For NGOs” of ECAS**

Excellent information can also be found in the “GUIDE to EUROPEAN UNION FUNDING For NGOs: Your way through the labyrinth” produced by ECAS, the European Citizens’ Association,

This Guide contains several interesting and useful elements such as: the ECAS Action kit on EU funding, the vademecum on Grant Management with the latest guidelines for the Commission grants, information on the reform of the structural funds. The bulk of the Guide is dedicated to information about all budget lines and European funding and subsidies available to NGO’s in the following areas of the EU:

- culture, youth, education, training and information
- social policy
- public health, environment and consumer protection
- research development and information society
- miscellaneous budget lines of interest to NGO's programmes for NGO's in development outside the EU

For further information contact ECAS, Rue de la Concorde, 53, B 1050 Brussels; Tel. 00 32 02 548 04 90 and fax 32 02 548 04 99.
E-mail: [info@ecas.org](mailto:info@ecas.org)
Website: [http://www.ecas.org](http://www.ecas.org)

**SOCRATES** : EU programme for education
[http://europa.eu.int/comm/education/socrates](http://europa.eu.int/comm/education/socrates)

**Leonardo da Vinci** : EU programme for vocational training
to find partners for Leonardo
http://www.leonardodavinci.net/psd

YOUTH: EU programme for youth, youth organisations and associations (not for schools!)
http://europa.eu.int/comm/education.youth.html

**Other programme's of the European Union**

**TEMPUS**
Transeuropean programme for co-operation in higher education for some PHARE and TACIS-countries
http://europa.eu.int/comm/education/tempus/home.html

**Culture 2000**
First EU framework programme in the field of culture (2000-2004)
Objectives:  
- dialogue and mutual knowledge of culture and history  
- transnational dissemination of culture and the movement of the artists, creators and other cultural operators and professionals and their work  
- the highlighting of creativity and the development of new forms of cultural expression  
- highlighting, at the European level, the common cultural heritage of European significance  
- taking into account the role of culture in socio-economic development  
- the fostering of intercultural dialogue and the explicit recognition of culture as an economic factor and as a factor in social integration and citizenship

http://europa.eu.int/comm/culture/index.htm_en.html

**MEDIA Plus**
Objectives:  
- enhance competitiveness of Europe’s audio-visual industry on the European and world market  
- to respect Europe’s linguistic and cultural diversity  
- to highlight Europe’s audio-visual heritage  
- to develop the audio-visual sector in those countries or regions which have low audio-visual production capacity and/or a limited geographical or linguistic area  
- to strengthen the production and distribution sector, particularly among SME’s
http://europe.eu.int/comm/dg10/avpolicy/media/index_en.html
Specific actions of the European Union (DG EaC)

eLEARNING

Four main components
- to ensure that all institutions of learning have access to multimedia computer equipment, the necessary connections and internet facilities
- the training of teachers and trainers to enable them to integrate these tools into their teaching methods
- the development of services and of high quality European educational content in the multimedia sphere
- speeding up the linking of education and training establishments to networks.
http://europe.eu.int/comm/education

The “television without frontiers” Directive

The main objective of the directive is to create the necessary conditions for the free movement of televised broadcasts.

NETD@YS

Every year, for a period of one week, thousands of projects from schools, vocational training centres, youth clubs and cultural institutions, take advantage of the Internet and new media methodologies. This is known as the Netd@ys Europe, a huge operation designed to show the extent to which the new media can facilitate learning, teaching and discovery in the information society.
Netd@ys
http://europa.eu.int/comm/netdays

2001: THE EUROPEAN YEAR OF LANGUAGES

This initiative of the European Union and the Council of Europe is intended for the general public and focuses on the theme of “Learning languages opens doors” Linguistic diversity is a fundamental element of Europe’s cultural heritage and future. Language learning opens up opportunities:
- by helping people to know one another better and to appreciate other European cultures
- by making it easier to obtain a job and by improving career and salary prospects
- by enabling European citizens to take better advantage of their right to move around freely in Europe
- by strengthening the competitiveness of the business sector and that of the European economy as a whole

http://europa.eu.int/comm/education/lanuages/index.html

**Jean MONNET project**

Its aim is to facilitate the introduction of the European integration studies in universities through start-up subsidies and to develop think-tank activities by professors specialising in European affairs.

http://europa.eu.int/comm/dg10/university/ajm
http://www.consuniv.org

**EUROPASS-Training**


The decision lays down the concept of a European training pathway – in other words, a period of vocational training carried out by a person in work-linked training in another country, subject to certain quality criteria.

The Europass training seeks to improve the recognition on the employment market of periods of training and placements undertaken in another country. As such, it aims to encourage mobility for people in training in Europe.


**PRINCE**

The PRINCE programme is the information programme for the European Citizen. It provides a way of focusing communication tools on priority themes during the crucial phases in the development of the European Union.

The priority information actions undertaken under PRINCE represent a major communication effort. They are based on the principle of partnership with the Member States and civil society in order to decentralise and be closer to the citizen, while ensuring coherence and co-ordination at the community level.

http://europa.eu.int/comm/
Europe Direct is a helpdesk for members of the general public who are seeking answers to questions about Europe – be it information about their rights under EC legislation, or about any other European issue. 
Free phone numbers in all Member States are to be found on the following website:
http://europa.eu.int/europedirect/phones_en.html

The Commission offers financial support to associations and organisations (NGO's, trade unions, social partners etc.) to submit information projects to promote reflection and information on European integration.
DG EaC Dialogue with the Citizen unit
http://europa.eu.int/comm/education
Within this framework support is also given to the International European Movement and to the International Federation of Europe Houses whose members organise training and information and generate interest in European development among the general public
http://www.eurplace.org/thehague.congress

These European networks and contact points, which are decentralised and easy to be accessed, provide information close to the citizen and tailored to his or her needs.
http://europa.eu.int/geninfo/icom-en.htm

The aim is to strengthen the existing links between the populations of the Member States, to improve their knowledge of other European countries and to raise awareness through meetings of twinned towns and municipalities, of what European integration has achieved to date and what challenges remain. In particular, it encourages twinning arrangements where links have been limited in the past.
Centre for the Citizen Unit, DG EAC
EU/ Canada co-operation

Partnerships for co-operation in higher education and vocational training
http://europa.eu.int/comm/education/canada/canada/html

EU/USA co-operation

Partnerships for co-operation in higher education and vocational training
http://europa.eu.int/comm/education/frontus.html

SPORT

Promoting co-operation at the level of sports enhances the social function of sports and promotes the educational dimension of sports activities. The Commission also sets up activities concerning doping in sports. It can support to this effect anti-doping campaigns in sports.
http://europa.eu.int/comm/sport/index_en.html

Other public interest services supplied by DG EAC

In addition to the various programmes and actions described in the above pages, the European Commission’s Directorate-General for education and Culture is responsible for the following services:

- Traineeships
http://europa.eu.int/comm/stages/index_en.htm
- Documentation / library
http://europa.eu.int/comm/libraries/centrallibrary/index_en.htm
- Visits to the Commission
fax 00 32 2 299 92 13 of 299 93 13

Other European and/or International organisations active in the field of education, training and youth

Several of the initiatives mentioned below have already been highlighted in the second part of the manual.

Council of Europe:
http://culture.coe.fr
- The Teachers Bursaries scheme: grants for individual teachers and staff to attend in-service training organised by member states of the Council of Europe
  http://culture.coe.fr/teacher training/index.html

- Network for school links and exchanges:
  http://culture.coe.fr/edu/eng/eedu6_0.html

- The Citizenship sites: http://culture.coe.fr/pilotproject/index.html
- The European Cultural heritage classes

**UNESCO**  [http://www.unesco.org](http://www.unesco.org)

The ASP of UNESCO

**The WORLDBANK**

A World of Learning

**OECD / OCDE**

Innovating schools
  [http://www.oecd.org](http://www.oecd.org)
Pedagogical methods

• Peer education models


• Community action, voluntary work

• Picture, cartoon competition

• Story writing, story telling

• Project work

• Interdisciplinary work

• Cross-curricular work

• Drama

• Creative writing

• Use of ICT
Competencies through Comenius school partnerships

• Team-work, team-building
• Communication skills
• Analysis, problem-solving
• Presentation, writing skills
• Conflict management
• Language skills & motivation for languages
• ICT skills
• Project management skills

Attitudes through Comenius school partnerships

• Solidarity, co-operation
• Intercultural understanding
• Tolerance
• Appreciation of other cultures
• Voluntary commitment
• Equal opportunities
• Justice, peace