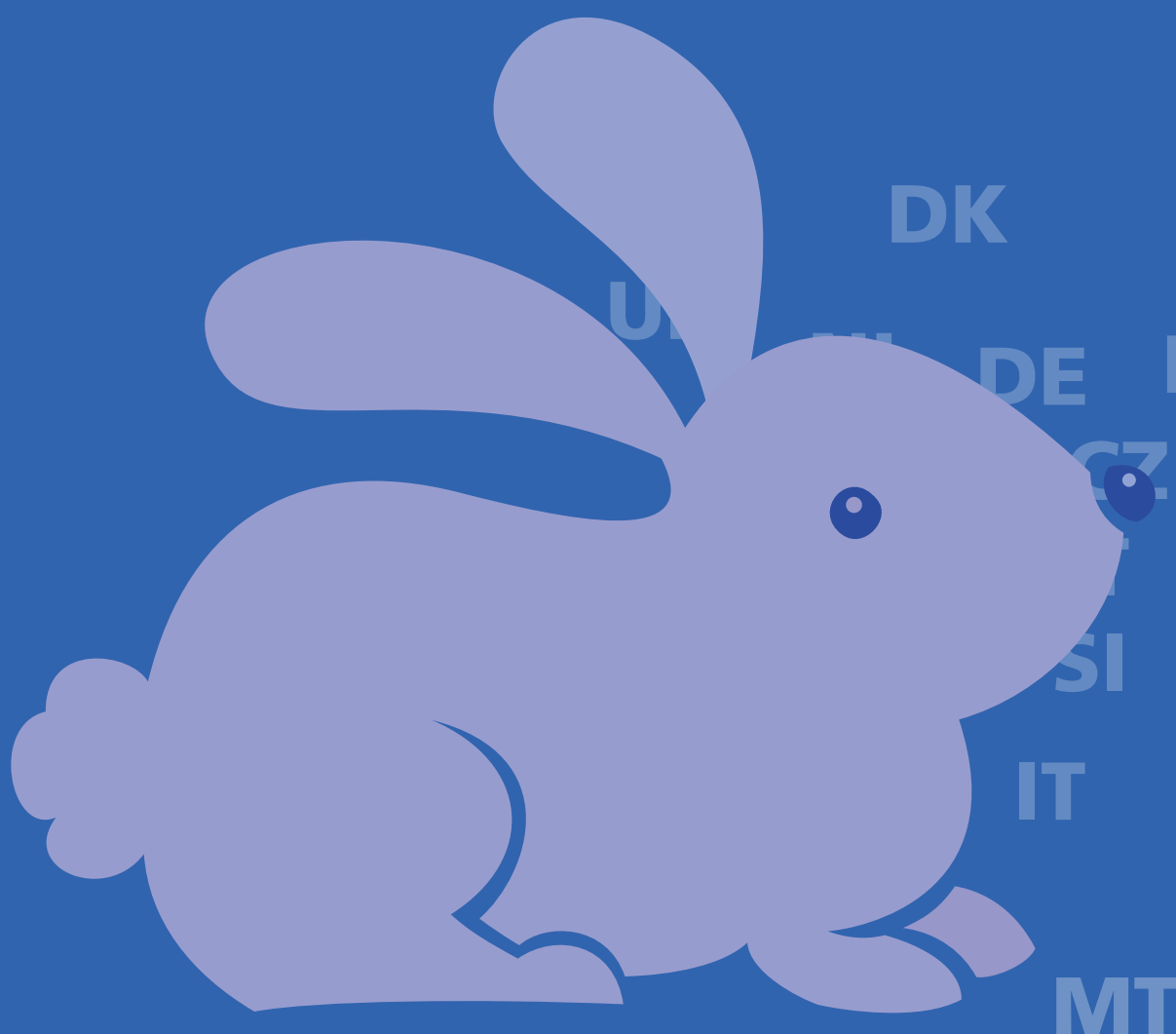# Me the citizen of Europe

**How to deal with European citizenship
and European dimension in non-formal
education projects**

NO

FI

SE

EE

LV

DK

LT

DE

PL

CZ

SK

SI

HU

RO

IT

BG

EL

MT

Me the citizen of Europe

How to deal with European citizenship and European dimension in non-formal education projects

Table of contents

Introduction

'Would you like some more meat?' my grandma asked. 'No, thanks.' 'I'll bring the cake then. Should I sprinkle it with sugar?' 'No, it's okay.' And I hear her opening a package of sugar in the kitchen. 'Here you are. And what do you lecture at the school?' 'I don't lecture, granny, I train. And not at school, but at training courses. This is usually in a youth club or a hotel.' 'And what do you train then?' 'The last time it was the European citizenship.' 'What?' Now I realized that fell into a trap. 'European citizenship,' I mumbled. 'What is it?' 'Well, it's about... How should I tell you? It means that to be a citizen is more than voting in elections.' 'I see. And what more is it? That we are in the Union?' 'Sort of, granny. It means that people should meet and do something together.' 'Here is the meat,' she gave me one more helping. 'But I told you I don't want any more.' 'Just eat it up. We live only once. Well, I don't understand what you are talking about. You live in another world as we did. And is it good for anything?' 'Sure, granny. The world is so interconnected now that we in Europe must speak with each other.' 'I see. The main thing is that you like it. I'll bring you the cake.' I was sitting at the window, looking down to the river covered in sweat after my attempts to explain simply what I am training.

I cannot talk to you in the same way as to my grandma. I don't know who you are and why you reached for this publication. I can only write about my experience from t he work on European citizenship and European dimension.

Ask yourselves: Why do you read this publication right now? What do you expect to learn? What will you use this knowledge for? Have you answered? Let's try to find answers to basic questions about the purpose of this publication.

What?

The publication Me the citizen of Europe: How to deal with European citizenship and European dimension in non-formal education projects was written with a view to enhance the quality of non-formal education projects, to clarify the concepts of European citizenship and European dimension in education, and to provide practical educational methods covering different aspects of these concepts. This book is published within a series named "HARE – HAndy brochuRE". All handy brochures should help you prepare, implement and evaluate your non-formal education projects in order to improve their quality. Me, the citizen of Europe is the first HARE of this series and will be followed by a book about evaluation in non-formal education projects and by other practical publications later on.

Why?

This publication was created with kind support of the Czech National Agency Youth and the EU "Youth in Action" education programme. European citizenship is a permanent priority not only of the Youth in Action programme but also of other European education programmes. Grant applicants, project leaders, participants and other persons involved in projects use the term "European citizenship" in many contexts, yet none of them knows exactly what it means and how it should be dealt with. Similarly, the "European dimension" is part of the application form for education projects, but young people and their leaders/youth workers often grope in the dark when it comes to implementing it into the project activities. This is why we decided to write a publication on European citizenship and European dimension in non-formal education projects. Its aim is, above all, to help applicants, project leaders and project participants make sense of these "mysterious" issues and, at the same time, include them naturally in the project programme.

For whom?

If you plan to create a project within the Youth in Action programme or if you are already preparing or implementing a non-formal education project and want to be clear about European dimension and European citizenship, you definitely should read further!
If you are interested in European dimension and European citizenship as a subject matter, you can gain a more detailed understanding of both concepts here.
If you are looking for educational methods to develop civic or media skills, you are also at the right address.

What will I find here?

This publication offers an insight into the process that has led to the formation of European citizenship and European dimension in education and presents several approaches to both concepts. Further it shows how you can include European dimension in your project activities by means of examples from real projects. It also includes a glossary of basic terms to clarify their meaning. The practical part of the brochure presents ten methods you can use in your projects. Other resources to complement the materials presented here are published at *www.mladezvakci.cz/publikace/jaobcanevropy/hare*

Let's return to the beginning: What do you expect to find in this brochure? What will you use it for?

Do you think you can find something interesting here? No? Then don't waste your time and take another publication. The life is too short to waste time. If you feel that reading further may be "a good idea" let's start to explore European citizenship and European dimension!

Ondřej Lochman

A little bit of theory: European dimension and European citizenship

European dimension and European citizenship "follow" us in the Youth in Action programme throughout the project realization. European citizenship is a permanent priority of the programme and European dimension is one part of the application form. But what exactly these terms mean? Where do they come from? Why do they say so little to us when we first hear them? Why do they seem so difficult to understand?

We will try to answer these questions in this chapter. But before we start, take a sheet of paper. Divide it into two columns and write European dimension at the top of the first one and European citizenship at the top of the other one. Now write down whatever comes into your mind when you say each of the terms.

Finished? Well, let's look at the European dimension first.

European dimension in education appeared concurrently with the integration process that was and still is going on in Europe. In order to give rise to what we call European dimension, many things had to happen in Europe. One can group them into at least four "roots" of European dimension:

▶ **The importance of national states decreased** – in the 19th century, European nations passed through a process of national revival that led to their political independence. The process towards the creation of national states was accompanied by enthusiasm and admiration for own nation, but also by nationalistic conceptions that some nations are better than others, which brought Europe to the Second World War (and in part also to the first one). Devastating results of the Second World War have were for Europe a warning experience that nationalistic tendencies potentially lead to destruction.
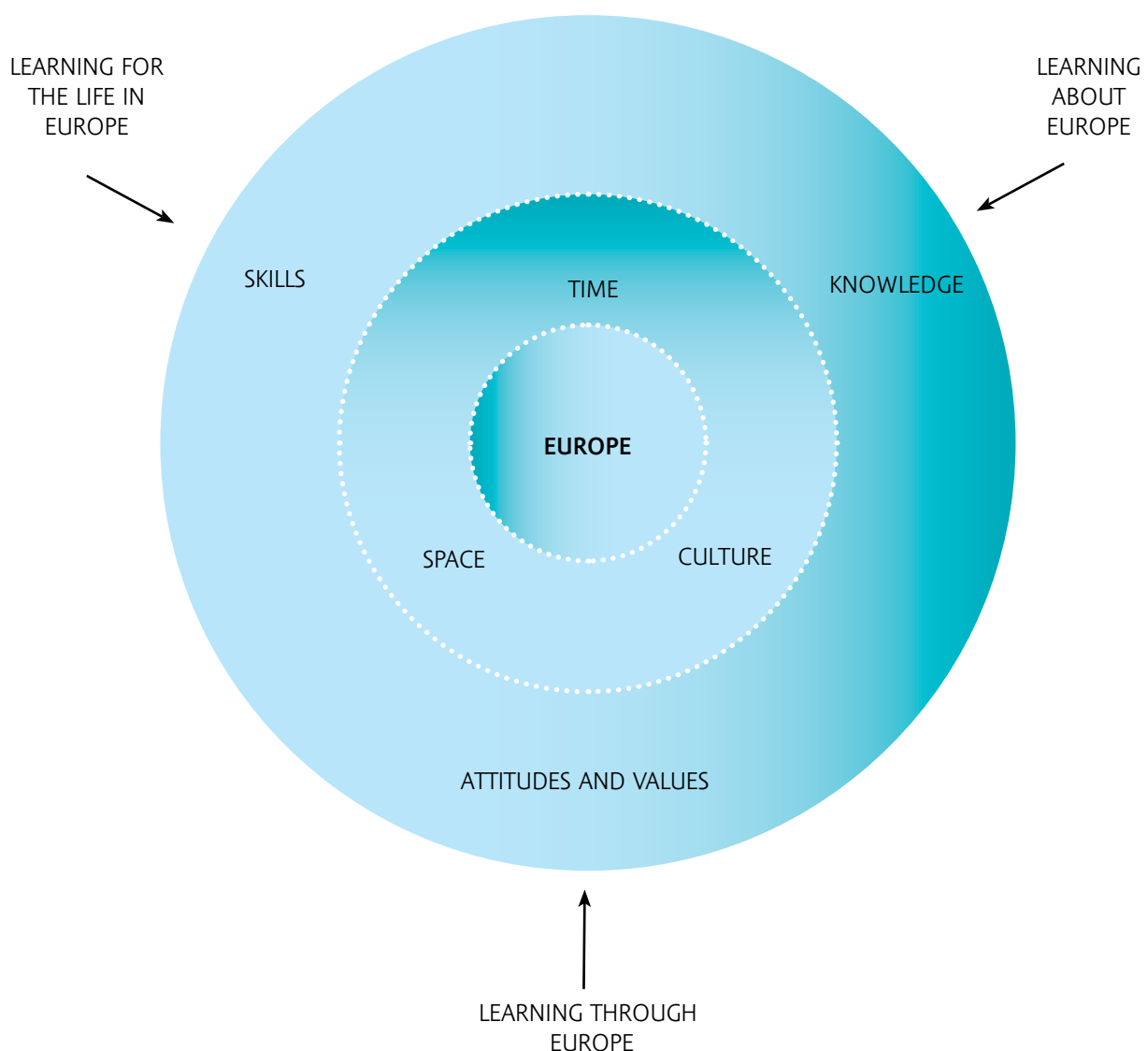
▶ **Integration among Western European states** – the breakdown experienced during the Second World War stimulated the movement towards European integration in Western Europe. The integration process was officially launched on 9th May 1950 by the Schuman declaration, which proposed a foundation of European Coal and Steel Community.

▶ **The need of post communistic countries to "come back to Europe"** after the fall of the Berlin Wall facilitated further integration of European countries.

▶ **The level of migration within Europe and into Europe** increased as a result of a growing living standard in Europe and the ongoing integration process that led to virtual abolition of internal boarders between EU states.

European countries, indeed, want to co-operate (in order to survive or to profit from that) in so far as Europe now represents one large community whose members interact culturally, economically, socially and environmentally. It is therefore inevitable to take this tangle of mutual interacting and influencing into account and to work with it.

The year 1976 was the first time when European dimension was clearly stated in a legal document. The resolution of the Council of Ministers of Education of the European Communities indicates that school instruction should put emphasis on European context. Up to the present day, political documents describe European dimension in a similar way: it implies interconnecting, mutual exchange, learning of foreign languages, study visits, connectivity of educational systems, getting to know different European cultures, etc. We can thus imagine European dimension as a red thread going through the whole process of education. Using Margaret

Shennan definition of 1991, European dimension is a **complex of time, space and culture, in which we learn.** And what we learn? When learning we usually develop three main areas of our personality: knowledge, skills, and attitudes and values. Should the learning process include European dimension, it must involve learning knowledge "about Europe", acquiring skills "for the life in Europe" and developing attitudes by learning "through Europe". This concept can be represented as follows:

LEARNING FOR
THE LIFE IN
EUROPE

LEARNING
ABOUT
EUROPE

SKILLS

TIME

KNOWLEDGE

EUROPE

SPACE

CULTURE

ATTITUDES AND VALUES

LEARNING THROUGH
EUROPE

It is important that everything what is written on the picture changes. Changes of Europe in time and in space are accompanied by changes of its culture and society. It is therefore necessary to change what we learn, too, to be able to respond to these changes. European dimension in education is a specific way of getting to know the world around us. You can read more about how to work with European dimension in educational projects in the next chapter.

But stop now reading for a moment and look at what you have written to European dimension before. Try to connect what you have written with the roots of European dimension and with the concept of time, space and culture.

Did you find any interconnections? No? If not, try to write your ideas to European dimension ones more. You will be surely more successful this time!

And what is European citizenship?

First of all, divide the term into Europe and citizenship. The first question then reads: **"What is Europe?"** Try to say repeatedly: "Europe is…" and complete the sentence by whatever you can imagine.

Have you done it? How many different answers do you have? Now try to write down just one definition of Europe. Finished? Do you think another person in another part of Europe (or another part of world) would define Europe in the same way? And what about a person living, for example, in the 16th century?

Europe changes in time and space. The borders of its territory are questionable, and so is the location of its centre. Europe is an old continent. And did Africa come into being later? European values are based on respect to human rights and democracy. And did, for example, the Habsburg Monarchy respect these values? Does today's Russia respect them? Christian

values are the fundament of Europe. Do we want to insist that they are fundamental for the North America, too, even if 500 years ago nobody knew Christianity there? And what shall we do with the millions of today's atheists in Europe or with those Europeans who have another religion?

These and other similar statements reflect the fact that if we talk about Europe to somebody else, we usually mean another Europe, in terms of geographical location as well as content, than our partner.

Second part of the term European citizenship is, of course, "citizenship". Do you think Johann Sebastian Bach was a citizen? Was Louis XIV a citizen? What would you answer?

Citizenship is a human invention. It was times when citizenship did not exist at all. Neither Johann Sebastian Bach nor Louis XIV did most probably call themselves citizens, but nobody did really mind. Today it would be difficult or even impossible for us to accept that we are not citizens of a country (even if we can find ten thousands of such cases, for example some Russian speaking inhabitants of Lithuania). Citizenship gives us not only rights and responsibilities, but also a sense of belonging to a particular group of people and a particular country. However, it is extremely hard to define citizenship because every country has its own experience with what citizenship means. The word "citizenship" alone has different meanings in different European languages – sometimes it stands for belonging to a state or a soil/land, in other cases it is derived from belonging to a group of people etc.

Let's have a look at different concepts of citizenship.
Traditional concept of citizenship says that it is a relationship between an individual (i.e. the citizen) and the state. Laws of the state clearly define who is a citizen and who not (or in other words, who is "inside" and who is "outside"). They also clearly define the rights and responsibilities of the citizen on the one hand and of the state on the other hand. Accordingly, the traditional concept of citizenship is a legal status. Apart from given rights and responsibilities between the citizen and the state, it is not necessary for a citizen to have any relationships with other citizens. The only activity, which is really important in this concept, is the elections.
Since citizenship is defined by the state and states were created mostly as national states, citizenship affects also the identity of individual citizens by offering them the possibility to belong to a given nation. So in principle (in a very simplified way), a citizen from the traditional point of view is somebody who pays taxes,

votes in elections and considers him/herself a member of the state's nation. This would be fully sufficient for the state. The traditional citizenship concept, however, collapses today like a house of cards. We have learned from the Second World War that an exaggerated national identity might be very dangerous. Integration of states into the European Communities requires rather co-operation than fight for one's own nation. Migration within Europe and into Europe has led to a situation that the population of some states is formed in large part of people who were born elsewhere or who do not identify with the state even if they were born there. Consequently, they do not identify themselves with the traditional state-based citizenship either. The process of globalisation that tends to interconnect everything and everybody shows that preserving the traditional concept of citizenship will be harder and harder (cf. for example Facebook that according to some philosophers holds basic features of a state; today it has more than 500 million members and constantly extends its "territory" by new "citizens").

It is therefore necessary to **redefine the concept of citizenship and its practical consequences.** There is a need for a citizenship that would include more than one identity (in order to take into account the emerging notions of world citizenship, global citizenship or European citizenship), as well as a need for a citizenship that would imply not only legal relationship between the citizen and the state, but also active participation directed both towards the state and towards other people living in the same social environment.

In this way, we came back to European citizenship. Try to write down what comes into your mind if you hear **"European citizenship"**.

Finished? If so, move on to another question: To what extent is European citizenship interrelated with the European Union? Is European citizenship the same as EU citizenship? If your answer is "yes", you are partly right, but you see the issue in a limited way. Try to think out what else could European citizenship include before you read further.

The term "European citizenship" started to occur in official documents of the Council of Europe in 1970s, which is long before the European Union was created. Now it has at least two different meanings. The first one equates European citizenship to EU citizenship, which was established by the Maastricht treaty in 1992. It should be noted that EU citizenship does not replace any state citizenship, but represents a kind of "supplement" to the state citizenship of each EU member state. We as citizens of the EU have certain rights, for example a right to vote to the European

Parliament, a right to be protected by embassies of other EU member states or a right to appeal to the European ombudsman. By contrast, we do not have any written responsibilities or duties to the EU. EU citizenship is therefore similar to our own state citizenship because it gives us a certain legal status on a given territory. We as citizens of the EU are, in principle, members of a V.I.P. club with certain benefits and privileges that are inaccessible to those outside the club. (This, of course, involves a potential tendency to "Eurocentrism" and creation of new social inequalities between Europeans and the others.)

While one approach to European citizenship follows the line of EU citizenship, another one thinks of it in a broader sense. The second approach to European citizenship reacts to the needs of a multicultural society. It is open not only to citizens of the EU but also to people living on its territory without having EU citizenship as well as to those living behind the outer border of the EU. This concept could be expressed as "me the citizen of Europe". It is based on a sense of belonging to Europe where Europe is not only a continent in a purely geographical sense but also a community of people who may have different backgrounds but share the same history, values and attitudes to the political, economic, social, environmental and cul-

tural development. This understanding of Europe puts an emphasis on a particular way of thinking and a particular way of acting. We can be citizens of Europe even if our country is not a member of the EU. This approach is supported namely by the Council of Europe whose members are, for example, countries like Iceland or Azerbaijan. European citizenship in this sense is voluntary, open to all and does not replace the state citizenship. It represents, above all, a relationship between citizens.

You may ask why do not we call it "Europeanism". This approach is, indeed, very close to Europeanism. However, Europeanism as such accentuates values and does not tell us anything about our personal activity and responsibility for the development of Europe. In any case, if you manage to overcome the traditional concept citizenship that regards it only as a relationship between the citizen and the state, you will gradually come to an understanding that citizenship involves four dimensions: rights and duties, sense of belonging, active participation in the society and personal responsibility. Drawing from a five-year-long experience with educational courses oriented at active citizenship, trainers of the "Sailors on the CitizenShip" project (you can read more about this project in another chapter of this brochure) have developed the following concept of citizenship:
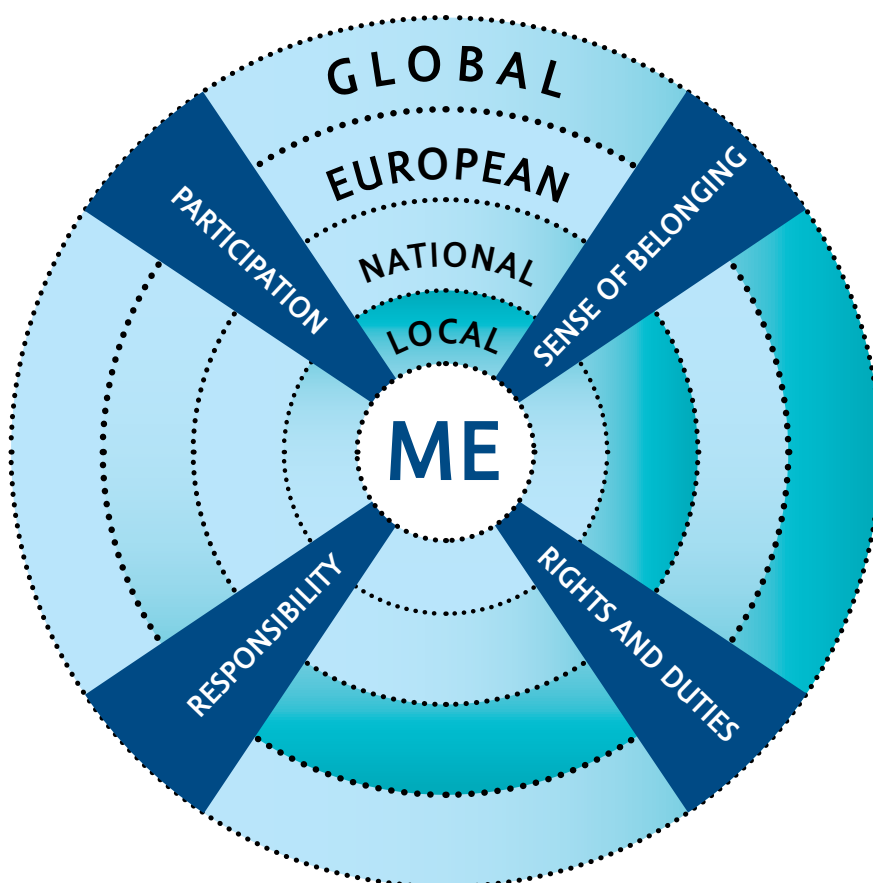
Imagine that you are in the middle. The circles symbolise different geographical levels. The four sectors represent four dimensions of citizenship. At all of the geographical levels one has **rights and duties**. As citizens, you have the most rights and duties at the national and local levels. At the European level are some of the rights guaranteed by EU treaties or Council of Europe resolutions. At the global level, there is the Universal Declaration of Human Rights. The **sense of belonging** symbolizes a part of your identity or, in other words, how much you identify yourself with a specific level. It is entirely up to you to decide to which level you feel less or more attached. Also, do not forget that the sense of belonging changes throughout the individual's life. **Responsibility** – it is again up to you to decide at which level you fell or decide to be most responsible. By deciding on your responsibilities you also determine your **participation** at each level.

This concept of citizenship then really includes what otherwise remains mere cliché (solidarity, respect, plurality and democracy or involvement in decision-making process). That is why European citizenship is the number one priority in most of the European education programmes.

As you can see, European citizenship is nothing mysterious you should be afraid of. If you define in detail what the participants of your project will learn about Europe, through Europe and for the life in Europe, you will get a clear idea of the European dimension of your project. By doing so you will also determine which competences gained during the project will enable them to decide to what extent they want to act and live as European citizens.

Do you still understand what I am saying? Phew, it is not easy at all! If it were, Europe would be two-dimensional only. Fortunately, the next chapter is much more practical. You will see how you can work with the European dimension in practice and how you should define learning outcomes of your projects.

But before you turn the page, try one more thing. Imagine that your project is already running and one of its participants asks you what European citizenship is. What will you answer?

Have you answered? If so, imagine that you get the same question from your grandma. And what if a plumber, a 12-year-old girl, a priest, a farmer, or the president of your country asked you? What would you say?

How to work with European dimension in non-formal education projects

In this chapter we would like to demonstrate how you could define (or even discover) European dimension when preparing your projects. At the same time, we want to explain why you should think about it and what benefits could it have for all people engaged in your project.

The term "European dimension" may sound strange when you first hear it. This is also the reason why European dimension is often described by vague clichés in the application form. The descriptions usually include a lot of technical terms, but lack a simple explanation where the applicant sees the added value, which European dimension brings to the project, and how he/she understands its meaning.

Can you, for example, imagine how the following description could be reflected in a real project?

"The project supports European solidarity, mobility and learning. All involved countries are members of the EU, so the people from these countries have their rights. They will learn to live together in Europe, thereby contributing to active Czech and European citizenship. The project generally supports the idea of Europeanism."

The above description undoubtedly lacks a straightforward, clear and specific information how the project leaders relate European dimension to the needs and content of their project. Every project works on a particular topic and uses various activities and methods to achieve its objectives and respond to the needs of its target group. It is therefore important to know and understand when, where and how European dimension appears in project activities, whether it reflects the participants' needs and whether it relates to the project theme.

When drafting the European dimension part of the application form try to use your own words and to avoid meaningless clichés. Reflect and write down where your project includes European dimension. Bear in mind that your explanation should be clear and plain. Also take into account other parts of the application form (e.g. project objectives, activities, daily programme, follow-up, etc.) and think of European dimension in a broader sense. Already the word "dimension" indicates that European dimension goes through the whole project. Remember that European dimension is not a separate part of your project taken out of its context.

What to do?

Suppose that you just start creating a project. You have an idea; you write it down and then discuss with your partners to make clear what, why, how, when, where, with whom and for whom. Now it is ideal time to consider the issues that will go through the whole project (e.g. intercultural learning, inclusion and participation, European citizenship, European dimension, etc.). Well, think of the European dimension. In the last chapter we defined European dimension as learning for the life "in Europe", learning "about Europe" and learning "through Europe". The decomposition of European dimension into the three components can help you relate it directly to your particular project or activity.

Ask yourself
When trying to define the European dimension of your project ask yourself **three questions**:

Does our project include activities focusing on the development of skills for the life in Europe?
YES – NO: If yes, describe the activities and skills the participants will gain or develop (or refer to another part of the application form where they are described).
You may consider, for example, language skills, intercultural communication skills, a skill to work in

a culturally heterogeneous team, a skill to learn and to apply acquired knowledge in practice, a skill to engage in decision-making process, etc.

Does our project include activities that will broaden the participants' knowledge about Europe?

YES – NO: If yes, describe the activities and knowledge the participants will gain or broaden (or refer to another part of the application form where they are described).

This part may include acquiring or broadening knowledge about a topic of Europe-wide relevance, e.g. raising awareness of various EU grant programmes, global issues, principles of sustainable development, youth work in different cultural contexts, traditions and habits affecting the life of Europeans, etc.

Does our project include activities that form the participants' values and attitudes towards Europe?

YES – NO: If yes, describe the activities and their impact on personal development of the participants (or refer to another part of the application form where they are described).

You may think about, for example, self-reflection and confrontation with others' views, respect and openness to others' opinions, other cultures and nations, development of personal values and attitudes towards one's surroundings based on one's personal, national and European situation, etc.

What if our project is "only national?

Even a purely national project (for example, a national youth initiative or a national youth meeting under the Youth in Action programme) without participation of international partners may include European dimension. For example, the project may focus on themes that are relevant to European reality. And of course, the very nature of youth initiatives and youth meetings implies the development of skills needed for the life in Europe and may also involve some learning through Europe.

If your project is more extensive, you may try to define its European dimension at three levels: local, national and international, again using the same three basic questions.

Filling in the application form

Once you have identified the European dimension of your project and made clear about activities that are in real terms related to it, you are prepared to fill in the grant application form without having to trump up flowery phrases.

The application form includes a part called "European dimension", in which you are asked to:
Indicate if and how your project reflects the following characteristics; tick box(es) and then describe:

the project fosters young people's sense of European citizenship and helps them to understand their role as part of the present and future of Europe;
- ▶ *the project reflects a common concern for European society, such as racism, xenophobia and anti-semitism, drug abuse…;*
- ▶ *the project's theme is linked to EU topics, such as EU enlargement, the roles and activities of the European institutions, the EU's action in matters affecting young people;*
- ▶ *the project debates the founding principles of the EU, i.e. principles of liberty, democracy, respect for human rights and fundamental freedoms, and the rule of law.*

We strongly recommend that you tick only boxes that are directly related to your project. Do not indicate areas covered by your project only marginally or not at all (don't be afraid, you won't loose points if you tick only some of the boxes). Describe the areas you tick in more detail, for example using the above-mentioned questions focusing on skills, knowledge and attitudes.

European dimension intersects with other themes, as well, for example with intercultural learning. A particular activity of your project may be therefore relevant to more than one part of the application form. If you describe something in the European dimension part of the application form, you do not have to repeat it in other parts again. It is entirely sufficient to mention it and to cross-refer to the part where it is described in more detail.

European dimension and development of key competences for European citizenship on the example of the "Sailors on the CitizenShip" project

The project "Sailors on the CitizenShip" started in 2006 as a training course for youth workers. By 2010, fourteen "cruises" in 9 European and 2 African countries have been realised. In total, 328 "sailors" from 26 European and 4 African countries have met "on board", i.e. at one of the one-week-long intercultural events. The project focuses on the development of youth civic competences and creates a space for the participants to reflect on European citizenship and ways how to work with it in practice. Two "captains" of the "Sailors on the CitizenShip" project, Katarzyna Szajda and Sean McDermott, answered our questions about the project:

The aim of the "Sailors on the CitizenShip" project is to raise attractiveness of European citizenship among young people and to present it as something that can be appealing to them. What do you do to achieve it?

Kasia: The whole project is based on metaphors. That's why it has this – at the first sight totally senseless – name. Citizenship as such is an ungraspable concept, so we got the idea to connect it with something that would be tangible and attractive. We played with words and at the end we got the sailors. Since then we are luring youth workers and young people by sailor's stripes. If you want to solve a complicated issue, for example how to influence decision-making processes at European level, a metaphor helps because it awakes creativity in people and helps them see things differently than they are used to.

Sean: We regard European citizenship as a matter of everybody's choice. It is only up to you how much you want to identify yourself with Europe, how much and at which level you decide to take responsibility for the things around you and how much you will participate in public life. Important is that citizenship is active, interesting, amusing, in part a challenge and not so much about politics. If you approach it this way, you may finally make what others call politics, but you don't perceive it as politics.

Does your project include activities aimed at the development of skills for the life in Europe? In other words, which skills do the participants of your project gain?

Kasia: As an introduction it perhaps needs to be said that after six editions of the project we had an evaluation meeting where we managed to create a participant's competence profile. It means that we listed in detail what a participant of the Sailors on the CitizenShip training course can learn. We call it "Sailor's SKA" (Skills, Knowledge, Attitudes). If you look at our SKA, you can see that a participant should acquire the following skills: be able to motivate and support, be able to engage in decision-making process and play an active part in it, be able to negotiate, be able to listen actively, have a knowledge of tools to analyse the needs of local community and be able to use them, be able to facilitate a small working group and be able to take the responsibility for the group. An example of activity that develops the competence to engage

14

in decision-making process is a simulation of the local council meeting in a small town in Austria. The participants have to solve a serious problem that affects all local people. In order to find a solution they present their suggestions and negotiate on them.

Sean: A one-week-long course involving, for example, 24 people from 12 countries (which is a usual format of our courses) is a kind of mini-Europe for a short time. If you as trainers ensure the conditions for mutual learning, support integration and assist the participants in difficult moments, you have an ideal opportunity to learn to live in Europe for one week. You learn words from other languag-

es. You try to understand strange habits that are influenced by the character of places where your fellows come from. During the activities you discover various working styles, approaches to problem solving or different ways of communication.

Does the project include activities in which the participants gain knowledge about Europe?

Kasia: I would personally say that every activity carried out in an international group of people from different European countries has a potential to convey new information about Europe. But of course, we have activities that directly focus on acquiring

15

knowledge about Europe. Yet the participants learn 98 per cent of knowledge from each other. We as trainers only create space and, eventually, offer activities enabling mutual exchange and/or shared experience. We use, for example, an activity called "naturalization test", which is a simulation where the participants get to know the procedure one has to go through when asking for citizenship status (we work with real tests from Germany, Great Britain or Latvia, for example). The participants then create naturalization tests for their respective countries and do or do not accord citizenship to other group members. This activity elucidates very well how such a person feels, how meaningless these tests are and what challenges the European Communities face with.

Sean: Another example is an activity where the participants say the word "citizenship" in their language and explain what it means. It is interesting that every society has gone through a different evolution of citizenship. So for example while

"citizen" in Latvia is a member of a state, in Italy it is a member of a city, and in Turkey it is someone who belongs to a native country. It is important to be aware of the fact that when we are talking with each other, we may use the same words (because today everybody uses English in international communication), but we mostly mean slightly different things.

Does your project include activities during which the participants develop their values and attitudes towards Europe?

Kasia: Most of our activities entail moments of reflecting, sharing or thinking about how to tackle the problem in future. A good example may be an activity where the participants sit in pairs in front of each other in two circles and their task is to explain European citizenship to their partners. The snag is that your partner plays a role of your mother, your grandma, a 14-years-old girl or a local farmer. This activity gives you a pretty hard time, as you have to

think about what European citizenship is, what it is not and what it can mean for different people.

Sean: The basis of the whole project is so-called "ABC of Sailors": A – Act, B – Belong, C – Care. At the end of the course during personal and group reflections we try to agree on the meaning of these three words. When the participants and trainers agree on the content, they will get the "Sailor's passport" that includes the competences defined by the participants themselves.

What message would you send to people who are preparing a project and are facing the challenge of European citizenship?

Kasia: People tend to perceive citizenship politically and European citizenship only as EU citizenship. It is important to get out of this groovy thinking and start to regard European citizenship as a social role that leads to a change. And this change is the projects you prepare.

Sean: If you know what you want to achieve with your project, you don't need to add artificially further parts to it, force yourself to search for European citizenship and fabricate something. Look at what you have, consider what is European in your project, what supports participation in society and what positive change it will bring to your environment.

Thanks for the interview and AHOY!

Examples of youth education projects on European citizenship

Below you can find examples of education projects that develop European citizenship in practice. They are as different as different were the needs of people who prepared them. All presented projects can serve as inspiration of what a project about European citizenship may look like. It is important to bear in mind that working on European citizenship does not necessarily require a project focused specifically on this theme. And don't forget that the exemplary projects are only scenarios that proved to be viable for their authors and participants, but may not be suitable for your purposes.

EuroPeers

Objective:
To inform young people about European education programmes
To share experience from Youth in Action projects
To motivate young people for active participation in European projects

Target group:
Young people having participated in Youth in Action projects

Theme:
Active participation of young people
Information about European education programmes

Outputs:
Growing EuroPeers network

Project description:
EuroPeers are young people that participated in Youth in Action projects and would like to share their European experience with their peers.

They contact young people in schools, youth clubs, youth centres or simply on the streets and talk with them about their experience from various youth projects. They inform them on different possibilities of taking part in education programmes including the Youth in Action programme. By leading workshops or seminars and organising thematic exhibitions they motivate young people to actively engage in diverse activities and to explore different meanings of the word "Europe".

The EuroPeers project and its growing network is an example of good practice within the EU Youth in Action programme.
Web: www.europeers.de

Á Nos in Europe

Objective:
To integrate socially excluded people in society

Target group:
Young people

Theme:
European citizenship
Participation and integration
Social inclusion

Outputs:
Thanks to the project, some socially excluded participants managed to get included in society

Project description:
It is a project organised by a non-formal youth group that wanted to get engaged in the life of the society. Several intercultural meetings were organised that helped young people adopt different views of Europe and learn to understand cultural differences. At the same time, they discovered possible ways how to contribute to positive changes in their society.

The project was supported by the town Cascais in Portugal.
Web: www.cm-cascais.pt

Sailors on the CitizenShip

Objective:
To raise attractiveness and contribute to understanding of (European) citizenship
To present how to deal with European citizenship issues in education projects

Target group:
Youth workers and young leaders

Theme:
Active participation of young people
European citizenship
Principles of non-formal education

Outputs:
Growing network of trainers ("sailors") experienced in the field of education focused on (European) citizenship
Network of "sailors" who spread methods, good practice and support long-term partnerships
40 newly created interactive educational methods related to the theme of citizenship – available at *www.sailorstraining.eu/toolbox*

Project description:
The cycle of the Sailors on the CitizenShip training courses was created with a view to become a useful tool to support professional development of youth workers and trainers active in the field of non-formal education. The project objective is to approach the issues of (European) citizenship and active participation. The participants learn to understand these themes through practical activities, personal and group reflection and by mutual exchange of methods and good practice. The training is divided into four days representing four levels of citizenship: local, national, European and global, and ends with a daylong simulation of shooting a programme for the European youth television. Participants then use skills they acquired during the training course in activities implemented at local level.
Web: www.sailorstraining.eu

International youth work – networking

Objective:
To support international volunteering with an emphasis on active participation of young people, their education through volunteering and dealing with cultural differences
To enlarge international networks and enhance co-operation between volunteers, local youth groups and partner organisations

Target group:
Young people

Theme:
European awareness, European citizenship
Active involvement of young people and networking
Non-formal education

Outputs:
The volunteers become familiar with activities of an international organisation. Foreign volunteers bring fresh wind to the host organisations and enrich the work of an international team. Another output is the support of international co-operation and strengthening the sense of common European values.

Project description:
A project of European Voluntary Service at the international organisation IYNF located in Prague offers to international volunteers active involvement in various activities of the organisation including preparation, implementation and evaluation of educational activities, often with international participation (e.g. meetings of partner organisations, youth meetings, etc.). The volunteers communicate with partner organisations in other countries and help prepare a weekly newsletter with information for partner organisations, volunteers and other interested persons. During the project the volunteers get the chance to try out work in international environment, learn to organise events, communicate and co-operate in an international team and deepen their knowledge and skills in the field of training and leading various activities. Volunteers from abroad will acquaint themselves with Czech culture.
Web: www.iynf.org

Practical methods for the development of European citizenship

Before you start...

If you prepare an international youth exchange, training or local initiative and look for a simple method to "bundle" European citizenship into your project, you are definitely wrong. European citizenship is, indeed, a very complex theme that should go through the whole project. We warn against creating a project programme by putting together miscellaneous methods taken from various "cookery-books" of non-formal education.

If you want to approach this issue in a due course, you should first read the chapter on dealing with European dimension and European citizenship above and answer the questions mentioned in it.

If you have already done it and are now looking for inspiration how to best achieve your project's goals, please read on!

How to use the methods

The role of the person leading the activity is of key importance in most educational methods. He/she will, in principle, play the role of a trainer or a facilitator. While trainer is responsible for instructing the participants in themes/methods/approaches he/she knows, facilitator is responsible for a smooth course of the activity that will make it possible for the participants to reach specific goals. You will have to act as a facilitator especially during final discussions (so-called "debriefings") in which the participants reflect on the activity. You have to be aware of your role and, aside from applying so-called facilitation skills, consider carefully (preferably in advance) to what extent you will contribute to the discussion by your own opinions and experience.

Tips for facilitation

Most of the activities provided in this brochure are closed by a discussion ("debriefing"). This is crucial for the learning process, as it helps the participants determine the relationship between the activity and their daily lives.

You can use the tips below to lead the discussions effectively:

▶ Prepare a flow with guiding questions. Read through the questions proposed in the activity scenario, adapt them, leave some of them out or add new ones where appropriate. You can also think out new questions during the discussion, just keep in mind that the discussion should proceed naturally from feelings, through reflections on what happened to generalizations and links to reality.

▶ If needed, sum up or paraphrase opinions that appeared in the discussion to clarify what is the group talking about. Highlight key points (write them on flipchart or on the board).

▶ Make sure you have enough time for the final discussion, keep an eye on the clock.

▶ Keep participation balanced. Do not allow one person to dominate. Try to involve quiet participants, but do not force them to speak out.

▶ Allow participants to learn from each other. Give them enough space to express different opinions and send a clear message that every opinion matters.

▶ Clarify with examples. Encourage participants to come up with examples from their everyday life, but in case they have difficulties, be prepared to provide suitable examples.

▶ When possible, evaluate co-operation in the team. You can use the following questions: How well did your team co-operate? Was it difficult to
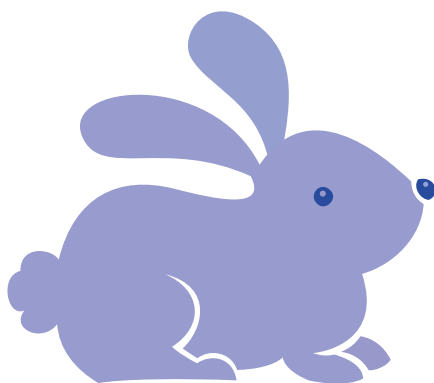
make a decision? Does everybody have a feeling that he/she fully participated in the group discussion? Keep in mind that group work and co-operation in the team is an important part of the learning process.

We also recommend that you study pages 38 to 53 of Compass – A Manual on Human Rights Education before you start working with the methods presented in this brochure. You can download the manual from *www.eycb.coe.int/compass*.

The question which method I would recommend as an example of good practice to involve the theme European citizenship in educational activities is largely irrelevant for me. Creating a meaningful educational activity depends on how you compose it in general. Do not take something here and something there and right out with it. Ask people what they have done for Europe. How do/did they contribute to its development? What in turn did Europe bring them? Simply give them time and space to reflect.

Erziabeth Kovacs
Trainer of educational modules on European citizenship of the Council of Europe and the European Union

Suggestions for dividing participants into small groups

Below you can find some tips how to divide the participants into small groups. Group work is an integral part of most of the methods. The main idea of group work is to give all participants a chance to be active, to say their opinion. The groups can be built up either randomly or according to your needs. It is sometimes useful that the participants do not know that their division into groups was prearranged. Treat the suggestions below as inspiration, feel free to modify them or create new ones.

STRINGS

Prepare as many pieces of string (around 20 cm long) as many participants you have. Tie together in one knot a number of strings equal to the number of participants you want to have in each small working group. Once you have prepared strings for each small group, take all the knots in your hand so that they are not visible to participants. Ask the participants to stand around you and take the end of one string. Participants go into groups according to the nets of strings connected by knots.

PUZZLES

Draw on A5 or A4 papers different symbols – one symbol per paper (they may be connected with the topic of the activity but not necessarily). The number of papers should be equal to the number of groups you would like to have. Cut each paper into a number of pieces equal to the number of participants needed for each small group. Put all the pieces together, ask each participant to take one piece at random and to put the puzzles together. Groups will be created around the completed papers with symbols.

ATOMS

Ask the participants to walk around the room. Explain that once you say a specific number, they should quickly form a small group of people of the exact number you mention. For example: all participants are walking for some seconds, you shout "3", and they quickly go into groups of three. Follow this instruction a few times mentioning different numbers. Finish with the number of participants you would like to have in small groups. Groups formed during the last round will form working groups for the next activity. You can also use music as people walk round and when the music stops you say a number.

STICKERS

Prepare post-its or stickers with dots of different colours. If you want to have groups of 5 people prepare 5 post-its with blue dots, 5 with black dots, 5 with red dots, etc. Ask the participants to stay in the circle, close their eyes and stay silent. Stick post-its to the backs (or foreheads) of each person. Once all participants have post-its/stickers, ask them to open their eyes and create groups of people wearing the same colours without speaking. The whole activity should be done in silence. Participants with dots of the same colour will create one working group.

Summary of methods

Method	Themes					Difficulty					
	History	Media	Community development	Identity	Creativity	Time	Preparation	Facilitation	Materials	Ideal for international groups	Page
Onion of my identity				✓	✓	3	2	2	1		23
Europe on the maps	✓	✓		✓		1	3	2	3		25
The European Youth TV		✓	✓			4	3	3	4	✓	26
Me the citizen of Europe?				✓		1	1	1	1		32
History book of Europe	✓	✓		✓		3	1	3	2	✓	34
Museion Europas	✓	✓	✓	✓	✓	3	2	2	4		35
Facets of my identity	✓			✓		2	1	4	1	✓	36
The story of citizenship	✓				✓	3	1	2	3		38
Community of dreams and reality			✓	✓	✓	4	3	4	3		43
Train to Europe 2030				✓	✓	2	2	2	2	✓	46

(Difficulty: 1 lowest, 4 highest)

Title	**Onion of my identity**
Objective	To reflect on one's own personal identity in order to understand himself/herself and the influence of his/her environment
Duration	90 minutes
Group size	16 or more, ideally 24
Materials needed	1 A4 paper for each participant Flipchart papers (one per 6 participants) Markers
Issues addressed	Personal identity
Instructions	**Preparation:** Draw an onion with 3 layers on board/flipchart and describe each layer (see Figure 1A – Onion of my identity below) **Activity**: 1. Explain the onion concept of identity (i.e. identity structured in multiple layers). (5 min.) 2. Hand out papers and markers and tell the participants that their task will be to create their own onions according to the model you will show them. Instructions for the participants: Draw an onion with 3 layers and write into the layers the following: • centre – characteristics that you have been having since your birth and are (almost) impossible to change • intermediate layer – characteristics that you have been having since your birth or that you gained later and are difficult to change • outer layer – characteristics that you gained later and are easy to change Give the participants 15-20 minutes to create their onions. 3. Ask the participants to form pairs and present their onions to their partners in pairs. Point out that they should look for similarities. Let them discuss for about 15 minutes. 4. Once each pair is ready ask them to form groups of 6 people out of 3 pairs. Give each group a flipchart paper and markers and tell them they should create one common onion. Allow 15 minutes for discussions and drawing. 5. Ask the groups to choose each one representative who will present the onion in a maximal time limit of 4 minutes. (16 min.) 6. Facilitate final debriefing with the whole group sitting in a circle (20 min.)
Suggestions for debriefing	1. How was the creation of your personal onions? Was it hard, easy...? 2. How did you choose the most important parts of your personality/identity? Why are they important? 3. How did you decide on common characteristics when creating onions in groups? 4. Do you feel represented by the common onion? 5. How important for your life are the characteristics in the centre? 6. What has a biggest influence on the outer layer? 7. Is there any difference in how you see yourselves and how other people see you? 8. Who determines "who you are"? You, or your environment?
Tips and comments	You may like to start this activity by showing a one-minute-long sequence from the film Shrek "Onions have layers – Olgers have layers" (available on YouTube; direct link at *www.mladezvakci.cz/publikace/jaobcanevropy/hare*). Since smell is one of the strongest perceptions, you can also introduce the activity/group work by peeling a real onion to support the basic metaphor. At the end, you may ask the participants if "me the European" is also a part of their identity. The activity might remind some participants of difficult moments in their lives. The facilitator should bear this in mind and must not exert excessive pressure on them.

Figure 1A – Onion of my identity

Title	**Europe on the maps**
Objective	To understand different conditions that shape Europe – geographically, historically, culturally, politically and economically To gain a deeper understanding of Europe, which is more than a continent in a purely geographical sense
Duration	50 minutes
Group size	6 or more
Materials needed	5 coloured papers for the questions Printed maps
Issues addressed	European identity
Instructions	**Preparation:** Lay the maps you printed in advance randomly on the floor (preferably into the centre of a circle where the participants will be sitting). **Activity:** 1. Ask the participants to look at the maps. (5 min.) 2. Then read the questions (see below) one by one. The participants should always find one map that best responses to the particular question. They should go to this map, then show it to the rest of the group and explain why they choose it. (30 min.) 3. When all maps for the last question are presented, ask the participants to sit down into the circle and close the activity by final debriefing. (15 min.) **Questions:** ● Which map is crucial for the development of Europe? ● Which map is most important for you? ● On which map do you miss something (and what)? ● Which map best represents where Europe begins and where it ends? ● Which map best represents how Europe should look?
Suggestions for debriefing	1. Which question was easiest for you and why? 2. Which question was most difficult for you and why? 3. Did some responses surprise you? What was most interesting for you in these responses? 4. How would you describe Europe now? Note: Close the discussion by mentioning that Europe has several dimensions (geographical, cultural, political, linguistic...) and that different people see it differently.
Tips and comments	Search for suitable maps on the Internet or download them directly from *www.mladezvakci.cz/publikace/jaobcanevropy/hare*
	Ondřej Lochman

Title	**The European Youth TV**
Objective	To develop communication skills, argumentation skills and creativity in informing young people about European citizenship To support creative ways of presenting European issues to young people To learn how to inform young people about and involve them in Europe-wide issues in a funny and interesting way
Duration	4 hours
Group size	12 or more
Materials needed	Various costumes for different programme teams Projector, loudspeakers and laptop Imitations of microphones (e.g. made of paper)
Issues addressed	European mobility, volunteering, human rights, history of Europe (But you can choose any issues according to your needs.)

Instructions	**Preparation:** 1. Prepare the instructions for each programme team (handout "Instructions for groups") and think over the number of participants in each team. 2. Write on the board the name of your TV and titles of different TV programmes (news, fairy tale...)

Activity:

Part 1: Introduction to the activity and division into groups (15 min.)

1. Tell the participants that they will get a chance to take a share in the first broadcasting of the European Youth TV. Introduce its programmes: news, European stories, talk show, soap opera, commercials, and fairy tale.
2. Then tell the participants that they can now apply for a job in the programme teams. Ask them which team would each of them prefer. While they are telling you their preferences, write their names under the respective programme titles on the board. Do not finish until everybody is satisfied with his/her role.
3. Tell the teams that they will have 2 hours to prepare their programmes. Show them the room where they will be supposed to perform the programmes ("TV studio"). Show them also all materials and resources they can use (costumes, microphones, projector, loudspeakers, camera, laptop, etc.). Suggest that the teams can mutually co-operate and involve organisers/trainers/anyone in their programmes, as well.
4. Hand out the instructions and give them 2 hours to prepare the programmes.

Part 2: Preparation of TV programmes (120 min.)

1. Stay at one place during the preparation phase so that the participants can contact you. Prepare the room for broadcasting. You should have a table for commentator(s) (played by the trainers/leaders of the activity). Next to it arrange a setting for projections and enough space for live performance. Then put chairs in front of the table where the audience (all participants who do not perform at the moment) can sit down.
2. You should also prepare your role of the TV commentator. You will have to say a few opening words about the European Youth TV, present each of the programmes and close the broadcasting after the last programme. It is up to you how you will do it but agree on the succession of different programmes with the teams.

Part 3: Preparation for the performance in TV studio (15 min.)

1. Gather all participants together to meet in the TV studio.
2. Show them how the room is arranged and why. Explain where and how the broadcasting will proceed.
3. Give the teams 5-10 minutes to prepare the materials, choose the best position, prepare their audio/photo/video files on the computer (if they need to) and arrange other practical things.

Part 4: European Youth TV "live" (45 min.)

1. The commentator(s) start the TV programme by explaining that this is the first day of its broadcasting. It is up to your imagination how you will do it. For example, you can use costumes, tunes or posters with instructions for the audience ("laughter" or "applause" or "moo").
2. Then introduce the first programme. When it is finished, introduce the second one and continue the process until the last one is over.
3. When the last programme is finished, close the broadcasting and say good-bye to the audience.

Part 5: Debriefing (30 min.)

Note: Since this activity may have a strong dynamics, it may be difficult to proceed to the final debriefing immediately after its end. If this will be the case, consider taking a longer break or interposing another activity to enable the participants to get out of their roles.

Suggestions for debriefing	The activity is very complex and you will probably have time to discuss some aspects only. You can focus on team co-operation, presentation skills, intercultural issues, ways of transmitting information/experience to a specific target group, etc. Feel free to modify the questions bellow according to your needs but remember to proceed from feelings and direct feedback to generalizations. 1. How was it? 2. What happened? 3. Which aims did you set for your programme? 4. What information did you want to get into your programme? 5. Why did you decide for this way of presentation? 6. What are the differences between the programmes (way of presentation, information, entertainment, interaction with the audience, representation, language)? The participants should focus on different approaches with respect to different target groups. 7. What did you find interesting in different programmes? 8. What experience from this activity can you apply in your work/life?
Tips and comments	1. You can start the activity by a short reflection to make the participants think about what they want to achieve in their work/projects/initiatives/daily lives and how they want to do it: - What do I want to promote/support (which topics, values, competences – skills, knowledge, attitudes)? - How can I achieve it (how can I make it interesting, inspiring, easy to understand)? The participants can reflect in pairs or groups – maximally 20 minutes so that the reflection is only a short stimulus for the activity. 2. If you have a large group you can add other TV programmes. 3. We recommend that you shoot the whole "broadcasting" on camera. It makes the activity more realistic and the video is then a unique souvenir for the participants. 4. Try to find most suitable properties for the "studio", e.g. a sofa for the talk show etc.

Author: Ondřej Lochman and "Sailors on the CitizenShip" trainers

Handout: Instructions for groups

News of the European Youth TV

Your task is to prepare the news of the day. There is a morning and evening edition of the news. Both editions together must not exceed 10 minutes. There should be two newsreaders in the newsroom and the other members of your team can be reporters (or whosoever) that are based in different European countries and contribute to news with live satellite reportages. Your aim is to inform the audience about recent events in the field of youth work, European youth policy and different initiatives carried out by young people. You can use the Internet so go to the European youth portal, Eurodesk, Youth section of Council of Europe, or wherever you look for good information. You can also ask all people around.

Some useful links:
www.eurodesk.org/
www.europa.eu/youth
www.ceo.org.pl/o-nas/english
www.youthforum.org/
www.youthactionnet.org/
www.salto-youth.net

Good luck!!!

Talk show

Your task is to prepare a talk show that will deal with the topic of European citizenship. It is up to you how you will set the talk show. You can have one or more talk show hosts and several special guests. The guests can be not only members of your team but also other people who will be interested in appearing in your programme (they can be experts or ordinary citizens or youth representatives or European commissioners or whatever you can imagine). Try to discuss topics that are relevant to your audience. Make it hot, interesting and don't forget to add some spice that is called humour. Your talk show should not exceed 15 minutes.

Good luck!!!

European stories of volunteering

Your task is to prepare a documentary about young people. It should be a set of short interviews with youngsters who took part in the European Voluntary Service (EVS) or other voluntary activities. You can also focus on young people who have experience with youth exchanges, international seminars or other international gatherings. The aim is to present international opportunities for youngsters in an interesting and funny way. One of you should be the interviewer and the others can represent different youngsters or play another roles according to your script. Use your own experience and bear in mind that you are presenting it to Europe-wide young public. You can use Internet sources, for example:

www.ec.europa.eu/youth/index_en.htm
www.eurodesk.org
www.europa.eu/youth
www.ceo.org.pl/o-nas/english

Good luck!!!

Soap opera

Your task is to prepare the 137th part of a famous soap opera. You choose the name. The setting of your soap opera is one district in Hamburg. All the stories happen in one street where, besides Germans, many immigrants from Turkey, Poland, Italy, etc. do live. This street is one big melting pot of different nations and cultures. Create a story that will be a classical soap opera story, but will include also topics connected with human rights, national and/or European identity and citizenship. Your episode should not be longer than 10 minutes.

Good luck!!!

Commercials

Your task is to prepare commercials for the European Youth TV. Create at least two commercials. The first one has to be a promotion of the Youth in Action programme and should aim at getting more applicants and participants in the programme. The second commercial is on your free choice, but it has to deal with youth work or youth-related topics (applying for a job, travelling, volunteering, learning foreign languages, going to elections, etc.). It can also promote a certain event or organization or movement. Each commercial should not be longer than 120 seconds. You can use your own experience, experience of people around you and different media.
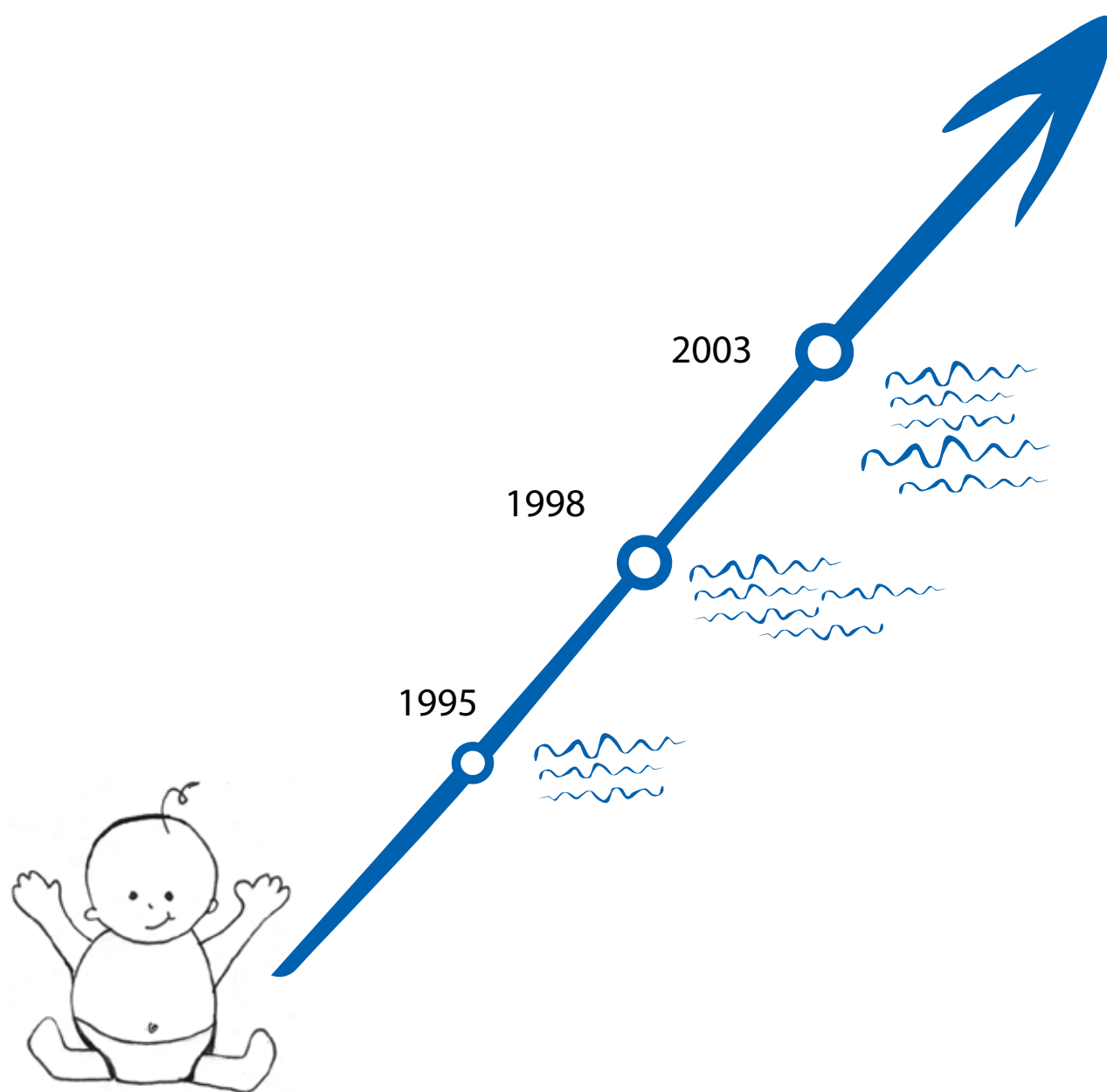
Good luck!!!

Fairy tale

Your task is to prepare a fairy tale that will show the kids what European citizenship is about (focus on the values behind it). Remember that your target group is the kids who have their own world, language and symbols and will not understand the language of the adults. You can combine different fairy tales from your countries. Be interesting, funny, but keep in mind that your story should communicate a clear message. The fairy tale should not be longer than 7 minutes.

Good luck!!!

Title	**Me the citizen of Europe?**
Objective	To reflect on different roles and different meanings of citizenship
Duration	40 minutes
Group size	6 or more
Materials needed	1 flipchart paper 1 A4 paper for each participant 1 marker for each participant Scotch tape
Issues addressed	Personal identity
Instructions	**Preparation:** 1. Put A4 papers and markers into the centre of a circle where the participants will be sitting. 2. Draw an arrow crosswise (and slightly upwards) on a flipchart paper and mark 3 points on it (no matter where). **Activity:** 1. Ask the participants to take each 1 marker and 1 A4 paper. 2. Show them the arrow. Explain that it represents a lifeline. 3. Ask the participant to draw their personal "life arrow" and to mark on it at least 3 time points when they felt to be citizens. They can also shortly describe the events. (7 min.) 4. When they are ready, ask them to mark, if possible, at least 3 other points when they felt to be citizens of Europe and to describe the events shortly. (7 min.) 5. Then let the participants get into groups of three and share the results of their personal reflections with their partners. (15 min.) 6. When all groups are ready with their discussions, move on to a summary in the plenary. Ask the participants: "When did you feel to be citizens?" And "When did you feel to be citizens of Europe?" Write their answers on flipchart. Cluster similar answers together. (10 min.)
Suggestions for debriefing	1. How do you perceive the difference between the first and the second question? 2. What do you understand under "citizen of Europe"? (Focus on the difference between "citizen of the EU" and "citizen of Europe".) 3. To what extent is citizenship only a legal relationship and to what extent is it our personal choice? (Focus on different approaches to citizenship, i.e. citizenship as a legal relationship between "individual and state" and citizenship as "active citizenship".) 4. Does citizenship has any sense also in the 21st century?
Tips and comments	Stick participants' arrows on the walls of the working room so that everybody can look at them during breaks.
	Author: Ondřej Lochman and "Sailors on the CitizenShip" trainers

2003

1998

1995

Title	**History book of Europe**
Objective	To reflect on different approaches to European history and on the relative importance of historical events To discuss positive and negative aspects of writing a common book of European history To reflect on how history is being taught in different European countries
Duration	90 minutes
Group size	8 or more (the activity works in intercultural/international groups only)
Materials needed	1 flipchart paper for each working group (4-5 participants) 2 markers for each working group Pen and A4 paper for each participant
Issues addressed	European history, different approaches to history teaching
Instructions	**Preparation:** Write on the board/flipchart the instructions indicated in points 3 and 4 below. If possible, prepare the composition of working groups in advance in order to get maximal national diversity in each group. **Activity:** 1. Ask the participants if any of them has a history book of Europe at home. Do they know who wrote it and in which language it was originally written? What do they remember out of it? (5 min.) 2. Tell the participants that their task will be to write a short content list for a history book of Europe. 3. Hand out pens and A4 papers and ask the participants to individually (show this instruction written on the board/flipchart): "Write the table of contents of a history book of Europe. For each chapter select 3 most relevant personalities, cultures (e.g. tribes, groups of people), events and ideas/ideologies, respectively, that should be included in your book (i.e. 12 items altogether)." (10 min.) 4. Divide the participants into working groups of 4-5 people (if possible mixed nationalities and preferably from mutually remote European countries) and give them the following task (written on the board/flipchart): "Discuss, choose & agree on 3 most relevant items for each chapter." (35 min.) 5. Invite the participants to present results of their group work (keep the notes during the presentation so that you are able to sum up which items repeated the most, which were unique). (20 min.) 6. Facilitate final debriefing. (25 min.)
Suggestions for debriefing	1. Was it difficult to reach an agreement? If so, why? 2. What was most difficult/easiest during the process? 3. What made a specific item important/not important to you individually? 4. What determines our perception of history? 5. Did you find any differences in the way history is being taught/interpreted in your own country and other participants' countries? 6. Dou you think that we need to create a common history book of Europe? Why yes? Why not? What would be its advantages/disadvantages? 7. Do you think that such an attempt would be realistic?
Tips and comments	You may like to end this activity by mentioning a German unavailing attempt to initiate the creation of a common history book of Europe as part of its EU presidency (2007). Another example is a German-French common history book. More information is available at: *www.mladezvakci.cz/publikace/jaobcanevropy/hare*
	Author: Method adapted by the "Sailors on the CitizenShip" trainers

Title	**Museion Europas**
Objective	To identify the roots of changes in today's Europe
Duration	90 minutes
Group size	12 or more
Materials needed	Various stationery materials for creative work (crepe paper, large format papers, cartons, drawing pencils, crayons, markers, scissors, glues, Scotch tapes, old news-papers, etc.)
Issues addressed	European identity
Instructions	**Preparation:** 1. Prepare all stationery materials at one place in the room. **Activity:** 1. Do a short brainstorm. Ask the participants what comes into their mind when you say "Europe at the beginning of 21st century". Write this heading on a flip-chart paper and collect key words from the participants. Tear the flipchart paper off and stick it on a place where everyone can see it. (5 min.) 2. Then explain the context of the activity and give instructions. (20 min.) Tell the participants that you will now together create a "Museum of contemporary Europe". Ask them to imagine that it is the year 2050 and the Museum of Europe (which is situated in the room where you are now sitting) is opening a new exposition called "Europe at the beginning of 21st century". The participants should design, prepare and present the exposition. The exposition is a representation of today's world. Draw a museum building on a flipchart paper and divide it into four departments: culture; science and technology; ideas and politics; architecture in our environment. Ask the participants to choose each one department and write their names into the respective departments on the flipchart. When everybody is placed and satisfied with his/her placement, explain the groups ("departments") that they should now agree on the content of their exposition, propose how the exposition will be arranged, create the exposition and exhibit it in the museum. Show them where they can exhibit their pieces. Point out they can use everything (as long as they do not irrecoverably damage it) and everyone (if he/she agrees with it). Allow 75 minutes for the preparation. 3. Once the exhibition is arranged, take a guided tour around the museum. Stop in front of each exhibit and ask the participants: "What do you see?" and "What does it symbolize to you?" Let them ask the authors questions about the meaning of the artefacts and why they decided to include them in the exhibition. 4. After discussing the last exhibit sit down and move on to final debriefing.
Suggestions for debriefing	**Write 3 questions on different flipchart papers:** 1. What did you expect to find in the museum and did not find there? 2. What is unique at today's Europe? If nothing, why? 3. Will museums be still needed in 2050? If so, why? Give the participants 10 minutes to write their comments on each question. Tell them that they cannot speak, but they can react at other participants' answers/comments/questions. When this "discussion" is finished, ask the participants what they find most important on each poster. Close the activity by saying that in 2007 a travelling museum of Europe that maps the 20th century was established. Give the participants an internet link where they can find more about it.
Tips and comments	You can get more information about the Museum of Europe. See more at: *www.mladezvakci.cz/publikace/jaobcanevropy/hare*
	Author: Ondřej Lochman

Title	**Faces of my identity**
Objective	To confront people with different approaches to national state To reflect on personal attachment to one's own nation/country/ethnicity/state
Duration	50 minutes
Group size	10-12 participants (if you have a larger group, it is better to divide it, but there should be at least 8 participants in each group)
Materials needed	10 A4 papers Scotch tape
Issues addressed	Personal identity, nationalism
Instructions	**Preparation:** Prepare 2 A4 papers. Write "YES" on the first one and "NO" on the second one. Stick the papers on the opposite walls of the room so that they represent end points of a scale where the participants can position themselves. Prepare a list of controversial questions and write each question on one A4 paper. You can use the following questions: 1. Does a nation have to speak one language? 2. Is a nation defined by one common territory? 3. Is patriotism a first step towards nationalism? 4. Do we still need national states? 5. Will you, if there will be a need, fight for your nation against another European nation? 6. Would you allow anyone, who wants to, to settle down in your country? **Activity:** Duration of the activity depends on the number of participants and their involvement. Minimal recommended time frame for the 6 questions above is 25 minutes. 1. Show the participants the "yes" and "no" papers on the walls. Explain that the space between them is a scale where they place themselves according to their opinion. 2. Read the first question and ask everybody to find a place that best reflects his/her answer. 3. After the participants position themselves, ask them why they are standing there. Facilitate the discussion so that everybody who wants to gets the chance to express his/her opinion. When the question has been discussed enough, read the next question. 4. After the last question has been discussed, close the exercise by a short debriefing (15 min.) or by an open question for personal reflection. The question is: "Can you imagine the world without the concept of national state?"
Suggestions for debriefing	1. Which question was hardest for you and why? 2. What did most surprise you? 3. What did you discover/learn during the activity? 4. What other questions do come into your mind after this discussion?
Tips and comments	A confrontation of personal identity may be very emotive. The facilitator must be prepared to deal with potential conflicts or negative atmosphere during the discussion.

Author: Method adapted by the "Sailors on the CitizenShip" trainers

Title	**The story of citizenship**
Objective	To understand the origins of citizenship and different concepts of citizenship
Duration	90 minutes
Group size	12 or more
Materials needed	4 printed handouts (worksheets for the groups) Various costumes 2 flipchart papers 4 markers
Issues addressed	History, concepts of citizenship
Instructions	**Preparation:** 1. Prepare 2 flipchart papers. Write a heading "Where does citizenship come from?" on one of them. Divide the other one into 4 parts by two lines. 2. Put the costumes next to the flipchart. 3. Read through the worksheets. **Activity:** 1. Start with a brainstorm. Ask the participants: "Where does citizenship come from?" Write all answers/comments on the flipchart. If possible, close this phase by mentioning that the development of citizenship can be divided into 4 periods (this is not crucial). (10 min.) 2. Tell the participants that they will now turn back to the history to find out what the life of citizens looked like. 3. Divide the participants into 4 groups and give each group one handout. Tell them that they will have 30 minutes to finish their work. 4. Work in groups (30 min.) 5. Gather the groups together and ask them to present their periods. Start from the oldest one. After each presentation ask all participants what was characteristic for the concept of citizenship in that time (based on what they have seen/read/what they know). Additional questions could be: "Who could be a citizen?" "What were his/her rights/duties?" Write key words on the flipchart divided into 4 parts that you have prepared in advance. 6. After all presentations are finished, ask the whole group: "Which challenges has today's citizenship face to?" and "Will the concept of citizenship be still functional after 30 years?"
Suggestions for debriefing	1. Which question was hardest for you and why? 2. What did most surprise you? 3. What did you discover/learn during the activity? 4. What other questions do come into your mind after this discussion?
Tips and comments	This activity can precede the activity "Faces of my identity", as it is closely related to issues of national states and other forms of citizenship. The handouts are based on the publication T-Kit – European Citizenship… under construction, pages 9-19. You can download the publication from *www.european-citizenship.org/t-kit.pdf*
	Author: Ondřej Lochman and "Sailors on the CitizenShip" trainers

Handouts: Worksheets for the groups

Group A   THE STORY OF CITIZENSHIP

Dear citizens,
You will be now working on the history of citizenship. Your task is to describe the concept of citizenship practiced in the period of Ancient World (Greek and Roman times). First of all read the following information.

Citizenship in the Ancient World

The idea of citizenship is said to be born in the classical world of the Greeks and the Romans. The main idea was to involve at least some inhabitants in defining laws and executing government – clearly the first roots of modern citizenship! But most city-states of ancient Greece allowed only free resident men to participate in the civic life. Children, women, slaves and foreigners were not considered citizens. The Romans even used the citizen's status "civitas" as a privilege, which could be gained – and lost.

As you can see, citizenship was not always equal to democracy. Nevertheless, already at that time there were thinkers like the Greek philosopher Plato, who was convinced that ancient Greek democracy is no less than the most attractive form of society. He was even convinced that a "republic" could only begin after a revolution. And how powerfully did history prove that he was right!

Another great philosopher was Aristotle. "The whole is greater than the sum of its parts" is a quote we often use, but hardly anyone knows that Aristotle coined this famous phrase. More important for our purpose is his conviction that communities exist because of human kind's nature to live with others. He believed that well-organized education creates societies in which citizens want more than to survive, namely to live together with a sense of social responsibility.

One facet of the ancient world you may have heard about before is the "Agora", the heart of Athenian civil society, a public place and the centre of civic life. It was here that decisions by citizens were taken, where discussions were held and where exchanges took place.

Now you know some characteristics of this period. Your task is to act out a situation showing who was a citizen and what was his role (how the concept of citizenship was understood at that time).

It can be any situation that you believe will best describe the citizen. During your performance you can speak and use anything you want. After your performance the others will have the opportunity to ask you questions, so be prepared to answer!

Good luck!

Group B   THE STORY OF CITIZENSHIP

Dear citizens,
You will be now working on the history of citizenship. Your task is to describe the concept of citizenship practiced in the period of Middle Ages. First of all read the following information.

Citizenship in the Middle Ages

The notion of citizenship had basically vanished during the medieval times of feudalism, when only few people were entitled to rule the great majority. Just a small number of people knew what the word citizenship could really mean. However, there was a marginal layer of people who were inhabitants of cities and had their special status within the kingdom. Their understanding of citizenship resembled the one from the Greek and Roman times even if they were not true citizens.

During the 16th century citizens gradually re-appeared in Europe, especially in the Italian city-states, where citizenship was usually connected to certain conditions. In most of the cities, citizenship was limited to children of citizens. In Venice, to give you one example, you had to live as a non-citizen and pay taxes for 15 years in order to become a Venetian citizen.

Now you know some characteristics of this period. Your task is to act out a situation showing who was a citizen and what was his role (how the concept of citizenship was understood at that time).

It can be any situation that you believe will best describe the citizen. During your performance you can speak and use anything you want. After your performance the others will have the opportunity to ask you questions, so be prepared to answer!

Good luck!

Group C   THE STORY OF CITIZENSHIP

Dear citizens,
You will be now working on the history of citizenship. Your task is to describe the concept of citizenship practiced in the period of Enlightenment. First of all read the following information.

Citizenship in the Enlightenment

The Enlightenment was a very comprehensive European movement, embracing philosophy, literature, as well as social, linguistic and political theory in the late 17th and 18th centuries. The Enlightenment strived for reaching outside itself and seeing the world differently – which also included the role of citizens and the meaning of citizenship. One of its basic understandings is that the universe is fundamentally rational, which means it can be understood through the use of reason and it can be controlled. Jean-Jacques Rousseau developed the idea that all citizens should contribute to political decisions without thought for personal advantage.

Understanding of a citizen was in this period already connected with the nation and with duties and rights vis-à-vis the "just born" national state. The ideas of "enlightened" philosophers had a great impact, for example on the French Revolution or the constitution of the United States of America.

Now you know some characteristics of this period. Your task is to act out a situation showing who was a citizen and what was his role (how the concept of citizenship was understood at that time).

It can be any situation that you believe will best describe the citizen. During your performance you can speak and use anything you want. After your performance the others will have the opportunity to ask you questions, so be prepared to answer!

Good luck!

Group D   THE STORY OF CITIZENSHIP

Dear citizens,
You will be now working on the history of citizenship. Your task is to describe the concept of citizenship practiced in today's period of democracy and liberalism. First of all read the following information.

Citizenship in democracy and liberalism of today

The basic idea behind the liberal understanding of citizenship is simply that there are certain basic rights all citizens have as long as they are loyal to their state (not to the regime in power at any given moment). One of the first and most influential liberal thinkers was the English philosopher John Locke. According to him, the state exists for the sake of citizens and the protection of their rights and freedoms. Based on a social contract between the people and their government, citizens have the freedom to think, to believe, to express their beliefs, and to choose their government freely as well as to change it.

Some liberal thinkers were also concerned by questions regarding the collective and society as a whole. Liberty and freedom only make full sense when being connected to collective responsibility and equality. This unalterable belief in the fundamental equality of all people is actually something that can be traced as far back as the Stoics, a philosophical movement founded in Athens around 300 B.C.

Two schools of thought gradually developed. They are interconnected, but have clearly distinct positions, as well. They both share the same essential belief in the utmost significance of liberty and are usually referred to as liberal individualist and liberal communitarian or republican. As you can see, the adjective "liberal" is related to more than only the free market economy, a way in which the liberal movement is very often interpreted and limited to nowadays!

Now you know some characteristics of this period. Your task is to act out a situation showing who is a citizen and what is his role (how the concept of citizenship is understood today).
It can be any situation that you believe will best describe the citizen. During your performance you can speak and use anything you want. After your performance the others will have the opportunity to ask you questions, so be prepared to answer!

Good luck!

Title	**Community of dreams and reality**
Objective	To characterize the community where I live and to present it To develop skills for the analysis and improvement of local conditions To understand the context and functions of local communities
Duration	4-5 hours
Group size	6 or more
Materials needed	Half of flipchart paper to describe each local community 4 flipchart papers per group 4 markers and other drawing utensils per group Printed instructions for the groups – 4 different instructions x number of groups Small stickers (labels)
Issues addressed	Community development, principles of participation, project management
Instructions	**Preparation:** **1. The actual activity starts by Step 2**. However, you will need examples of local communities for the analysis. You can either make up imaginary communities, or use real communities of the participants (the towns or villages where they live). The bellow description refers to the latter option. **2. Prepare an example for Step 1.** Draw a person (representing a participant) on a half of flipchart paper and write around it what the participants are supposed to indicate (you can add symbols as well): country, name of the town/village/community, population, percentage of young people, main job opportunities/unemployment problems, level of education, available educational institutions, culture (local products, traditions etc.), main challenges of the community, opportunities, special features of the community, possible leisure time activities, political situation, the impact of European integration and of global forces. **3. Prepare the instructions for Step 2**. Write on board/flipchart: 1. "DISCOVERING" 30 minutes (and draw a small magnifying glass) - 15 min. presentation 2. "DREAMING" 30 minutes (and draw a comic cloud as a symbol of dreaming) - 15 min. presentation (20 minutes break) 3. "DESTINY" and "DESIGNING" 45 minutes (and draw a target and a house) 25 min. final presentation 4. For the "discovering" step draw as many big magnifying glasses on separate flipchart papers as many groups you have. The participants will write their discoveries inside the magnifying glass. For the "dreaming" step draw the same number of comic clouds (like those used in comic strips to symbolise thinking) on separate flipchart papers. The participants will write down what they will dream. **Activity:** **Step 1: Description of the community where we live (60 min.)** The aim is to present communities where the participants live to the whole group and to get examples for next steps of the activity. 1. Tell the participants that they will now get a chance to present their local communities to the others. Show them the prepared example for Step 1. Explain that all participants who come from the same community will create one common poster. 2. Give them markers, flipchart papers and 30 minutes to create the posters. 3. After 30 minutes are up, ask the participants to meet together at one place and sit down in a circle. Ask them to lay the posters into the centre of the circle. 4. Tell them that a gallery is now opening and give them 10 minutes to walk around and read the posters.

Instructions	5. Then invite the participants to present three most important items of their posters. Or give each of them three stickers representing their votes. The participants should then use them to mark, on whatever poster, three items they would like to learn more about. Once the participants have marked what most interests them, let them talk about the issues that received the most votes.
	6. Close this step by selecting communities for next steps of the activity. Explain that, for the reasons of time, you will now work only with four examples (or give another number of examples according to the number of groups you want to have). Give each participant as many stickers as many groups you want to have and let them select the most interesting communities. Then choose those that received the most votes.
	Step 2: Discovering, dreaming, designing and creating of communities
	1. Explain the participants that they will now be working with the selected communities. They will discover them, dream about them and create them. Show them the schedule for Step 2 written on the board/flipchart. The participants will work in small groups and present their results in the plenary. The presentations will serve as inspiration only, so each group will get 3, maximally 5 minutes to report its results.
	2. Divide the participant into small groups (recommended group size is at most 5 participants per group) and assign each group one community.
	3. Tell the groups that they will start by "discovering" and their task will be to reveal the potential of their respective communities. They should list their discoveries on the flipchart paper with the magnifying glass drawing. Hand out the flipchart papers, markers and instructions for task 1 (see the handouts below). (30 min.)
	4. After 30 minutes are up, let each group shortly (within 3 to 5 minutes) present their outcomes. Other groups can ask only one question per group. (15 min.)
	5. Move on to task 2 "dreaming". Encourage the groups to dream up "perfect communities". Distribute flipchart papers with a comic cloud drawing and instructions for task 2. (30 min.)
	6. Present the results within the whole group observing the same rules as before. (15 min.)
	7. Then proceed to task 3 "destiny" and "designing". Explain that it is now time to determine what is realistic, create a development strategy and design a plan of the community. Give each group instructions for task 3 and two blank flipchart papers, one for the strategy and one for the plan. (You can show them examples of real development strategies and plans.) (45 min.)
	8. For the final presentation ask each group to lay on the floor the papers with task 1 and task 2 results and to present the town plan, which should clearly demonstrate the strategy they created. Give each group 5-8 minutes for the presentation. Once all groups are ready, proceed to final debriefing.
Suggestions for debriefing	**Step 3: Final debriefing**
	Note: Just as during the whole activity, focus on positive aspects – things that work well and things that can potentially lead to improvement of local conditions.
	1. How was it to experience the development of your community?
	2. Which part of the activity did you most benefit from? In what sense?
	3. What was most important in Step 2 "discovering – dreaming – destiny and designing"?
	4. What do you think was your biggest success during the whole process?
	5. What advantages did the group work have?
	6. Which one of the tools you used (SWOT, SMART, strategy, map/plan of the community) did most help you? In what sense?
	7. Can you imagine using this method and/or its tools in your work/life? For what purpose would you use them?
	8. Close the discussion by a question: What should we bear in mind when working on community development? Write the answers on flipchart.
	9. Finally tell the participants that this activity was based on a method called "appreciative inquiry".

Tips and comments	This method is very complex and requires a lot of time. You can simplify it if needed. For example, you can omit the presentation between Step 1 and Step 2 or simplify the instructions for the groups. On the other hand, you can also extend or modify it according to your needs.
	Possible modifications of the activity:
	You can introduce task 2 "dreaming" by an exercise when the participants listen to relaxation music with their eyes closed and imagine their own visions of a perfect community.
	In task 3 "destiny" and "designing" you can enrich the strategy development process with a method of determining and dividing tasks by means of a so-called Gantt chart – for more information see *www.mladezvakci.cz/publikace/jaobcanevropy/hare*
	You can find more information about the method of "appreciative inquiry" at: *www.mladezvakci.cz/publikace/jaobcanevropy/hare*
	Author: Method adapted by the "Sailors on the CitizenShip" trainers

Handouts: Instructions for the groups
(Note: You will need one copy of each instruction for each small group.)

Instruction 1: Discovering – 30 minutes
Now you will have a chance to discover the potential of your community. Talk to the people coming from this community and try to find as much information as possible to learn about its inherent potential. You can use SWOT analysis (Strengths, Weaknesses, Opportunities, Threats), but focus on strengths and opportunities only. If you reveal some weaknesses or threats try to find out how they can be transformed into strengths or opportunities.

Decide who from you will watch the time, who will keep notes, who will present your results to the others and who will lead your discussion during the group work.
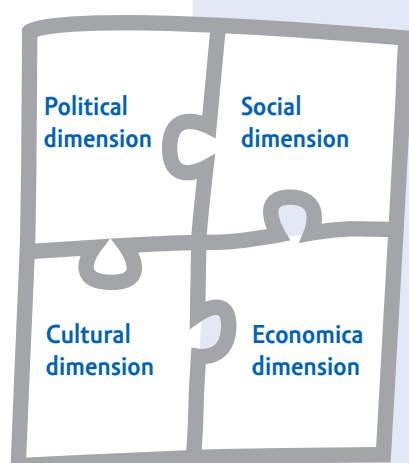
Instruction 2: Dreaming – 30 minutes
Now you will have a chance to dream up an ideal community. Try to imagine how your community would look if it were perfect. What would it include? What would your life in it look like? What would it offer? Do not stick to any limits and imagine things that might seem fantastic at the first glance. Reflect on different development scenarios and different ways of organization. Then discuss your visions with other members of your group and try to agree on one common vision. List/illustrate all things your community will have and describe the life in it inside the "cloud" so that also people outside your group can get a clear picture of your community.

Instruction 3: Destiny and designing – 45 minutes
Now you will have a chance to design what is realistic. Your task will be to create and specify a development strategy for your community and to visualize this strategy on a map/plan of your community. Review your magnifying glass and your cloud, decide together on one vision and create a strategy in the form of aims that are to be achieved. Your aims should be SMARTER (Specific, Measurable, Ambitious, Realistic, Timed, Ecological, Recorded). All should have a positive impact on your community's environment and population. Record your aims on one blank flipchart paper. After you have listed the aims, draw a map/plan of your community on another blank flipchart paper. Your strategy and plan should be clear enough so that also people outside your group can understand them.

Title	**Train to Europe 2030**
Objective	To raise the participants' interest in creating strategies and long-term planning To reflect on one's own attitudes, priorities and responsibility towards one's own surroundings
Duration	75 minutes
Group size	16-24
Materials needed	10 markers 3 flipchart papers Scissors
Issues addressed	Future of Europe (its economical, political, social and cultural dimensions), developing visions of and strategies for the future
Instructions	**Preparation:** 1. Arrange the setting for the activity – ideally one large room or two smaller rooms. The introduction takes place in a circle. Before the activity starts, prepare in another part of the room/in the other room 4-6 chairs (depending on the number of participants) opposite to each other like in a train compartment. Create four such compartments. 2. Divide a flipchart paper into 4 parts shaped as pieces of a puzzle. Write the description of one of 4 dimensions of citizenship into each part (see Figure A1 – Dimensions of citizenship). Cut the flipchart paper with scissors to form 4 separate pieces of a puzzle. 3. Use 2 other flipchart papers to create similar puzzles (but don't write any description, just the titles of different dimensions) and cut them in pieces as well (see Figure A2 – Worksheets). **Activity:** 1. Present to the participants 4 different dimensions of the society and related civic rights and responsibilities by means of the puzzle you prepared in advance (Figure A1 – Dimensions of citizenship). While talking about different dimensions put the pieces together to complete the puzzle. Ask participants whether they understand this division. 2. Invite the participants to the other (part of the) room with prepared compartments and ask them to sit wherever they want. 3. Tell them that they are now sitting in a train to the future of Europe. The train will leave as soon as the dispatcher (you) issues the relevant instruction. The trip will take 30 minutes. 4. Explain that their task during the trip will be to discuss and write down their visions of Europe in 2030. Give each group ("train compartment") two puzzle pieces with two different dimensions to concentrate their discussion on these issues. 5. After 30 minutes are up, ask the groups to find another group with the other two dimensions (so that the groups have now a complete puzzle) and to present their results in two parallel groups. Give each group 5 minutes for the presentation. 6. Perform final discussion in two separate groups.
Suggestions for debriefing	Then ask people to come back in the circle to carry out final debriefing with the whole group. 1. How was the trip to Europe in 2030? 2. Is it difficult or easy to imagine Europe in 2030? 3. Which topics were most difficult to agree on? 4. How realistic are your ideas? 5. What could help make your ideas come true? 6. Do you know any long-term strategies/visions for your region/country, for Europe? 7. If yes, what are they focused on? 8. Do you know any long-term strategy that has been already implemented? 9. How can you individually help make your ideas come true?

Figure A1 – Dimension of citizenship

Tips and comments	Division of citizenship into four dimensions is based on the publication T-Kit „European citizenship – under construction". We suggest reading pages 32 and 33. The publication is available online at: *www.youth-partnership.net/*.
	You may like to complete the four areas with a fifth dimension – environmental one (i.e. the attitude of a citizen towards the natural environment).
	The participants ("travellers") may also represent the outcomes of their group work graphically or in any other creative way instead of writing them simply down.
	During the closing discussion you can refer to the EU 2020 strategy. You can find more information about it at: *www.mladezvakci.cz/publikace/jaobcanevropy/hare*
	Author: the "Sailors on the CitizenShip" trainers

Figure A2 – Worksheets
Political dimension
Social dimension
Cultural dimension
Economical dimension

Political dimension
Political rights and responsibilities
Democratic ways of conflict resolution
Political structures
Decision making process
Definition of human rights

Social dimension
Solidarity
Loyalty towards the community you live in
Relationship between individual and society
Respect towards equality of human rights and their protection

Cultural dimension
Intercultural experience
Common cultural heritage
Protection of cultural environment
Preservation of traditions

Economical dimension
Relation between individual and the world of work
Keeping equal opportunities on the labour market
Supporting integration of minorities in economical processes

Glossary of terms

Europe

Today's Europe reflects a historical process that can be traced on geographical, political and cultural maps. Thanks to this fact, there are many definitions of Europe. Europe can be firstly defined as a geographical area. Dictionaries often say that Europe is the second smallest continent that actually forms only a peninsula of Eurasia. It is often referred to as the "old continent" bordered by the Atlantic Ocean to the west, the Arctic Ocean to the north, the Ural Mountains to the east, the Caspian Sea, the Caucasus Mountains and the Black Sea to the southeast and the Mediterranean Sea to the south. This definition is the least problematic, but it is not definitive, either. For example, several states (Lithuania, Sweden, Slovakia) claim to include the centre of Europe. Other states supposedly form the heart of Europe (Belgium, Czech Republic). However, Europe can be specified geographically, but also politically, economically or, even more commonly, culturally. The cultural definition describes Europe as an environment composed of different groups, languages, religious beliefs, philosophies, and ways of life with various relationships between them. Consequently, if we

talk with someone else about Europe, we usually mean another Europe than our partner both in terms of its geographical location and content.
(Ref: Europäische Dimensionen neu denken, R. Seebauer, 2004; Implementation of the European dimension into the curriculum of lower secondary schools, Ondřej Lochman, 2009)

European Union

The European Union (EU) is a community of European states that in the Treaty on European Union of 1993 agreed to deepen their co-operation initiated within the European Economic Community, i.e. free movement of goods, persons, services and capital on the territory of all member states; to create an economic and monetary union; to introduce EU citizenship that will extend civil rights of citizens of EU member states; to establish a common foreign and security policy; and to collaborate closely in justice and home affairs. The special character of the EU results from the unique combination of features typical of sovereign states and features typical of intergovernmental political and economic organizations. The EU is, in other words, an integrative grouping of contracting states that executes its power in areas conferred to it by founding treaties.
(Ref: Příruční slovník občana [Desk dictionary of a citizen], Marek Mičienka, 2003)

Council of Europe

The Council of Europe is an intergovernmental organization founded by 10 European states on 5th May 1949. Today it has 47 member states. The Council of Europe is not a part of the EU, but it collaborates with the EU within the framework of an official partnership. The Council of Europe has the following aims: to protect human rights, pluralistic democracy and the rule of law; to strengthen the awareness of European cultural identity and diversity and support their development; to seek for solutions of European social problems (minorities, xenophobia, intolerance, environmental protection, bioethics, AIDS, drugs, organized crime, etc.); to help maintain democratic stability in Europe by supporting political, legislative and constitutional reforms. Any European state can become a member of the Council of Europe provided that it accepts the principles of the rule of law and guarantees fundamental human rights and freedoms to all its citizens. The seat of the Council of Europe is in Strasbourg.
(Ref: Ministry of Education, Youth and Sports of the Czech Republic, www.msmt.cz/mezinarodni-vztahy/rada-evropy, 08. 10. 2010)

Europeanism

Sense of belonging to the trans-national European community characterized by its socio-cultural features (European civilization) and having distinct traits and characteristics, specific spiritual orientation, cultural values and lifestyle, which differentiate it from other civilizations.
(Ref: Žijeme v Evropě [We live in Europe], Eliška Walterová, 1999.)

European dimension

A term used to describe the European context of a problem or focus on European issues. It underlines the understanding of Europe as a complex of time, space and culture and emphasises the perception of different phenomena and processes in European context. The notion of European dimension draws from three main lines of thought: a) the ideal of a political and economic community striving for integration, b) the humanitarian ideal supporting the idea of a society based on mutual understanding, peace, democracy and solidarity between nations, c) prospective internationalisation resulting from the development of a multicultural Europe, supporting the mobility of European population and potentially leading to an intercultural civilization that connects one's own future expectations with the future of other nations.
(Ref: Žijeme v Evropě [We live in Europe], Eliška Walterová, 1999.)

European dimension in education

Involving the European dimension in education enables to broaden the horizons of knowledge and to gain skills and experience for the live in Europe. Education that takes into account the European dimension refines attitudes and sensibility towards other cultures and promotes abolishing of cultural stereotypes, clichés and prejudices. It helps develop the understanding of Europe as a shared environment for life, work and learning.
(Ref: Žijeme v Evropě [We live in Europe], Eliška Walterová, 1999.)

European citizenship

The Maastricht treaty establishes the citizenship of the EU. It applies, however, only to the citizens of EU member states. Persons living on the territory of the EU but having the citizenship of other than EU member states, or persons living in Europe but outside the EU cannot profit from it.

On the contrary, the European citizenship has a broader sense and can be described as a social and philosophical response to growing migration and weakening importance of national states, which reflects the multicultural nature of European societies. The concept of European citizenship reposes on the sense of belonging to European community and on appreciation of European values that are based on the respect to human rights and fundamental freedoms. European citizenship is very close to Europeanism in terms of values, but includes also an active aspect of personal responsibility for one's own community and participation in the life of the community.

(Ref: Implementation of the European dimension into the curriculum of lower secondary schools, Ondřej Lochman, 2009)

State citizenship

State citizenship or nationality is a legal relationship between a person and a state. The term citizenship as such is more general and is used to describe a relationship between a person and any territorially organized social unit. A person can be thus regarded as a citizen of a village, town or town district, a citizen of a region or other historical or administrative unit, or a citizen of a state.

The notion of state citizenship or nationality is a purely juristic category and indicates a legal relationship between an individual and an administrative unit of the society. A citizen's position within the state and his/her relationship to the state are defined and exactly determined by the law. Only people who meet the requirements necessary to gain a state citizenship can become citizens of a given state.

(Ref: Příruční slovník občana [Desk dictionary of a citizen], Marek Mičienka, 2003)

EU citizenship

The EU citizenship is a right of all citizens of EU member states, which was laid down by the Maastricht treaty in 1992. Every citizen of any EU member state is also a citizen of the EU. The EU citizenship guarantees the citizens a right to travel freely across the territory of the EU and to settle down wherever on this territory; a right to elect and stand in local elections in their country of residence and a right to elect and stand in elections to the European Parliament; a right to protection by diplomatic and consular authorities of any EU member state when outside EU; a right to submit petitions to the European Parliament; and a right to lodge complaints to the European ombudsman.

(Ref: Žijeme v Evropě [We live in Europe], Eliška Walterová, 1999.)

Civil society

Civil society is a kind of interspace between private interests and the state. It is usually defined as something, which is neither managed by the state, nor does it represent a purely individual activity. The concept of civil society is based on the fact that a democratic political system reposes upon the citizens' possibility to influence directly things around them.

Civil society encompasses all organisations associating people with similar interests. The state does not intervene in activities of these organisations, but it creates an environment where they can operate and further develop, and controls whether their activities are consistent with the law.

Civil society organisations include namely: civic associations – societies, leagues, alliances, clubs or movements with a shared social or interest-based mission; churches and religious organisations associating people of the same religious belief; foundations and endowment funds colleting gifts that serve the public benefit; and non-profit organisations providing socially useful services.

(Ref: Příruční slovník občana [Desk dictionary of a citizen], Marek Mičienka, 2003)

(Youth) participation

Participation in public life of any community includes much more than voting or standing in elections (although this is also important). Participation and active citizenship involve having a right, means, space and opportunity to support and influence, if needed, decision-making processes and to take part in various activities that contribute to a better future of the society. To participate means to be involved, to have a clear role, to share and be able to take the responsibility. Participation means access to and active involvement in social processes.

(Ref: Council of Europe, Revised European charter on the participation of young people in local and regional life, 2003)

Webography

European citizenship
Portal of European citizenship modules implemented by the Youth Partnership between the Council of Europe and the European Commission
www.european-citizenship.org

Co-citizenship project focusing on the development of competences for European citizenship
www.co-citizenship.eu

Sailors on the CitizenShip project – a number of European events highlighting the fact that citizenship is much more than voting and party politics
www.sailorstraining.eu

European dimension in education – a study written by the author of this publication
www.europeandimension.webnode.cz

Youth work and youth information
Salto Youth – resource centres supporting European youth work
www.salto-youth.net

Eurodesk – European network providing information on and for youth
www.eurodesk.org

Portal of the European Commission Youth Department
www.ec.europa.eu/youth

Portal of the Council of Europe Youth Department
www.coe.int/youth

Express your opinion
Eurobarometer
www.ec.europa.eu/public_opinion

Bibliography

BAUMANN, B. (ed.): Europa machen! [Making Europe!]. Berlin: MitOst e.V., 2004. ISBN 3-9808083-2-7.

ČINČERA, J., KLÁPŠTĚ, P., MAIER, K.: Hry a výchova k občanské společnosti [Games and education towards civic society]. Praha: BEZK, 2005. ISBN 8023951440.

HAVEL, V.: Evropa jako úkol [Europe as a task]. Praha: Úřad vlády ČR, Grafické podniky Kusák, 2005. ISBN 80-86734-75-7.

KYMLICKA, W.: Multicultural states and intercultural citizen. In Theory and Research in Education. London: Sage Publications, 2003.
Looking behind the figures – The main results of the Eurobarometer 2007 survey on youth. Luxemburg: European Communities´ official publication office, 2007. ISBN 978-92-79-05539-3.

MATERA, T.: Edukacja europejska w Polsce. Peirwszy rekonesans. In PIEŃKOWSKA, D., MORAWSKA, K. (eds.): Edukacja Europejska w polskiej szkole – materiały [European education in Polish schools – materials], Warsaw: Coalition of non governmental organizations and educational societies for European education, 2001. ISBN 83-915640-1-0.

MERRY, P. (ed.): Under construction – Citizenship, youth and Europe. Strasbourg: CoE Publishing, 2003. ISBN 92-871-5228-4.

MIČIENKA, M.: Příruční slovník občana [Desk dictionary of a citizen]. Praha: Slon, 2003. ISBN 80-86429-17-2.

MONTANE, M., BORDAS, I.: The European dimension in secondary education. Barcelona, 1993. ISBN 84-600-8599-6.

WALTEROVÁ, E.: Objevujeme Evropu: kniha pro učitele [Discovering Europe: A book for teachers]. Praha: Pedagogická fakulta UK, 1997. ISBN 80-86039-27-7.

WALTEROVÁ, E.: Žijeme v Evropě [We live in Europe]. Praha: Pedagogická fakulta UK, 1999. ISBN 80-86039-82-X.

About the authors

Author:

Ondřej Lochman

I have been working on issues of intercultural learning, media education, European citizenship and youth participation since 2001.

I am an active member of LOS, an NGO based in Liberec, Czech Republic that I co-established in 2003. I work as a freelance trainer and consultant specializing in non-formal education for various organisations, including Eurodesk, national agencies of the Youth in Action Programme, UNESCO Initiative Centre Wrocław, and different NGOs and institutions throughout Europe.

I finished my Ph.D. degree in education sciences with a focus on European dimension in education and young people's attitudes towards their foreign neighbours in the Czech-German-Polish border area. My interest in European citizenship was influenced by my university studies of civic education and English language teaching, by the theory of European dimension in education and by my personal experience from various stays abroad. I had the chance to stay for a longer time in Germany, Poland and United States during my studies. Besides, I took many short-term trips to different countries in Europe, Eastern Africa and Middle East as part of my work. Getting out of a well-known context of life in my home country brought me to questions about my identity and culture. Multicultural communities, in which I occasionally found myself, convinced me that citizenship relies on personal responsibility for and everyday active involvement in the world around us rather than on voting in elections once in a long time, when one hands over his/her responsibility to someone else and creates big expectations that cannot be even met.

Joint authors
Petra Nakládalová
Magda Wagenknechtová Svobodová
Dan Janauer

Special thanks
Special thanks for the help in writing this publication go to Katarzyna Szajda, Sean McDermott and Jedrek Witkowski.

Me the citizen of Europe on the web

Many materials did not get into the limited space of a printed publication. You can find more materials and information supplementing the practical activities presented hereinbefore, other examples of good practice, and some further reading about European dimension and European citizenship at *http://www.mladezvakci.cz/publikace/jaobcanevropy/hare*

Me the citizen of Europe

How to deal with European citizenship and European dimension in non-formal education projects

IS

NO

FI

SE

EE

LV

DK

LT

IE UK

NL DE PL

BE LU

CZ

LI

SK

AT

IS

HU RO

SI

ES

IT

BG

PT

EL

TR

MT

Me the citizen of Europe: How to deal with European citizenship and European dimension in non-formal education projects
was written with a view to enhance the quality of non-formal education projects, to clarify the concepts of European citizenship and European dimension in education, and to provide practical educational methods covering different aspects of these concepts.

This book is published within a series "HARE – HAndy brochuRE". All handy brochures should help the project leaders prepare, implement and evaluate their non-formal education projects in order to improve their quality.

The publication is available online free of charge at *www.mladezvakci.cz/publikace/jaobcanevropy/hare*

The contents of this publication do not necessarily reflect the views of the European Commission, the Member States of the European Union or any organization co-operating with European institutions.