



EUROCITY – Integrating European Citizenship in Non-Formal Education

Report of the study session held by the World Organization of the Scout Movement – European Region in co-operation with the European Youth Centre Strasbourg of the Council of Europe

European Youth Centre Strasbourg (EYCS)

March 7th – 12th, 2006



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

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Foreword

The game - A natural method

“Scouting reaches more than 25 million young people today. It is estimated that, since it began, it has contributed to the education of more than 250 million individuals. The durability and expansion of the Scout method in the world, within very different cultural and social environments, is proof of its relevance.

The Scout method is simple to implement and generally effective because it is above all natural. Most of the elements that comprise it are drawn from the spontaneous activities of young people.

Baden-Powell wrote that *play is the first great educator*. He also described Scouting as *a game full of gusto*.

Play is often defined as a futile activity of no real importance. It is seen as the opposite of work, which is a serious activity. However, this question should be examined in more depth.

Play constitutes almost all of a child’s spontaneous activities. It is synonymous with freedom and pleasure. This is not, however, a reason to deny its usefulness.”

(Renewed Approach to Programme)

Games are essential tools to provide learning opportunities in Scouting and their success in providing non-formal education has been proved over the years. Using the game to “translate” educational concepts in a “language” that a young person understands and can relate to has been done in Scouting for almost 100 years.

European Citizenship is one of the newest topics on Scouting’s list of educational trails and we couldn’t think of a better way to support the understanding and appropriating the concept than using a set of games to convey it to young people. And who can design better such a set of games than young people themselves?

This was the idea behind the organization of this event and we certainly learned a lot along the participants about European Citizenship, as seen through young people’s perspective.

«GreetingLine»
Course Director

Geneva 2006

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Acknowledgements

Words of sincere and great thankfulness, gratitude, and appreciation are owed to:

The Council of Europe and Directorate of Youth and Sport for supporting this event

The European Youth Centre Strasbourg for hosting this event, and to its staff for their committed support

Marta Medlinska, our great educational advisor, without whom this event wouldn't have been the success that it had

Mr. Miguel Angel Garcia Lopez, whose input in the fundamentals of citizenship was extremely useful and relevant

The European Scout National Organizations and WAGGGS Member Organizations for supporting the selected participants

All participants of the study session who participated in this event, giving up time and resources for the benefit of other young people in Europe

Executive Summary

Theme:

”Integrating European Citizenship in Non-Formal Education”

Background:

Citizenship is a key value of Guiding and Scouting – the duty to community, country and each other is something that each Guide and Scout knows and is empowered to contribute to. As we welcome an enlarging and increasingly diverse Europe we must ensure that young people are equipped to respond to the changes in their community and are empowered to be active within them – bring the core values of Guiding and Scouting to these environments. Notions of Citizenship are changing – it is not enough to be an active citizen in our own ‘home’ environments but it is increasingly necessary to be aware of and participants in trans-national citizenship – global citizenship and European citizenship. This is not new for our Movement – Guiding and Scouting in Europe have been sharing these same core values and these were expressed in the Charter for Guiding and Scouting in Europe published in 1995.

At the latest European Guide and Scout Conference (Iceland, 2004), representatives of all associations from the two Regions have approved the Joint Plan of Action 2004-2007. The first goal of the plan is “to enable young people to become active European citizens”. Within this broad aim, there are several objectives towards which both Regions have agreed to work together:

- to provide concrete opportunities for young people within Guiding and Scouting to develop their European Citizenship
- To support young people to understand and acquire knowledge about the realities of intercultural and multicultural Europe today.
- To develop European Citizenship projects that support and empower young people as active European Citizens at National level (Develop a Europe wide web based game on 12 steps to European Citizenship to be used by any leader in a NSO/MO)

This Seminar was one of the concrete opportunities to work towards achieving these objectives.

Partners:

The study session was a collaboration between the Council of Europe, the European Youth Centre in Strasbourg and WOSM – European Region. 27 participants, from 16 countries have attended the study session.

Issues

Our work has been based on the assumption that there’s no better way of receiving and retaining information than “learning by doing” – in this case receiving information about a series of issues and then having to “re-package” it as a learning opportunities for others. The dynamic of the study session had a “general-to-specific” approach and this is clearly illustrated by the timetable of the event.

In the first day we have laid down the “foundation” of the work to be achieved, i.e. exploring the basic concepts of European citizenship from different perspectives.

After a brief presentation of the Council of Europe and its Directorate for Youth and Sport and their respective priorities in youth work, we have explored the history and development of the notion of Citizenship through a keynote speaker intervention (Mr. Miguel Angel Garcia Lopez).

Later we went deeper in the concept and tried to agree on a definition of European Citizenship and identify its main elements.

The second day was dedicated to exploring deeper some of the elements identified in the previous day by a series of workshops on various topics. The International Teams have then started their work on defining the “games on European Citizenship”.

The 3rd day was organised as support for the work of the International Teams and a Learning Space Dynamics have tried to answer specific needs of the participants.

Saturday was the days when the work has been wrapped-up and the results presented and debated in plenary.

Conclusion:

The study session provided participants with a better understanding of the issue of European Citizenship and the different ways in which it can be integrated in the education of young people.

The working methods used during the study session could be divided in two categories: “Input – based” (e.g. Plenary presentations, Workshops, LSD. Facilitated debates) – used for defining fundamental concepts and “exchange-based” (Market, Open Space, International Team Work) – used for facilitating the sharing of knowledge and ideas among the participants.

Familiarization to European institutions and the presence of their representatives at the study session gave the participants the possibility to learn more about work being done and to speak with professionals working in this field.

The session served as an exchange-platform for young volunteers to exchange their knowledge and experiences with each other. As a result, several participants are now cooperating on further developing the games on European Citizenship started at the study session and implementing projects in their own associations in this area. The results, which will be further developed and refined will, hopefully, contribute to the education of young people on European Citizenship using methods specific to non-formal education.

Terms of reference

Title of the study session: EUROCITY – Integrating European Citizenship in Non-Formal Education.

Dates: 7 – 12 March 2006

Venue of the study session:

The European Youth Centre in Strasbourg
30 rue Pierre de Coubertin,
F-67000 Strasbourg Wacken,
France

Educational Advisor from the Council of Europe

Marta Medlinska,

Preparatory team in alphabetical order:

1. Fabiola Canavesi – AGESCI - Italy
2. Arantxa Soria Martinez – ASDE - Spain
3. Carla Alexandra Simoes – CNE - Portugal
4. Radu Stinghe – WOSM – ERO – Romania
5. Maria Volodina – OBG - Belarus

Introduction

The values we develop, the service we embrace, and the choices we make bring us closer to Active Citizenship. Sometimes it is important to distinguish between citizenship and active citizenship. Each of us is a citizen of a country with the responsibilities and rights that that involves. Citizenship Studies can be found in the formal school curriculum in many countries across Europe. In most instances, its purpose is to encourage pupils to develop sound principles of freedom, equality, justice, and peace. As a school subject, citizenship takes the shape of knowledge relating to our rights, our responsibilities, and our position within society; it also takes account of our heritage, our history, and our traditions.

In Scouting we have the opportunity to extend citizenship to active citizenship by enabling young people to be informed, involved, and engaged. The emphasis is on participation, on playing an active role in society. As citizens we should know where we are and where we have come from. As active citizens, we step beyond just knowing and actually participate. By engaging with the environment, with society, and with those with whom we interact, we make the world a better place.

In non-formal education, particularly in Scouting, we have the opportunity to transform the theory into practical reality, by extending the themes and issues of active citizenship into projects and other actions.

Some see active citizenship as a new, politically motivated concept, probably because Active European Citizenship has become a formal topic of conversation for institutions at different political levels. Add this to the reality that young people are turned off by official political channels and it is likely that even if citizenship were only an issue of political consequence, young people would choose to not engage with it.

The good news, however, is that as active citizenship has been a part of the Scout Method from the beginning and is often referenced in Scout promises. We have a unique opportunity to work with young people in developing actions and responses to the themes raised when exploring related issues.

Most of our associations have a built-in system for educating our members to participate in society. Organisational and administrative skills acquired at local, district, and national level, and through Service, provide a firm foundation for active participation in later life. An engaging programme offers young people a unique opportunity to experience first-hand how their contribution can really change the world.

This study session in Strasbourg was a six-day event, aiming to provide young leaders all over Europe with the knowledge and means to address the issue of active citizenship through the means of non-formal education. This was achieved through lectures by experienced staff as well as by engaging young people through a series of active working methods. This study session enhanced the participants' understanding of active citizenship and challenged them to apply their knowledge in designing educational tools for their peers. The study session, overall, aimed to empower them to develop relevant future activities in this field and a followed-up plan has been approved by all.

Aims & Objectives of the study session

The aim of the study session is to reflect on the issue of European Citizenship in the context of non-formal education through preparing a 12 steps game to be used by NSOs/MOs.

Objectives:

- To debate the concept of European citizenship and the role of non-formal education in preparing responsible and active citizens of Europe
- To provide young people an opportunity to exchange ideas and examples of good practice in the area of integrating European citizenship within their educational programme framework in order to:
 - enable young people to see Europe as an integral part of their historical, social, cultural and political environment;
 - develop awareness of the dangers associated with exclusion, including racism and xenophobia, through educational measures for and involving young people;
 - encourage autonomy, creativity and a spirit of enterprise among young people, particularly in the social, civic, cultural and environmental contexts.
- To produce relevant tools and resources and initiate projects to support further the development of the European dimension within the youth programme
- To provide a space for establishing partnerships and projects in the field of education for European citizenship
- To support NSOs/MOs in their efforts to make out the most of opportunities offered by the CoE in terms of intercultural language courses and seminars, and the EU with initiatives such as the EVS and the YOUTH Programme.

The working methods at the study session were varied and interactive with an emphasis on small working groups and International Team Tasks. We expected a great deal of input from participants themselves. Plenary inputs from experts provided the necessary framework and analysis to start from. The tools and resources developed during the seminar were made available to all organizations after the study session, so they can be multiplied in their local / regional / national / international youth communities.

Main Program of the Study Session

7th of March, Arrival Day

A time for ice breakers, name games and a Welcome Party.

8th of March, Introduction day

Introduction, official opening and welcome by the preparatory team. We also had an introduction to the Council of Europe, by Marta Medlinska, and talked about the expectations of the participants.

The second part of the morning and the afternoon were dedicated to defining European Citizenship and identify its main elements. The day ended with a European Evening.

9th of March, Workshops and International Team Tasks

In the morning participants had a chance to participate in a number of workshops (on issues related to European Citizenship).

In the afternoon they have formed International Teams and started working in defining the games on European Citizenship for young people.

The day ended with a “market” – a display of resources, materials and projects that are implemented in various Scout associations in the field of European Citizenship.

10th of March, Learning Space Dynamics and Council of Europe

In the morning the participants were working in their International teams and had a chance to deepen their knowledge and get more information in a series of Learning Points.

In the afternoon they had a chance to visit the Council of Europe Main Building. The rest of the afternoon was free and in the evening, we had dinner in town at a typical Alsatian restaurant.

11th of March, International Team Tasks and presentations

In the morning, the participants have wrapped-up the work on defining the Citizenship games which were presented to all in the afternoon. The afternoon sessions have also been the place for debate and discussions on the results of the work. The evening we organised the Farewell Party.

12th of March, Evaluation and departures

In the morning we held the final evaluations and a closing ceremony and in the afternoon the participants have left the Centre.

Profile of the participants

In the study session, 27 people from Scout and Guide organizations all over Europe, active in the field of education for active citizenship, participated.

Participants were selected according to the following criteria:

- Young leaders involved in national or regional teams working in the area of active citizenship, European dimension or similar.
- Open in their approach
- Constructive in their dialogue
- Motivational and motivated
- Used to a fully participative method
- Proficient in English
- Less than 30 years of age (at least 18 years old)
- Available for the whole duration of the study session
- Be motivated to develop their knowledge and competence in the specific field and to share their experiences with other participants
- Participants from a country member of Council of Europe:

Total number of participants: 27 Female: 15 Male 12 Countries of Residence: 16

Report of the activities per day

8th of March, Introduction Day

Introduction

First Radu Stinghe held an opening speech and presented the preparatory team members to the participants. It was followed by a Power point presentation, where he informed the participants about the aim and the objectives of the study session, as well as the detailed agenda for study session.

The participants were asked to fill-in a number of post-its with their expectations from the study session (there were two colours of post its: one for their personal expectations, and one for the expectations that their respective associations have). The papers have been left on display for the rest of the event.



The Council Of Europe

Marta Medlinska gave a PowerPoint presentation about the Council of Europe, which was followed by questions/answers. She informed the participants on “How to survive in the EYC for a week”.

Defining European Citizenship

Mike Walker and Fabiola Canavesi have introduced the topic by playing a number of games based on “citizenship statements” – where the participants have been asked to position themselves. A short debate followed each statement and positioning.

Our key-note speaker, Mr. Miguel Angel Garcia Lopez gave a PowerPoint presentation on “Basic Understanding of Citizenship”. He outlined a quick historical overview of the notion of citizenship and presented some contemporary approaches to the topic. We then debated around the 4 dimensions of European Citizenship (political, social, cultural and economical) and finalized the session by discussing various factors that shape or challenge European Citizenship. The participants have then been asked to create a virtual community (starting individually, then in pairs, then in small groups and finally in plenary) using papers & colours to illustrate its main elements.



The presentation was followed by a round of questions from the participants.

Defining the main elements of European Citizenship

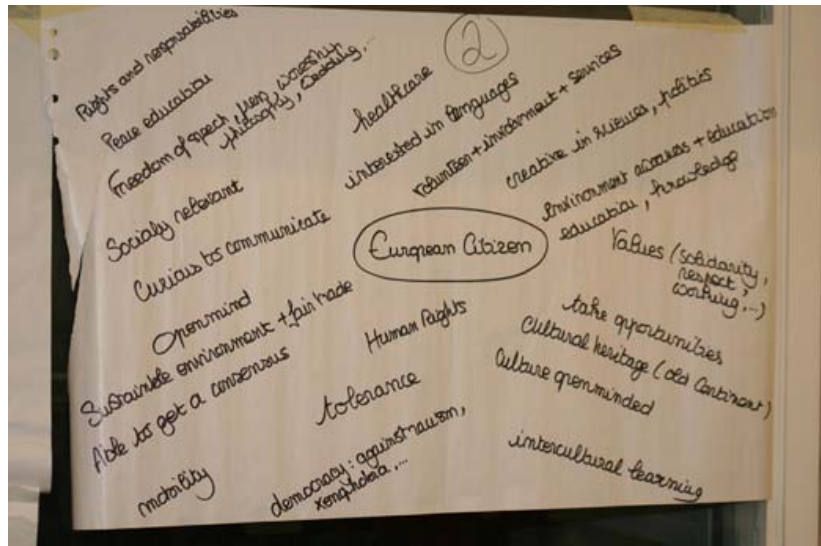


This session started by working in small groups and identifying the main elements (e.g. key words) of European Citizenship. Then the groups came together two by two and identified the most important elements that appear on both lists and can be agreed upon by all members. Finally the exercise was repeated again and we got a list of key topics that the participants agree are strongly related to European Citizenship.

- | | | | |
|--------------|------------------|--------------|-------------------|
| • Tolerance | • Responsibility | • Traditions | • Identity |
| • Mobility | • Communication | • Travel | • Politics |
| • Motivation | • Environment | • Education | • Democracy |
| • History | • Religion | • Freedom | • Gender |
| • Rights | • Law | • Service | • Science |
| • Culture | • Security | • Community | • Decision making |
| • Work | • Family | • Finance | |

Identify the Skills, Knowledge, Attitudes and Values that a young person should acquire in order to become an active citizen

Based on the results of the previous session, each participant has been given one key-word and asked to define the Skills, Knowledge, Attitudes and Values (related to that specific key-word) that a young person should acquire in order to become an active citizen. The results were then shared and discussed in small groups and finally presented in the plenary. A debate on the outcomes closed this session.



This is by no means an exhaustive list but it did outline the main issues as the participants see them and it did provide a good background for the future discussions.

Knowledge	Skills	Attitudes	Values
<ul style="list-style-type: none"> • To know about one’s own and other cultures as well as other social groups (based on research) • To know geography and learn other languages • To know one’s history and the history of the other nations • To be able to list the most important rights of a European citizen • To be educated for the specific work one’s doing • Have knowledge about environment and conservation. • To have basic knowledge about different religions • To have a good knowledge of the basic laws • Be able to list concrete examples of security issues • Have knowledge about education opportunities • To identify famous freedom fighters and learn more about them • To be educated in financial issues • Have political knowledge • Know and understand the differences between men and women • Have a good science education • Know how to make decisions • Be able to differentiate between political platforms and documents 	<ul style="list-style-type: none"> • Listening • Able to define goals and prioritize • Able to explain one’s ideas and have opinions • Understanding of own and other cultures • Communication skills (respect other opinion, listening, react to critics, problem-solving) • Have skills to educate about environment • Be able to analyse danger (security) • Travel skills • Critical thinking • Critical evaluation of the value you really believe in • To be able to help those in need • Participative actively in the community • Identify situations of gender discrimination • Be able to compromise 	<ul style="list-style-type: none"> • Respect • Patience • Listen and understand • Curious • Tolerance • Able to take initiative • Respect & valorise each other history and culture • Protect your right & respect other people’s • Participative actively in the community • Willing to improve your skills and knowledge • Responsible for own development • Respect nature • Respectful attitude toward law • To approach others and support where needed • Have unbiased opinions • Have a positive attitude • Empower women • Open to innovation • Able to make own opinions heard • Self-confidence • Respect and 	<ul style="list-style-type: none"> • Tolerance • Peace • Citizenship rights and responsibilities • Belief • Family values: love, unity, care, devotion, equality • Live by the values of the society • Empathy • Freedom • Non-discrimination • Progress

		protect nature	
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9th of March, Workshops

In the morning a number of workshops on issues related to European Citizenship have been organized. A brief report for each of them is presented below.

1. Workshop on European Identity and Intercultural Education

Aim

The aim of this Workshop was to raise awareness about European identity and intercultural education.

Objectives

By the end of the Workshop the participants had a chance to:

- Reflect on what European identity is.
- Identify European heritage through the centuries.
- Describe the main elements of a culture.
- Understand what being intercultural means and how to develop intercultural education. (e.g. tools, resources)

Key question raised

Comments on the European Identity posters:

1st Poster: Brands, Nature, Arts, Children, Education, Football, Money, Communication, Treats and Fears (terrorism and bird flu) that lead us to build walls around us for protection. A passive attitude towards global problems, because people are comfortable with what they have.

2nd Poster: European Monarchies, different people, communication, geographical position in the world, fascist past that lead us to what we are now, fashion, freedom of speech, democracy, politics, religion, love, equal opportunities, recognition of rights, possibility of working in network, daily stress, possibilities for development and growth.

3rd Poster: Common history, Art and architecture, modern technology (PC and mobile phone), mobility, national cultures, youth cultures and trends, fashion, European agriculture (farming) and food, typical family, European legislation, common laws, recent European debate on homosexual marriages, freedom of speech (microphone), employment and unemployment in Europe (CV), market economy.

4th Poster: European art, traditions, Immigration in and to Europe, the role of education, tourism/mobility/traveling; multiculturalism (Europe was compared to the bag on the poster – many aspects); many languages; common history, World Wars; Nazism; concentration camps; human rights; the right to be happy.



The Iceberg Model of Culture

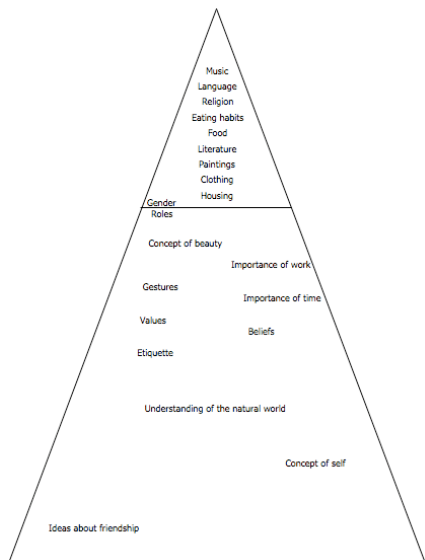
One of the most well-known models of culture is the iceberg. Its main focus is on the elements that make up culture, and on the fact, that some of these elements are very visible, whereas others are hard to discover.

The idea behind this model is that culture can be pictured as an iceberg: only a very small portion of the iceberg can be seen above the water line. This top of the iceberg is supported by the much larger part of the iceberg, underneath the water line and therefore invisible. Nonetheless, this lower part of the iceberg is the powerful foundation.

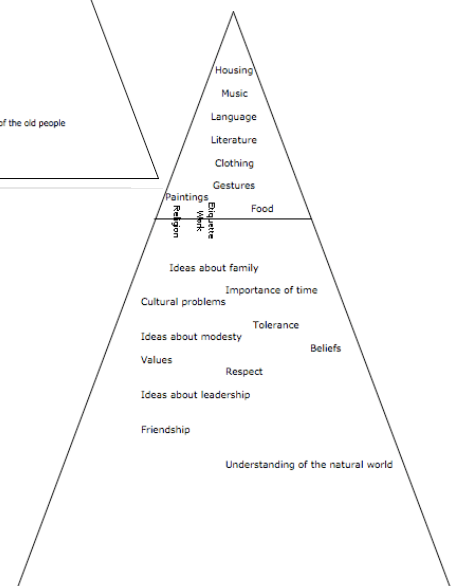
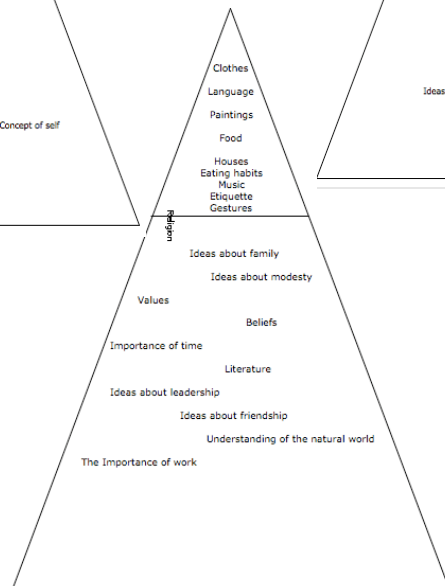
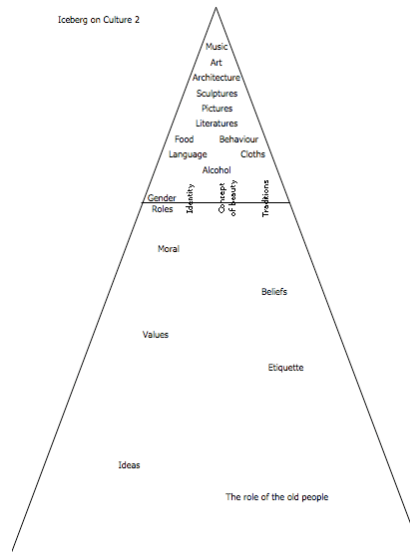
Main features of culture that were placed on the iceberg on the visible and invisible areas.

- | | | | |
|-----------------|---------------|----------------|----------------|
| ○ values | ○ gestures | ○ ideas about | ○ the |
| ○ beliefs | ○ paintings | friendship | importance |
| ○ religion | ○ literature | ○ ideas about | of work |
| ○ importance | ○ music | modesty | ○ concept of |
| of time | ○ clothing | ○ understandin | self |
| ○ language | ○ ideas about | g of the | ○ concept of |
| ○ housing | leadership | natural | beauty |
| ○ food | ○ ideas about | world | ○ gender roles |
| ○ eating habits | family | | |
| ○ etiquette | | | |

Iceberg on Culture 1



Iceberg on Culture 2



2. Workshop on Rights and responsibilities of Young People in Europe

Aim

The aim of this Workshop was to raise awareness about our rights and responsibilities as European citizens

Objectives

By the end of the Workshop the participants had a chance to:

- Have a better idea of the concepts of human rights
- Reflect about our rights and responsibilities
- Identify what our rights and responsibilities as European citizens are
- Discuss what active citizenship means to young people

Key question raised

Part 1 - What are human rights?

- Rights that belong to people by the virtue of their humanity.
- Rights of people to have the power, means and access to resources necessary to enable them to participate in the society and to make positive changes.

International and regional codes of human rights :

The Universal Declaration of Human Rights 1948

The Convention on the Rights of the Child, 1989

The European Convention of HR (1950): recognizes such rights as

- Right to life
- Prohibition of torture
- Right to security
- Right to a fair trial
- No punishment without law
- Freedom of thought
- Freedom of consciousness
- Freedom of religion
- Freedom of expression
- Non-discrimination
- etc

International enforcement mechanisms:

European Court of Human Rights, others (Case studies of human rights violations in Europe).

Conclusion: Human Rights are recognized but they are not automatic and secure for everyone. **WHY?**

Part 2 - What is Responsibility?

- An awareness of our role as citizens and decisions about how to live – as consumers, as family and community members – and how to change things for the better.
- Other definitions.

Activity on Responsibilities (drafting a Universal Declaration of Human Responsibilities)

“The Universal Declaration of Human Responsibilities”

<ul style="list-style-type: none"> • To vote • To be tolerant • To stand for human rights • To keep national identity, preserve culture and values • To work and support ourselves • To pay taxes • To learn and to teach • To protect the environment • To protect the weaker • To assume our responsibilities • To help when it is needed and asked • To protect, take care of people around us • To preserve every life /human, animal, plants/ 	<ul style="list-style-type: none"> • To promote expression of religions and the respect of everyone’s customs • To defend and protect people in danger • To question the political situation in a country and in other countries • To express ideas, interests, participate in a decision making • To host civilians from countries in war • To make the world a better place • To protest when it is needed • To verify what we support • To respect cultural minorities • To fight against every discrimination • Active participation
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Part 3 - Active citizenship (Group work and presentations)

What can young people do to be active citizens?

Examples of youth involvement and active citizenship :

<ul style="list-style-type: none"> ○ Encouraging the people to vote /Campaign in Lithuania ○ Promoting opportunities/ Belgium <ul style="list-style-type: none"> ○ employment ○ education ○ Project against corruption/ Lithuania ○ Encouraging people to live the scout law practically/ Macedonia ○ Environmental education and actions/ Belgium ○ Doing volunteer work/ Bulgaria 	<ul style="list-style-type: none"> ○ Active participation is being a scout or a guide. ○ Project RAP: renewal approach to the programme of the association ○ Building and planting a park in their city (Romania) ○ Organize European projects: Europolis - a jamboree about Europe ○ Celebrate the 9th of May
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3. Workshop on Social Aspects of European Citizenship

Aim

To reflect about social aspects as European citizenship

Objectives

By the end of the Workshop the participants had a chance to:

- ✓ Getting awareness of the main social aspects of Europe
- ✓ Getting awareness of the main concepts of the social aspects of Europe
- ✓ Be able to link the concepts of the social Europe with the topic of European citizenship

Key question raised

- Social models-Social systems
- Racism/Xenophobia
- Social Responsibilities
- Active citizenship

Hand-outs provided

- Compass. Manual on Human Rights Education with Youth People. Council of Europe.
- Domino. Education Issues. Council of Europe.
- Haz que se cumplan tus derechos. ASDE-Scouts de España.
- European Citizenship Values. Consejo de la Juventud de España.
- T-kit. Council of Europe

Outcomes:

For the participants on the workshop main points as Social Aspects on European Citizenship as reflected in Scouting are:

<ul style="list-style-type: none">● Human Rights.● Democracy.● Mobility● Local Action● Culture● History	<ul style="list-style-type: none">● Education● Work-Job● Interculturality● Religion● Family● Gender.	<ul style="list-style-type: none">● Youth participation● Social System● Economy● Opportunities● Law● Social Participation
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4. Workshop on Values in Europe

Aim

The aim of this Workshop was to raise awareness on the main values in Europe.

Objectives

By the end of the Workshop the participants had a chance to:

- Define the concept of value
- Identify the Universal values and basic history
- Identify European values and basic concepts
- Analyse the situation of some values within Europe
- Identify the main values to work with Guides and Scouts

Key question raised

- What's a value and what are the values considered being universal.
- Examples of written texts where the values has been preserved.
- Examples of studies about the European Values.
- Which values in our scout method and how to work them with young people.

Outcomes

- o Values in the Scout Method (see below)

Promise and Law	Scouts rights, responsibilities, honour, to believe in it, respect, commitment, unity, devotion, honesty, peace, loyalty, unselfishness, integrity, faith and beliefs
Patrol System	Equality, friendship, community, respect, tolerance, solidarity, democracy, team player, cooperation, responsibility, communication, unselfishness, fairness, independence, brotherhood,
Symbolic Framework	Identity, open minded, imagination, creativity, peace, sense of belonging
Life in Nature	Physical education, respect, love, to be humble, spirituality, solidarity, consciousness, citizenship
Learning by doing	Education, imagination, autonomy, transmission of knowledge, efficiency, responsibility, efficiency
Progression	Personal development, responsibility, education, independence, willingness to develop, dedication, unselfishness
Adult's support	Solidarity, friendship between generations, respect, self confidence, transmission of values by example, to pay attention, to listen, volunteering, self-example, responsibility, cooperation,

9th of March, International Team Tasks

In the afternoon, the participants were asked to write down their basic idea of the type of game (on European Citizenship) that they would like to work on for the rest of the event. Based on their documents, an open-market has been organized to form the groups (based on affinity of purpose and method) and define the International Teams Tasks.

We have eventually formed four groups, working on four different approaches for the Citizenship Game. Each group has been allocated one member of the Preparatory team as facilitator / advisor to support them in their work.

The second part of the afternoon has been dedicated to working in international teams and in the evening we have organized a market of resources and projects, where participants had a chance to share their ideas and examples of good practice from their associations in the area of citizenship education.

10th of March, Learning Space Dynamics and free afternoon

In the morning, the participants have worked within their international teams on defining the games. The Preparatory Team has organized a number of “information points” on various issues of relevance to European Citizenship, where participants could drop in and have short informative session.

The topics included: non-formal education, characteristics of the target group age (11-16), theory of game, YOUTH programme, European funding, EVS, Educational video/computer games, etc.

A library with CoE and other resources useful for the work of participants has also been organized.

In the afternoon, the participants had a chance to visit the Council of Europe Main Building. The rest of the day was spent visiting the city centre and dinner was organized in a typical Alsatian restaurant.

11th of March,

The morning was spent finalizing the work in international teams. The facilitators of each group offered direct support and guidance.

In the afternoon the four games have been presented.

Group 1: Eurocity game

Aim: A game that involves in identifying and experiencing social problems through a simulation of active citizenship in Europe.

Objectives:

- To recognize the most basic human rights and experience situations of discrimination.
- To acquire skills to take decisions and solve social problems.
- Grow awareness of cultural identity as a sense of belonging to a specific group.
- Build tolerant attitudes by having a pluralism of opinions and interests.
- Understand the importance of freedom of mobility.
- To experience the true values of assisting countries/ social groups/ individuals in financial and social manners.

Structure of the game:

- Countries are sub-camps in a bigger camp (e.g. summer camp) that may vary in levels of human rights, wealth, social structures, natural and human resources, etc.
- Some will be inside the “Unit” and two or three will be outside (these ones will have mobility problems,...)

Some ideas for activities for the game:

Groups 2 & 3: Role-play

The game is based on solving different conflicts within a small group, and is focused on our rights and responsibilities. The game works by denying some players their rights, and by giving other players responsibilities, and seeing how they react to these new roles.

Objectives

- To help scouts and guides realize their rights and responsibilities
- To realize that they have duties to perform in society
- To help them appreciate the rights that they do have
- To help them think about their responsibilities

How to Play

- Read out the short description of the situation to the entire group
- Give every scout or guide a character description
- Stress the importance of each participant to follow their instructions exactly
- Give the participants a minute to think about their characters
- Play out the situation
- Initiate the discussion after the game has been played
- Highlight the different rights and responsibilities that have been ignored, broken, denied or given to each of the different participants

✓	IDENTITY	Name, flag, anthem, language, customs, team building, costumes
✓	EDUCATION	Workshops (Pioneering, cooking,...) – usual scouts activities Sports activities
✓	HUMAN RIGHTS	E.g. when visiting a country they can't speak for a while and they will have some kind of punishment for breaking the rule (Right of speech) Puzzle about the human rights E.g. in one activity boys can't play the game (sex discrimination)
✓	DEMOCRACY	Election game (representatives of the country)
✓	TRADE RELATIONS	E.g. some countries may sell/ exchange wood for "eurabbits"/ energy with other countries
✓	MOBILITY	Travelling from one country to another for educational, trade and tourism opportunities (workshops, exchanges, sport activities) Some countries will need permission for travelling purposes
✓	FORUM	Reflection and discussion about the game, links to real life

A. The Classroom Game

The game is based on dividing the players into 2 teams, and setting them a task. However the players are each given a different right or responsibility, which will prevent them, or help them to complete the task in a better way. An observer is set aside to watch the play unfold and to comment on how the players all react. The game is based on role-play; each participant is given a character and they must play the game, or complete the task, as these new characters.

Instructions

- Players: 10
- Task: A task must be set for each group to complete, such as:
 - Building a tower out of newspapers, straws, or spaghetti
 - Making a costume out of recyclable materials
 - Writing a song based on citizenship
 - Building a campfire
- Allow the game to begin by dividing the participants into their 2 groups and setting the 2 groups their task.
- Group 1 however are the “privileged” group and they are given extra supplies and resources
- Set a time-limit on the game in such a way that disadvantages group2, such as lying to them about the limit, or deciding the game is over once group 1 is finished!
- Announce that the game is a competition
- Start the game

Characters

- One teacher
- One observer
- Two leaders, one in each group
- One person who is not allowed to speak until they are spoken to first
- One person who must begin the game within their own group
- One person who is the “joker”
- One person who is the “pessimist”
- One person who is the “optimist”
- One person who asks questions all the time

Group 1

- You are the leader of the group.
- You do not have to tell the others.
- You are responsible to make the group work together to complete the challenge.
- You have to wait until person 3 in your group does something before you are allowed to do anything, or say anything.

Group 1

- You are the “optimistic person”
- You have to always be encouraging, giving support, saying how fun the game is.
- But, you are not allowed to actually physically do anything or touch anything.
- You are not allowed to explain to anyone that you cannot physically do anything.
- You have to wait until person 3 in your group does something before you are allowed to do anything or say anything.

Group 1

- You must follow all the instructions that the teacher gives you.
- You must work with your team to complete the challenge.
- You had a lovely ham sandwich for lunch!

Group 1

- You have to wait until person 3 in your group does something before you are allowed to do anything, or say anything.
- You must ask questions about everything all the time, even if it annoys everyone else!
- You can ask the teacher questions also.

Group 2

- You are the leader of the group.
- You do not have to tell the others.
- You are responsible for making the group work together to complete the challenge.

Group 2

- You are not allowed to speak until someone in the group speaks to you first.
- You are not allowed to do anything until someone in the group asks you to first.
- You are not allowed to tell anyone in the group about these rules.

Group 2

- You are the joker in the group.
- You do not have to take the challenge seriously, because it is only a game, and a bit of fun.
- You can make jokes all the time, ask silly questions, sing songs, run around, and annoy the other group members if you want!

Group 2

- You have to be very pessimistic in the group.
- You must always complain, and give out about everything.
- You are allowed to say that the game is stupid and boring if you want.
- To you, the game is stupid and pointless!

Teacher

- You are the teacher of the class.
- Group 1 is your favourite group.
- You can help group 1 all the time if you want to.
- You can ignore group 2 if you want, you can annoy them, stop them from working, and be rude and mean to them if you want!
- You can give good instructions and information to group 1, and short instructions and only a few materials to group 2.

Observer

- You must stand out from the group.
- You are the observer of the game.
- Afterwards you will be asked to comment on how the situation was played out.

Discussion Questions

- Was there anything about the game that bothered you?
- Who won the game?
- Why do you think that they won the game?
- Who was helpful in the group?
- If you were playing the game again, who would you leave out of your group? Why?
- How did each of the characters feel playing the game?
- How did the person who could not talk in Group 1 feel?
- Did the person who was meant to start the game in Group 1 notice that they started the game?
- Were all the characters questions answered?
- How did the teacher act?

B. The Car Crash Game

The game is based on solving different conflicts within a small group, and is focused on our rights and responsibilities. The game works by denying some players their rights and by giving other players responsibilities, and seeing how they react to these new roles.

The objectives and “How to Play” are identical to the “Classroom Game”.

General Structure:

- there is a car crash
- the driver hits the victim
- there are 2 witnesses
- a policeman arrives on the scene
- an ambulance arrives on the scene
- you need to act out what happened
- begin right after the accident

Driver:

- you have been in prison
- you have a family
- you do not believe anything that witness no. 1 says

Victim:

- you are very late for an important meeting
- you don't feel hurt anywhere
- you do not believe anything that witness no 1 tells you
- the other characters are the driver, policeman, ambulance drivers and 2 witnesses

Witness no. 1

- you saw exactly what happened
- you need to tell the other characters about what happened
- the other characters are the driver, policeman, ambulance drivers and another witness

Witness no. 2

- you are a complete exaggerator
- you do not believe anything that witness no. 1 says – instead you exaggerate everything they say
- the other characters are the driver, policeman, another ambulance drivers and another witness

Ambulance drivers

- you do not believe anything that witness no. 1 says
- the other characters are the driver, policeman, another ambulance driver and 2 witnesses
- you saw a good film last night and you discuss it with the other driver
- the victim is seriously injured and you need to treat him no matter what anybody else says

Policeman:

- the other characters are the driver, victim, ambulance drivers and 2 witnesses
- you do not believe anything that witness no. 1 says
- you have to interview everyone
- you are allowed to be very rude to everyone that has the letter A in their name
- you can ask what people names are

Discussion Questions

- Was there anything about the game that bothered you
- How did people react?
- What was the best bit for you?
- What was the worst part about it?
- How did each character treat someone else?

- How did witness no. 1 feel?
- Why did the policeman discriminate?

Group 4: Board game

Objectives

- To develop the idea of European Citizenship
- To connect citizenship elements to Scouting reality
- To focus primarily on rights and responsibilities, social aspects and general culture of Europe
- To develop skills connected to these topics

Materials

- dice, board, modeling clay, activity cards, paper, pens, CD player...

How to Play

- each team plays the dice and goes forward according to the number on the dice
- each team plays as long as they're winning or till they stop in a compulsory box (when it happens, another team continues to play)
- they are compulsory boxes in which every team has to stop in
- different activities: miming, quizzes, drawing, singing, writing songs, true or false questions, etc. need to be arranged for all boxes

Closing Ceremony

«GreetingLine» held the closing speech on behalf of the preparatory team. All Planning Team members received presents from the group. A power point presentation with pictures from the study session was presented. Participation certificates were handed out to all participants.

In the evening, the Farwell Party took place.





12th of March, Evaluation



In the morning an overall evaluation took place. Beside the evaluation forms filled by all participants, a plenary debate where we outlined and evaluated the most important points of the study session was held.

The participants have then been asked to paint the “community” they developed in the first day (bright colours for a “good” evaluation, dark colours for “not so good”)

Evaluation

	 %	 %	 %	 %
About the objectives that were set for this Seminar. How do you think they were achieved?			70.4	29.6
About the working methods that were used:				
- Plenary presentations			55.6	44.4
- Facilitated debates		7.4	66.7	33.3
- Workshops		3.7	48.1	51.9
- Learning Space Dynamics	3.7	7.4	55.6	44.4
- Market	3.7		74.1	25.9
- International Team Work		7.4	44.4	55.6
About the relevance of the contents:				
- Defining main elements of European Citizenship		12.5	54.2	45.8
- Key-note speaker		12.5	75.0	25.0
- Workshop on Identity and Intercultural Learning		7.1	21.4	78.6
- Workshop on Values		9.1	36.4	63.6
- Workshop on Rights and Responsibilities			40.0	60.0
- Workshop on Social aspects				100
- Workshop on European Institutions / European Scouting & Guiding			30.8	69.2
- International Team Work		11.1	29.6	70.4
About the experience of working with others and sharing experiences			29.6	70.4
About the facilities and general logistics			37.0	63.0

Participants' comments

What issues of the Seminar were of most value in relation to your future work in your Association?

- New methods and information about European citizenship and the way to present it.
- The topic of citizenship, on the area of responsibilities really interests me. This is the area where I paid most attention and I feel that now I'm better prepared.
- The relation with the people involved in the national and international level. Exchange ideas on the youth programme, get ideas for projects. Interesting publications about Scouting and Europe, which I'll take back to my Association.
- I think this one-week experience will help my organization as well. The games that were made as multi-projects can be first tried at the national level.
- The way how information was represented and work was organized
- Many "fresh" ideas for future work. To make clear definition of what is citizen, what is European Union & Council of Europe
- I think that the working group because I haven't done this before, we were all contributing to something in what we believed in.
- This Seminar is more like life, because here we understand clearly about topics which are used every day and every moment.
- The outcome of the workshops and the experiences from the international work.
- General issue on European Citizenship because we wasn't working (till now) on a topic of European Citizenship in Scouting
- I think I'm going to translate the way of work and the concept, because we need to go deeper in this topic.
- I think that all that we have done here is important in my future work, because every experience is important and you can learn everywhere... so it doesn't matter if the experience was good/bad/boring/interesting... People always go back home with more knowledge than when they came.
- Contacts. The need of the European flavour in our programme
- Working in teams, solving problems connected with the games...
- I think that everything is very valuable in relation to my future work.
- I think the whole experience will help a lot, specially the European construction of the game and the information related with European citizenship
- Here I found out that I have to stand up and fight for the things I believe in!
- I can't really point them out... but meeting other scouts/guides always give you new ideas about small/large changes you could do.
- The games we made. I will definitely play them.
- Defining the difference between EU & CoE as well as planning a game with people from other countries, broadening your perceptions and gaining new ideas.
- I came to this Seminar as a replacement – so I am "new" in international activities. This event has allowed me to understand better Europe and its diversity – and this has motivated me to get involved in my association in the international department.
- Working with numerous nationalities has helped me understand better European citizenship!

Conclusion

Outcomes

The resulting materials from the Study Session have been posted on a web community (<http://groups.yahoo.com/group/eurocityparticipant/>).

The games will be adapted and published for the use of all associations on the European Scout Region web-site (www.scout.org/europe) and the Europe Region WAGGGS web-site (<http://europe.wagggsworld.org/en/home>).

The full report of the study session will be made available on the main European Scouting and Guiding communication channel - Europak (<http://www.europak-online.net>).

The games defined during the study session will be finalized and promoted for the use of all associations. A special try-out of some of them will be done at Roverway 2006 (a European Gathering of 5'000 Scouts and Guides aged 16-22 in Florence, Italy). An application for a grant to support the further development of the games has been approved to DYS.

Main learning points for the participants

1. Understanding the general framework of European Citizenship and how its main elements could be translated in educational activities within non-formal education.
2. A deeper knowledge and understanding in some important areas of European Citizenship: Values, Rights and Responsibilities, European Identity and Intercultural Education, Social Aspects of European Citizenship.
3. The exchanges and the dynamics of the International Project Teams were first-hand experiences in the benefits and challenges of international co-operation.

Appendix - List of Participants

Name	Surname	Association	Country
ANA	NUNES	CORPO NACIONAL DE ESCUTAS	PORTUGAL
AISLING	O'MALLORAN	THE IRISH GIRL GUIDES	IRELAND
DOBROMIR	IORDANOV	ORGANIZATION OF BULGARIAN SCOUTS	BULGARIA
RALITSA	DIMITROVA	ORGANIZATION OF BULGARIAN SCOUTS	BULGARIA
ALEKSANDAR	KASABOV	ORGANIZATION OF BULGARIAN SCOUTS	BULGARIA
ALEJANDRO	MERINO	ASDE - SCOUTS DE ESPANA	SPAIN
LAURA	CLARKE	THE IRISH GIRL GUIDES	IRELAND
ELISE	DROUET	SCOUTS ET GUIDES DE FRANCE	FRANCE
MLADEN	CVETKOVIC	SCOUT ASSOCIATION OF SERBIA	SERBIA AND MONTENEGRO
NINA	BILJANOVSKA	SCOUT ASSOCIATION OF MACEDONIA	FYRO MACEDONIA
DAVID	METREVELI	GEORGIAN ASSOCIATION OF THE SCOUT MOVEMENT	GEORGIA
PATRICK	TINIOS	GREEK GUIDE ASSOCIATION	GREECE
JOHANNA	AUGUSTESEN	THE SWEDISH SCOUT AND GUIDE ASSOCIATION	SWEDEN
ANNI	ROEGILDS	THE DANISH GUIDE AND SCOUT ASSOCIATION (DDS)	DENMARK
ANDREA	TEVDOVSKI	SCOUT ASSOCIATION OF MACEDONIA	FYRO MACEDONIA
TOMAS	RAKOVAS	LITHUANIAN SCOUTING	LITHUANIA
IULIA	SULEA	SCOUT ROMANIA	ROMANIA
IOANA	RASCA	SCOUT ROMANIA	ROMANIA
STEFAN	SEBESAN	SCOUT ROMANIA	ROMANIA
NUNE	DILANYAN	NATIONAL ASSOCIATION OF GIRL GUIDES AND GIRL SCOUTS OF ARMENIA	ARMENIA
JOAO	SILVA	CORPO NACIONAL DE ESCUTAS	PORTUGAL
MARIE	DUFRASNE	LES SCOUTS - BELGIQUE	BELGIUM
SAMUEL	DUFRANNE	LES SCOUTS - BELGIQUE	BELGIUM
HELEN	LIIV	ESTONIAN SCOUT ASSOCIATION	ESTONIA
LIINA	RALI	ESTONIAN SCOUT ASSOCIATION	ESTONIA
MARTIN	SCHOCH	ECLAIREUSES ET ECLAIREURS UNIONISTES DE FRANCE	FRANCE
OLGA	PCHOLKINA	BELARUSIAN GIRL GUIDES ASSOCIATION	BELARUS