

# Good Practices Report

Participatory Citizenship in the European Union  
Institute of Education

---

Janez Krek, Bruno Losito, Rebecca Ridley and Bryony Hoskins

Report 3

European Commission, Europe for Citizens Programme

Submitted 10<sup>th</sup> May 2012

**Commissioned by the European Commission, Europe for Citizens Programme, Brussels**  
Tender No. EACEA/2010/02

### **Contact information**

Name: Janez Krek  
Address: Faculty of Education, University of Ljubljana, Slovenia  
Email: [Janez.Krek@guest.arnes.si](mailto:Janez.Krek@guest.arnes.si)

Name: Bruno Losito, Associate Professor  
Address: Roma Tre University, Italy  
Email: [Losito@uniroma3.it](mailto:Losito@uniroma3.it)

Name: Rebecca Ridley  
Address: Southampton Education School, University of Southampton, UK  
Email: [rnr1e11@soton.ac.uk](mailto:rnr1e11@soton.ac.uk)

Name: Bryony Hoskins  
Address: Southampton Education School, University of Southampton, UK  
Email: [B.Hoskins@soton.ac.uk](mailto:B.Hoskins@soton.ac.uk)

### **Acknowledgments**

We would like to thank everyone who has contributed to this report, in particular those who have collected data from European Countries. A complete list of contributors is available in Appendix B.

All the reports for this study are available on the Europe for Citizens website:  
[http://ec.europa.eu/citizenship/about-the-europe-for-citizens-programme/studies/index\\_en.htm](http://ec.europa.eu/citizenship/about-the-europe-for-citizens-programme/studies/index_en.htm)

Electronic copies may be obtained from Dr Bryony Hoskins (B.Hoskins@soton.ac.uk), to whom any queries relating to the copyright of this series should be addressed.

Good Practice Report: Participatory Citizenship in the European Union

ISBN 9780854329397

## **Organisation of Participatory Citizenship in the European Union study**

This study was commissioned by the European Commission, **Europe for Citizens Programme**. It was led by the Institute of Education, University of London

**Project leader, Bryony Hoskins, School of Education, University of Southampton**  
**Co-leader, David Kerr, Citizenship Foundation, London**

The consortium partners:

**Denmark: Aarhus University, Department of Education**  
Hans Dorf

**France: European Institute for Education and Social Policy (EIESP)**  
Jean Gordon  
Antoine Bevort  
Alain Michel

**Germany: Institute for School Pedagogy and Citizenship Education, University of Giessen**  
Hermann J. Abs  
Tilman Kammler

**Italy: Roma Tre University**  
Bruno Losito  
Paola Mirti

**Slovenia: Faculty of Education, University of Ljubljana**  
Janez Krek  
Mateja Peršak

**Netherlands: University of Humanistic Studies, Utrecht**  
Wiel Veugelers

**UK: Institute of Education, University of London**  
Jan Germen Janmaat  
Christine Han  
Andy Green  
Yvette Ankrah

**National Foundation of Education Research**  
Juliet Sizmur  
Jo Morrison

**Southampton Education School, University of Southampton.**  
Rebecca Ridley

**Contents**

- Chapter 1.Introduction ..... 6
  - Aims and context ..... 6
  - Collecting the good practices..... 6
  - Quality criteria for identifying good practices ..... 7
  - Informal and *ad hoc* participatory activities..... 8
  - Organisation of report ..... 8
- Chapter 2. Participatory citizenship dimensions..... 10
  - 2.1 Political participation..... 10
    - 2.1.1 Learning for political life ..... 10
    - 2.1.2 Engagement in decision making ..... 12
    - 2.1.3 Engaging hard-to-reach groups ..... 14
    - 2.1.4 Innovative characteristic of political participation practices ..... 14
  - 2.2 Community-based activities ..... 15
    - 2.2.1 National and European strategies ..... 16
    - 2.2.2 Education related practices ..... 19
    - 2.2.3 Engaging hard-to-reach groups ..... 20
    - 2.2.4 Innovative characteristics of community-based practices..... 21
  - 2.3 Political civil society activities ..... 22
    - 2.3.1 Non-Governmental Organisation (NGO) activities..... 22
    - 2.3.2 Learning for political civil society activities..... 24
    - 2.3.3 Transparent information and corruption prevention activities ..... 25
    - 2.3.4 Innovative characteristics of political civil society activities ..... 26
  - 2.4 Values of democracy, human rights, social cohesion and tolerance..... 27
    - 2.4.1 Learning the values of democracy ..... 27
    - 2.4.2 Fostering diversity, tolerance and integration ..... 28
    - 2.4.3 Innovative characteristics for the values of democracy, human rights, social cohesion and tolerance..... 30
- Chapter 3.Conclusion..... 32

Appendix A .....	36
Austria.....	36
Belgium.....	39
Bulgaria.....	43
Cyprus .....	44
Czech Republic.....	46
Denmark .....	50
Estonia.....	55
Finland .....	62
France.....	64
Germany .....	75
Greece .....	82
Hungary .....	87
Ireland.....	91
Italy .....	96
Latvia .....	99
Lithuania .....	102
Malta .....	104
The Netherlands .....	106
Poland.....	110
Portugal .....	114
Romania .....	115
Slovakia .....	118
Slovenia .....	120
Spain.....	124
Sweden.....	126
United Kingdom .....	128
Pan-European.....	138
Appendix B .....	143

# Chapter 1. Introduction

## Aims and context

This Good Practice report is the third deliverable for the Participatory Citizenship in the European Union study. The first deliverable was the contextual report and conceptualised citizenship, and more specifically Participatory Citizenship. It identified the competing models of citizenship (e.g., liberal, civic republicanism, communitarian and the critical model) and concluded with the proposal of a **working definition of Participatory Citizenship**:

*Participation in civil society, community and/or political life, characterised by mutual respect and non-violence and in accordance with human rights and democracy.*

The second deliverable was the analytic report and brought together recent qualitative and quantitative data on policy and practice and participation from European Union countries. It concluded that policies aimed at increasing participation require regional, age specific, and an education and a lifelong learning focus.

This third deliverable brings together a variety of innovative and effective good practice examples from across the EU. The rationale for the choice of good practices is threefold. Good practices are considered because: 1) they relate to the transversal values dimension of the study (i.e., the values of democracy, human rights, social cohesion and tolerance); 2) they demonstrate the different ways Participatory Citizenship can be fostered at either the local, national and regional levels; 3) they contribute to informing the overall research questions of the study:

- What is the relationship between local, national, regional and European forms of Participatory Citizenship?
- What are the most effective drivers and approaches to fostering Participatory Citizenship at different levels?
- How is it possible to overcome the barriers towards European Participatory Citizenship at various levels taking into account the quantity and diversity of European citizens?
- What is the nature of the relationship between Participatory Citizenship and education, lifelong learning and intercultural competence?
- How does Participatory Citizenship contribute to achieving the EU 2020 goals in the social and economic sphere?
- What is the nature of the relationship between individual and collective action?
- What is the nature of the relationship between Participatory Citizenship and education and lifelong learning?
- What is the relationship between EU citizenship rights and Participatory Citizenship?
- Taking into account the rate of recession, what are the current barriers towards participatory citizenship?

## Collecting the good practices

The good practice examples are drawn from the country fiches, which were used to collect information on policies and practices from the 27 EU member states. The country fiches

were compiled by experts within the study consortium or with the collaboration of national experts from each member state. Each country fiche provided: contextual information of a given country regarding its history of democratic traditions; concepts and definitions of Participatory Citizenship; current policy emphasis and funding opportunities; short, mid, and long-term future policy challenges; and examples of initiatives, projects and practices related to the different fields of Participatory Citizenship, at national, regional and local levels.

Amongst the practices presented in the country fiches, **at least one good practice for each EU country has been selected** and presented in a common template in the Appendix. In some cases, more than one good practice for each country is presented. This is the case where countries have a variety of good practices which relate to one of the four categories in this report.

A range of different methods were used for collecting the information on good practices. These included the analysis of existing documentation given by the providers of the practices themselves or the analysis of information available online. Interviews with providers and key actors were also carried out where necessary.

**Quality criteria for identifying good practices**

Good practice examples were selected based on how well they relate to the value dimension of this study; how well they foster Participatory Citizenship at different levels; and on how well they were deemed to contribute to informing the overall study questions. To ensure the quality practices were selected, the following criteria were compiled:

<p><b>Quality criteria for good practices</b></p> <p>Good practices should:</p> <ul style="list-style-type: none"><li>• Have a clear definition of objectives, activities to be carried out, participants, stakeholders and target groups.</li><li>• Display consistency between set goals and the activities implemented.</li><li>• Demonstrate the active and direct participation of involved participants (e.g., democratic decision making processes and shared responsibility).</li><li>• Demonstrate collaboration between different institutions, associations and organisations.</li><li>• Demonstrate the ability to make use of or include new technologies and new media.</li><li>• Demonstrate outcomes and impact evaluation.</li><li>• Make available the information on outcomes and evaluations at local, regional and national levels.</li><li>• Conform to the values of democracy, human rights, social cohesion and tolerance.</li></ul>
---

It is important to note that not all the good practice examples reach all of the points outlined in this criterion. This is mainly because some practices are new and therefore evaluations have yet to be completed. Nevertheless they have been included in the analysis because of their interest at the national or at the European level.

## **Informal and *ad hoc* participatory activities**

As a result of the economic and political crises new forms of participation have emerged in many European countries. These are often informal *ad hoc* activities which are not linked to or developed in tandem with institutions or structured projects. Cases in point are the 'Indignant movement' (*'los indignados'*) in Spain; the women's movement (*'Se non ora quando'*) in Italy; and the global 'Occupy' movements which are prevalent in many European cities. These events can be characterised as spontaneous political participation and demonstrations arranged by groups of citizens usually coinciding with specific events. Often, social networking sites play a key role in the implementation and dissemination of information within these types of participation.

Several of the standard quality criteria identified for the selection of good practices only apply in part to these types of participation. Thus, although these types of participation are deemed to relate strongly to the Political Civil Society dimension (see below) and demonstrate a strong ability to make use of new technologies and online social networks; they lack an organisational or institutional base and to date have not been sufficiently monitored or evaluated.

Nonetheless, these forms of participation represent interesting moments of innovation, even though it is not easy to label them as 'practices' or 'good practices' *per se*. These practices also raise questions in the long-term about the ways *quality* in the field of Participatory Citizenship is defined. Future in-depth research would therefore consider new quality criteria that allow for *ad hoc* and informal activities to be included in examples of good practice.

## **Organisation of report**

This report is organised into four sections. Each section represents one of the four participation dimensions outlined in the contextual report: Political Participation; Community Activities; Political Civil Society Activities; and the values of Democracy, Human Rights, Social Cohesion and Tolerance. We categorised the good practice examples into one of these dimensions based on the key feature of the practice. There is however some overlap between the dimensions as often each good practice has multiple aims and is underpinned by multiple values.

The **Political Participation dimension** encompasses practices which facilitate the learning of political knowledge and which provide opportunities for people to be directly involved in governmental and local decision making processes and political life.

The **Community Activities dimension** encompasses practices which provide opportunities for citizens to volunteer in their local communities. It also includes practices which support social and cultural integration.

The **Political Civil Society Activities dimension** refers to those practices which are separate from governmental activities and which help citizens understand and exercise their rights, and keep governments' accountable and governmental policymaking in check.



The **Democracy, Human Rights, Social Cohesion and Tolerance dimension** includes practices which not only encourage participation itself but participation explicitly geared towards these values.

Each dimension is divided into sub-sections and has a section on practices which aim to engage hard-to-reach groups. In this report **hard-to-reach groups** refer mainly to migrants – particularly new entrants-, and minorities (for example the Roma in central and eastern Europe and Russian populations in the Baltic States). The section at the end of each dimension draws out the innovative characteristics derived from the respective good practice examples.

A number of the extended descriptions of the good practice examples are provided in the appendices, by country.

# Chapter 2. Participatory Citizenship dimensions

## 2.1 Political participation

This dimension concerns those types of practices that are associated with political forms of participation such as voting in elections, political education and engagement in political and policy decision making processes. These practices are grouped into three sections: **learning for political life; engagement in decision making; and engaging hard-to-reach groups.**

### 2.1.1 Learning for political life

Education and training sectors, as highlighted in the analytic report, are important grounds for people to learn and exercise their political citizenship. Citizenship and political education can be included in school and college curricula in different forms: as a separate subject, integrated into other subject, and as a cross-curricular theme. The good practice examples below demonstrate how some organisations go about facilitating political learning. The first focuses on young people but could also be a useful example for facilitating learning in adult further education organisations. The second is an example of how learning can be facilitated online outside the boundaries of formal education.

#### ***Example 1: Post-16 Citizenship Programme (now Post-16 Citizenship Support Programme), United Kingdom***

*The post-16 Citizenship Programme (PCSP) aims to **increase political and societal participation through citizenship education in all post-16 education and training settings.** It gives young people the political and social knowledge, understanding and skills they require to play an effective role in society at local, national and international levels.*

This practice encourages young people to become active citizens who take political and citizenship matters into their own hands by working in groups or as individuals. PCSP provides a wide-range of free training and supports those who are, or may become, involved in the management and/or delivery of post-16 citizenship education provision. Education and training settings included in the programme are: colleges, work-based learning providers<sup>1</sup>, youth and community groups, school sixth forms<sup>2</sup> and young offenders' institutions.

The type of citizenship education PCSP aims to promote is one which emphasises active participation in local communities, political knowledge, and provides

---

<sup>1</sup> 'Work-based learning providers' refers to organisations (further education, employer-based, local authorities, independent training providers, third sector organisations) that provide learning in a work environment.

<sup>2</sup> Sixth form refers to the most senior years of secondary school (in England and Wales) in which students – aged between 16 and 18 - study for As and A level qualifications. These qualifications are often a prerequisite for access into higher and further education.

opportunities to young people to practice democratic decision-making in the educational organisation they are enrolled at.

Because the Post-16 sector is extremely diverse, the approach PCSP take largely depends on the organisation. For example, some organisations wish to place more emphasis on learner and voice representation which includes electing student representatives and/or the establishment of representative structures such as college councils. Other organisations may use group tutorial programmes in which structured activities are delivered through an organisation's curriculum; qualifications such as AS and A-Level Citizenship studies; voluntary action campaigns; and through one-off events linked to particular themes (for example International Women's Day, or a Holocaust memorial day).

In some cases a 'Citizenship Manifesto' is drawn up to set out the aims and ethos of an organisation and how they will go about encouraging Participatory Citizenship and political learning.

For organisations interested in creating a citizenship-rich environment a toolkit is available online which helps to assess the provision of citizenship education in a particular organisation and then offers feedback on how to improve Post-16 Citizenship programme provisions.

To date PCSP has achieved the following:

- The development of curriculum and staff development materials - 58 titles including six multimedia resources.
- 27 programme magazines with learning supplements
- 30 e-bulletins and 12 learning activities
- 600 customised training sessions since 2008
- 75 staff accredited on Level 4 post-16 teaching citizenship course
- 220 development projects across all settings on a range of issues
- Over 100 national and regional events including approximately 4000 delegates
- Over 12,000 citizenship community contacts
- Over 1000 providers accessed programme each year

### ***Example 2: PoliPedia.at, Austria***

*PoliPedia.at* was initiated in 2008 by the *Demokratiezentrum Wien*. The project was part of the Austrian Government's Democracy Initiative (2007–2009) and was supported by the Federal Ministry of Education and the Ministry of Science and Research. This is an example of how the **internet can provide space for young people to learn about politics and practice political discussion**.

The project aims to encourage young people to be enthusiastic about democracy and politics and to involve them as participants in political education at the local, national and European level. As this project is online it is accessible all over Europe. *PoliPedia.at* enables pupils to exchange experiences, present their political opinions and organise discussion groups with those who hold similar political interests.

*PoliPedia.at* is a collaborative production of a 'wiki-based' guide to politics and democracy and supports young people to acquire the knowledge and competences necessary for active participation in democratic life. The idea is that young people collaboratively produce articles, enrich them with multimedia items and comment on them. For this reason *PoliPedia.at* combines various features of Web 2.0 that allow registered users to write and comment on articles as well as embed pictures, sound files and video clips related to national and European citizenship.

*PoliPedia.at* provides young people with a platform not only to inform themselves about political issues and to discuss them with others, but also to actively engage in knowledge production. *PoliPedia.at* can be used as a tool for learning in formal education as well as in non-formal and informal education.

### 2.1.2 Engagement in decision making

In this section the good practices presented are those which have an explicit emphasis on directly engaging citizens in political decision making processes. These types of activities support citizen participation and encourage deeper involvement in political life. Often decision making is devolved to local residents and usually takes place in tandem with local governments. Given that, as pointed out in the country fiches, there is growing citizen disaffection towards traditional forms of political participation (such as voting) these types of engagement activities are essential. Citizens need opportunities to have their views represented and to have a stake in decision making processes. The examples below illustrate how this can be achieved.

#### ***Example 1: The Forges of Hoogeveen, the Netherlands***

*The Forges* is an example of how one **local government has developed a practice where decision making is devolved to local citizens**. This practice is based in Hoogeveen, a municipal with 55,000 residents, who live either in Hoogeveen city or in its surrounding villages. The structure of the practice is provided by the local government together with the police, housing corporations and welfare organisations. The main feature of this practice is that citizens have a direct say in annual neighbourhood budgets and are also closely involved in the long-term planning and development of their neighbourhoods.

Participants can chose to be involved in two different types of project:

- Short-term projects (most of the Forges' projects) are selected on the criterion that they can be completed within a year. A short-term project can involve anything from the implementation of a neighborhood play day to cleaning out a fish pond.
- Long-term projects can continue for three to five years. A long term project can be, for example, the renovation of a local building.

*The Forges'* website publishes information on the latest developments and findings of its projects. A brochure and project results are also available online.

**Example 2: eOpinio – professional public participation, Germany**

**eOpinio is an online platform which enables citizens to have their opinions included in political decision making processes.** This is a pertinent example of how the internet can be used to foster political participation. *eOpinio* activities and projects are carried out at a local level. All residents from 16 years onwards can participate in the projects; projects may also be selected for different subgroups. (e.g. groups of a certain age or groups from different administrative districts). *eOpinio* has a number of defining features, some include:

**Citizen Survey – Bürgerbefragung**

Electronic surveys are used to identify the opinions of participants towards specific circumstances. Qualitative and quantitative methods are used to gather citizens' opinions on, for example, citizen satisfaction with their local governments.

**Participatory budget – Bürgerhaushalt**

Citizens can participate in setting up an annual municipal budget. The local administration allocates a specific amount of money that citizens can use for their ideas.

**Citizen suggestions – Vorschlagswesen**

Citizens can suggest ideas for specific projects. For example, the redevelopment of city centres.

**Map based problem management – Problemlandkarte**

Citizens can post problems or suggestions for town improvements on an interactive map. This enables the local administration to pinpoint and improve their activities through citizen assisted detection of precise Global Positioning System (GPS) coordinates.

**Assistance in planning processes – Planungsunterstützung**

Citizens can participate in the planning processes for public buildings or streets. This allows for the specific needs of local citizenry to be taken into account.

**Citizen questions – Bürgerfragen**

Citizens can ask questions to local politicians or the local administration. The questions and answers are public to all.

**Example 3: The portal osale.ee, Estonia**

The *Osale* is a website which was launched in 2007. **It is an up-to-date portal for citizens to participate in an inclusive policy-making process.** It acts as a communication channel between citizens and policy makers at different levels. The portal has three major functions:

- Citizens and interest groups can launch initiatives for new legislative proposals, present ideas and critiques to the government and submit petitions. Every proposal submitted is discussed and is voted on by other users.

Proposals are then forwarded to the relevant government department, which then posts official responses with the actions it will take.

- Citizens can participate in public consultations and hearings. This enables citizens to give their opinions about draft legislation prepared by government agencies.

The project was co-financed by the European Union under the eParticipation preparatory action.

### 2.1.3 Engaging hard-to-reach groups

In this section attention is drawn to good practices which aim to foster the political participation of hard-to-reach groups. These groups refer mainly to migrant and minority groups which can often sit on the periphery when it comes to political participation. The example below demonstrates how these types of groups are encouraged to participate in more conventional forms of political participation, such as voting.

#### ***Example 1: Our country, our election project, Denmark***

*Our country, our election project* was a national initiative based at the local level. It **aimed to increase conventional participation among young voters from hard-to-reach groups.**

In 2009 it was documented that there was a declining voter turnout especially among youth with a migrant background. A 2009 report published by the Ministry of Integration showed that 46% of young voters with a migrant background had not used their vote at the previous local election in Aarhus (Denmark's second largest city). In 2011 a campaign was launched to encourage youth with a migrant background to vote.

To carry out the campaign the Integration council established partnerships with the 'Nydansk Ungdomsråd' [New Danes' youth council] and a number of youth organisations associated with political parties in the local municipal area. The aims were to encourage young 'new Danes' to participate in the 2011 national elections.

The campaign had a national as well as a local focus. In terms of local focus, working groups were established in housing areas which were particularly multicultural (e.g., the area of Gellerupparken) and tended to have low participation rates in the 2009 elections.

The campaign made use of videos and pictures on Facebook, and campaigning events involved young parliamentary candidates who were responsible for the distribution of campaign materials.

### 2.1.4 Innovative characteristic of political participation practices

In the analytic report it was noted that policy emphasis – to varying degrees - is given to political participation in most European countries. For most countries education and training

policies serve to promote the learning of political participation. Two of the above examples demonstrate how this can be realised practically. Some of the practices above also show how 'real' local political decision making can be fostered through well-organised structures and most evidently through online e-participation – an area of growing policy interest at the national and European level and of which only a few countries have begun to develop well. A number of countries have begun to place more emphasis on policies that include hard-to-reach groups in political participation; the example from Denmark illustrates a modest attempt. From this short overview of political participation practices, several innovative characteristics can be drawn:

- There are many **different forms of political participation**: debates and discussions; one day events; learning and creating political knowledge collaboratively online; and participation and feedback in local decision making processes.
- **Ongoing training and support** helps to develop and sustain political learning in educational settings.
- A focus on learning can increase and **improve citizens' political literacy** and in turn improve the civic competence levels identified at the European Council and Parliament<sup>3</sup>.
- These practices demonstrate examples which offer citizens **socially-situated learning** and participation opportunities to be engaged in **political and social issues which closely relate to their lives and their local communities**.
- These practices highlight the importance of **organisational structure** for facilitating political participation, especially in local decision making processes.
- **Opportunities for discussion and dialogue** about issues of common interest are essential for establishing a link between individual and collective participation.
- Most of the practices are characterized by the links that they form between different public institutions' (ministries, local authorities, and schools), NGOs, and citizens' associations. **They highlight the importance of partnership between different institutions and agencies, which can work together towards the same objectives**.
- As shown in a number of the examined practices, new **technologies and the internet appear to be powerful tool** that allows interaction among citizens and between citizens and policy makers.

## 2.2 Community-based activities

This dimension of Participatory Citizenship is concerned with those practices which support citizen social and cultural integration in the local community. Community-based activities are broad in scope and consist of volunteering and different forms of social and cultural activities. Volunteering, in particular, is important for improving social inclusion and also gives individuals a sense of self-satisfaction. It is also a way to further learning and career opportunities.

Below, community-based activity good practice examples are categorised into three sections. The first demonstrates **two national and two European strategies** which aim to increase volunteering and participation at the level of local community. The second is illustrative of

---

<sup>3</sup>See *Key competences for lifelong learning, European Reference Framework*, Luxembourg, Office for the Official Publications of the European Communities, 2007.

how citizens can participate in, and improve their local communities by way of **education related practice**. The third provides example practices which aim to support and integrate **hard-to-reach groups** into community activities and life.

### **2.2.1 National and European strategies**

The practices in this section refer to national and European strategies which aim to advance local level community volunteering activities. These practices are either financed fully or in part by national governments or are supported by other third-party and/or commercial organisations.

#### ***Example 1: National Citizen Service, United Kingdom***

*National Citizen Service* (NCS) is a government-backed national initiative, provided by third-party organisations in voluntary, charitable and business sectors. It is an example of how young people can be included in, and work together to improve their local communities. This is suggested to be a good practice for breaking down the barriers to participation as it is completely subsidised by the government and both those in education and school leavers can apply.

**The main aim of NCS is to encourage young people to volunteer in an eight-week summer programme in their wider communities** (for example in schools, neighbourhood groups, businesses and local authorities). The service aims to support young people to develop the attitudes and skills they require to become active and responsible citizens. NCS includes 5 key phases:

**Phase 1:** An introductory phase where expectations are set and relationships built between participants and staff.

**Phase 2:** (Week1) Full-time residential team building experience away from participants' local community, focusing on teamwork, physical and mental challenges and opportunities for discussion and guided reflection.

**Phase 3:** (Week 2) Full-time residential in participants' home community, focusing on developing new skills and serving the local neighbourhood.

**Phase 4:** (Week 3) Participants design a Social Action Project in consultation with the local community.

**Phase 5:** (Weeks 4-8) onwards:

- A period of 30 hours social action on a part-time basis
- A fair/event to encourage participants to get involved in on-going social action or volunteering activities in their area
- A large celebration and graduation event for participants and their guests.

Whilst participating in NCS, young people are supported by a number of key staff:



- A **senior mentor**, who is paid for the full-time role, leads the team and is responsible for the safety of the participants throughout the first three weeks of full time activities. They are to ensure that the programme is accessible yet also challenging.
- A **team mentor** is also provided who guides the team, mainly during the second week's residential activities. It is suggested that university students fit this role well.
- A **community mentor** who works with the teams full-time during the social action week and then part-time in the following month.
- An **associate mentor**, a young person who has previously participated in the program, will work alongside the other three. They provide full-time support during the social action week and part time in the following month to assist in the development of the Social Action Projects.

**Example 2: Federal Volunteer Service (Bundesfreiwilligendienst), Germany**

The *Federal Volunteer Service* was initiated in July 2011 and aims to involve all national stakeholders in the development of a national strategy for the advancement of volunteering. It is a **good example of how to sustain volunteering in public life**. This is due to its defining feature that all volunteers are insured and receive a financial subsidy for their work.

The service is open for all age groups and both for applicants from Germany and from other countries. The Federal Volunteer Service is part of the governmental policy on volunteering ('*Engagementpolitik*') by the Federal Ministry of Family, Senior Citizens, Women and Youth. The service is implemented by non-statutory welfare organisations. Voluntary positions are provided in the following areas:

- Special needs students
- Elderly people and hospitals
- Environmental protection
- Sports organisations
- Political organisations
- Preservation of historical monuments.

The possible duration of the volunteering programme ranges from 6 to 24 months and a point is made to not replace regularly paid jobs with volunteers. It is forbidden to use the *Federal Volunteer Service* for the replacement of employees. Volunteers are only allowed to *support* regular employees.

**Example 3: e-volunteering.pl, Poland**

*e-volunteering.pl* is an online project which works with the European Volunteer Centre and is partnered with a range of organisations (e.g., the Orange Foundations and the academy for Development of Philanthropy). This project is aimed at all Polish citizens with special attention to youth, the elderly and disabled people. It is a **good example of how to utilise the internet at the national and European level to encourage volunteering in community activities**.

The project has a number of aims, these include promoting e-volunteering both in Poland and across Europe; the dissemination of practical knowledge about using new technologies to strengthen volunteering and civil society; and the establishment of a network of Polish and European organisations working in the field of volunteering and e-volunteering.

In order to increase volunteering and e-volunteering the project runs various online campaigns and conducts research on the different types of volunteering. Workshops and debates are organised and do-it-yourself volunteering kits are also available online to help volunteers think creatively about how to go about using the internet creatively in their volunteering activities.

The project is expected to be especially helpful for engaging people previously not involved in volunteering. It is also expected to be particularly beneficial for educating and providing people with the practical information they require in order to volunteer both online and offline.

The project has two complimentary activities, these include: the 'Key values of volunteering' campaign in Poland and the European competition 'discovering e-learning'.

***Example 4: Town Twinning Accelerator, Greece and Bulgaria***

*Town Twinning Accelerator* is a partnership scheme that consists of five local unions of municipalities and communities from across Greece and Bulgaria. It is a **good example of a community-based activity that aims to share and increase knowledge about community twinning in order to develop a sense of European identity**. The central objectives of the partnership schemes are to improve existing town partnerships and the quality of the activities within these and to assist in the establishment of new ones.

In order to sustain these partnerships and create new ones a range of actions are implemented by those involved in existing partnership schemes. These include meetings, an online e-Help Desk, training sessions, tool creation, transnational events and presentations.

An Action Plan is established which is drafted by the lead partners and then presented to the other partners at a 'kick-off' meeting. An Evaluation Committee is also set up to carry out research on existing town partnerships.

The current results of the partnership scheme and its evaluations include the increased expertise of involved participants on 1) local issues such as environmental management and protection, and 2) political issues such as population organisation and volunteer action. For the partners, more specifically, the scheme has led to revitalised relationships between the twinned towns and the increased interest from other municipalities that wish to link up across countries.

## 2.2.2 Education-related practices

In this section good practices are presented which demonstrate a strong link between education and voluntary and cultural activities in the local community. It is widely agreed that community participation can be fostered through community and educational organisation partnership. The examples below show how curricular and educational programs can be structured and developed to enable young people to cohere with their local communities and work on a variety of social issues.

### ***Example 1: Young Social Innovators (YSI), Ireland***

*Young Social Innovators* (YSI) is provided mainly by secondary schools, and also colleges and youth centres. It is an **example of how schools, colleges and youth groups provide grounds to the foster the learning and participation of community-based activities**. The lead sponsor of YSI is the Department of Environment, Community and Local Government. Associate partners include: Amnesty International, Carr Communications, the Curriculum Development Unit, NAPD (National Association of Principals and Deputy Principals), the Irish Times and VISION.

YSI is the largest social awareness and active citizenship education programme in Ireland and provides a robust framework whereby young people can participate meaningfully in their local communities. The programme is designed to support educators to empower young people to actively participate in society so they can have real and positive impact people's lives. The programme helps prepare young people to take part in civic action through volunteerism, community service, service-learning<sup>4</sup>, citizenship education, social entrepreneurship and innovation. YSI is about self-directed and evidence based learning.

To date approximately 30,000 young people (aged between 15 and 18 years) have participated in YSI and have worked on a variety of topics ranging from child labour, road safety, sexual health, global poverty, climate change, and facilities for young people in Ireland. The following themes run throughout each implemented programme:

- **Care:** Young people work in teams to choose a social issue they all feel passionately about and gain a detailed and in-depth understanding of that issue.
- **Co-operation:** Young people work together and involve others within their educational setting and also create links with the wider community.
- **Change:** Using their understanding of an issue and the links they have created in the wider community teams take action to make a real and long-term changes.
- **Communication:** Throughout the duration of the project young people are encouraged to communicate their message to raise awareness and influence others.

---

<sup>4</sup> Service learning refers to a strategy of teaching and learning citizenship whereby formal learning is combined with meaningful service or civic participation, often in the local community.

A defining feature of this practice is that strong emphasis is placed on collective action and team work as opposed to individual citizenship participation.

***Example 3: National Youth Service Day, Hungary***

*National Youth Service Day* is organised by the Foundation for Democratic Youth and **gives young people in Hungary the opportunity to volunteer in their local communities**. The number of participants has varied between 7000 (2006) and 32,000 (2011) and each year an increasing number of schools get involved.

Schools and young people who apply receive a modest grant to organise a community-based project which is overseen by a programme mentor. The project takes place during the week of the National Youth Service day. Following this, photos and films of the project are sent to the programme organisers and four awards are given for the 1) most creative project, 2) the project which mobilised the greatest number of participants, 3) a project which supported disadvantaged people, and 4), a project which took place in the smallest village.

### **2.2.3 Engaging hard-to-reach groups**

The examples presented in this section demonstrate practices which aim to improve and support the social and cultural integration of hard-to-reach groups in their local communities. Examples are also included which demonstrate how these groups can be supported economically. These examples are particularly important given the current economic crisis as often it is these groups that struggle to have their basic needs met.

***Example 1: Corps of Role Models, Denmark***

The *Corps of Role Models* project was founded and funded by the Ministry of Integration and Kolding Local Council. **The main aim of the project is to improve the social and cultural integration of Somalis living in Kolding**. A key goal of the project is to improve the relationship between Kolding local council and the Somalis who live in the local area. The project also aims to increase the employment rate of Somali women and eliminate prejudices in Danish society that exist against the local Somali population. The defining feature of the practice is dialogue and communication. Central themes and activities of the practice include:

Dialogue between local council and local Somalis: This is seen as essential for removing cultural and social misunderstandings between Somalis, local councils and local businesses. Dialogue is achieved through inviting key actors from the local council to debates on local Somali radio shows and organising conferences for discussion. Those involved in the project also participate in local council and job centre meetings. This has improved the trust between these organisations and Somali groups and has also opened up labour market opportunities to Somali groups.

Clarifying the relationship between religion and culture: one of the greatest barriers for successful integration on the part of the Somalis is differing cultural practices. To deal with this the project organised a number of conferences with a focus on how to harmonise an active life of faith with participation in the labour market. In this context, speeches were given by a Somali social worker as well as by the (ethnically) Danish

*imam*, Abdul Wahid Pedersen. The aim of these conferences was to help people understand differing religious practices and attitudes towards religion and to demystify Somali religious practices carried out in Danish employment settings.

As a result of the project, 15 Somalis have obtained a job and 3 Somalis are now leaders and role models in cooperation with the Local Council Administration for Employment and Social Work, the Somali association, and Radio Hormuud.

***Example 2: 'El Enlace' (promoted by the Ibero American Development and Integration Centre), the Canary Islands, Spain***

*El Enlace* is a **publication written by migrants for migrants**. It is available online and in written format. The objectives *El Enlace* are to **facilitate and accelerate the processes of migrant social and employment integration**. The aim is to provide quick and readily available information to migrants on rights and obligations and on social, sporting and cultural activities run by migrant organisations on the Islands.

The accessible and understandable information provided to new migrants is important so that they can become aware of how to defend their rights and comply with the civic duties of the Islands.

*El Enlace* is promoted by the migrant organisation Ibero-American Development and Integration Centre (Centro para el Desarrollo y la Integración Iberoamericana, CDI). It is funded by members and collaborators of the Migrant Association who also assist in the promotion of the project. Partial support is also provided by Cabildo Insular (a local government corporation at the local level) in Tenerife.

#### **2.2.4 Innovative characteristics of community-based practices**

Most European countries place some degree of emphasis on policy geared at community-based activities. As noted in the analytic report the aims of these policies are mostly to strengthen community cohesion, integrate marginalised groups, promote volunteering, and to encourage cultural activities. As the above examples demonstrate, practices in this area, even if instigated at the national or European level (as in the case of the volunteering strategies in the UK and Germany and the town-twinning partnership scheme between Greece and Bulgaria), are mostly put into practice at the local community level. The internet is also increasingly used as a means to advance community volunteering as is demonstrated above in the example from Poland.

The funding for these practices is mixed. Some practices are funded by the state in tandem with local NGO's; others rely strongly on European funding and private donors. However, due to the economic crisis the financial sustainability of these types of activities has come under question in many European countries. The extent to which citizens can and will cohere in their local communities with limited financial support for community-based activities is therefore questionable. Nonetheless, from the examples of present community-based practice the following innovative characteristics can be drawn:

- Community-based activities and participation can be instigated and supported through educational organisations: **schools, colleges and youth groups can**

**provide students with space to develop civic and social competences and support youth to implement social improvement projects in local communities.**

- The learning and practice of community participation is greatly improved if **educators who empower young people to participate are supported** by relevant organisations.
- **Programme mentors** are important for young community volunteers and provide valuable support and guidance.
- Participation in local community-based activities is more valuable if **ideas are innovated and self-directed by those involved themselves**
- These practices highlight the feasibility and importance of **collaboration between political and local authorities and municipalities—both national and local, NGOs, and volunteer associations.**
- Community participation can be a major means of **integration and social inclusion for hard-to-reach groups** and simultaneously foster their active participation in community life.
- Community-based volunteering can be **supported by online projects and tool kits.**
- **Even if modest, sustainable grants to community projects and subsidised voluntary positions** are important means to sustain community-based activities and participation.

### **2.3 Political civil society activities**

This dimension of Participatory Citizenship is broadly concerned with the actions, activities and organisations which are political but are **separate from political groups and organisations.** Political Civil Society Activities **enable citizens to become aware of and exercise their rights.** They are also a means to **keep governments accountable and government decision making and policy in check.**

There are a range of different good practice examples which relate to Political Civil Society Activities. Some practices are carried out by Non-Governmental Organisations (NGOs) and foster political participation by supporting individuals to increase their knowledge on citizens' rights; some are education related and aim to ensure young people have a say and contribute to the development of governmental education policy; other practices focus on ensuring information about governments and politicians is transparent and that citizen attention is drawn to political corruption. To differentiate, the good practice examples included below are set apart into three – somewhat overlapping – sections: **Non-Governmental Organisation Activities; Education Activities; and Transparent Information and Corruption Prevention Activities.**

#### **2.3.1 Non-Governmental Organisation (NGO) activities**

Politically independent NGOs and associations play an important role in facilitating and sustaining political civil society activities and maintaining the vital checks on governments to assure democracy. These associations can sometimes have long histories in the more established democracies or can be more recent initiatives which are often the case in the newer democracies in Europe.

### **Example 1: Cittadinanzattiva, Italy**

*Cittadinanzattiva* (active citizenship) is an Italian non-profit organisation which was founded in 1978. It is a large, well-established organisation, independent from political parties, trade unions and private companies. Since 2000 it has been recognised as a consumer organisation; however its mission and strategy pertain to civil society. It has a member base of approximately 92,000; this includes individual citizens, associations, groups and networks. It operates at the local level through 250 'Active Citizenship' assemblies which elect representatives to the respective regional congress and subsequently to the national congress. The headquarters, located in Rome, coordinate and support national and European activities.

*Cittadinanzattiva* is active in the fields of health with the Tribunal for Patients' Rights; consumer and users' rights with the Citizens' Advocates; education and training with the School for active citizenship; justice with Justice for Citizens' Rights; European citizenship; the Active Citizenship Network and Corporate Social Responsibility.

*Cittadinanzattiva's* main objectives are the promotion of **civic participation** and the **protection of citizens' rights** in Italy and in Europe. Its strategy is threefold:

- 1) To empower individuals and organisations to strengthen their capacity to defend fundamental human rights, take care of common goods and participate in policy making. To reach this goal citizens are trained in the use of civic tools such as the organisations' Charter of rights and can access citizen advisory services.
- 2) To produce data on citizens' rights which is collected and analysed, or accessed, by citizens themselves. This information is derived from monitoring activities and provided by the advice and assistant services of *Cittadinanzattiva* and PIT (integrated project of protection).
- 3) to increase advocacy. This includes the protection of citizen's rights (*PIT salute* and *PIT servizi*) and is mainly implemented through constant dialogue with public institutions and political parties.

### **Example 2: The Peace Institute, Slovenia**

*The Peace Institute* was founded in 1991 by a group of independent intellectuals. Its initial focus was on peace studies and the issues of violence, war and security. In 1994 and 1995 the Institute's field of interest was extended to embrace a wider range of contemporary social and political issues. Among the topics added to its agenda were **racism** and **political conflicts**, **gender studies**, **cultural studies** and **political and social practice**.

Towards the end of 2000, three additional programmes, formerly conducted by the Open Society Institute in Slovenia, were transferred to the *Peace Institute*. These included programmes on Media, Civil Society and Eastern Europe Co-operation. With the inclusion of these programmes, its area of work was further extended to the fields of **human rights**, **media studies** and topics related to the **EU** and the **Stability Pact**. Today it continues to devote close attention to marginalised social and political issues that are usually ignored by mainstream institutions.

As an institution and through its projects, the *Peace Institute* is considered an important element in political and civil society. It has played an especially important part in defending the political, social and cultural rights of minorities, of disenfranchised citizens and migrants.

It supports political civil society activities and has developed a variety of projects. For example, the *Workers' and Punks' University project* provides intellectual ground to reflect upon various social issues and develop actions to deal with these. In order to encourage social awareness and political engagement each year the project organises five to six different reading and film seminars, a lecture course and a 'spring school'. It also organises different activities in collaboration with trade unions and the Museum of Modern Art for young intellectuals, workers and artists.

The *Workers' and Punks' University project* promotes international collaboration and supports international projects by inviting foreign lecturers and participants to project events.

### **2.3.2 Learning for Political Civil Society Activities**

The good practices examples presented in this section highlight the ways in which citizen participation in political civil society can be fostered, learnt and sustained through education related activities. The examples below are from Estonia and illustrate some of the ways young people *learn* and *practice* political civic engagement within the school, and outside the school context.

#### ***Example 1: Estonian School Student Councils Union, Estonia***

The *Estonian School Student Councils' Union* (ESCU) unifies basic and upper secondary school councils across the country. The councils aim to represent students' interests as a way to improve the school learning environment and day-to-day school life. To achieve these aims the ESCU organises round tables, seminars, conferences, and camps. It also interacts with the media, enables students to visit international conferences and organises a variety of projects.

The ESCU team is made up of a voluntary board of students and contractual employees. It has created several student workgroups for managing issues related to public politics, public and international relations and the student newspaper.

**The ESCU assures that all students have the right to take part in the formulation of the principles which guide education policy and society.** As part of this students can:

- influence and keep in check the development of the ESCU by expressing their opinions and by voting at the general assemblies
- participate in workgroups and round table talks
- take part in the process of developing the Estonian Education system
- ask for advice and information about issues related to the Education Act, and
- represent the views and opinions of school students in the media.



The ESCU is one of four main partners of the Ministry of Education. Together with school heads, teachers and parents it contributed to the development of the Estonian school curriculum between 2008 and 2011.

**Example 2: Estonian National Youth Council, Estonia**

The *Estonian National Youth Council* (ENL) is an umbrella organisation which was established in 2002. It includes 57 *youth organisations* throughout Estonia. It is a recognized organisation which protects the interests of youth and youth associations. **Its main feature is that it enhances cooperation amongst youth associations at the local level and supports the establishment of local and regional youth councils.**

It advocates for youth associations interest in legislation and for the better financing of youth organisations. ENL gives advice to the Ministry of Education and Research regarding youth policies and the financing of youth organisations. It is represented in several governmental and local level committees, working groups, and round tables which discuss youth and civil society issues.

At present, it coordinates five working groups which meet on a regular basis: the youth policy and international affairs working group, the public relations working group, the political youth organisations working group, the national youth organisations working group, and the representative board of the regional and local youth councils.

Due to the economic crisis, the unemployment rate among young people in Estonia has become one of the highest in Europe. The ENL worked on youth employment issues in Estonia, organised round table discussions and made recommendations of how to improve employment opportunities for young Estonians.

The ENL also worked with the Ministry of Education and Research to contribute to the Estonian Youth Act. As an outcome of this, every local government is obliged to establish a local youth council.

### 2.3.3 Transparent information and corruption prevention activities

In order for citizens to hold governments to account it is necessary to have good quality and transparent information on politicians and the electoral processes which will help to prevent potential political corruption. In addition, to enable participation in conventional politics citizens need to be able to access information on their potential political representatives and bodies that will represent their views in national parliament. There are some interesting examples of these initiatives taking shape in Central and Eastern Europe.

**Example 1: Naši politici, Czech**

*Naši politici* ([www.nasipolitici.cz](http://www.nasipolitici.cz)) is a website which provides **detailed information about politicians in the Czech Republic**. Created in 2008, it provides citizens with information about politicians and political issues to enable them to make responsible and well-informed decisions during elections. The website provides a wide range of information about politicians, from their employment record to their political mandates. Information is provided about local and national level politicians.

### **Example 2: For Fair Elections, Bulgaria**

*For Fair Elections*, Bulgaria is a website developed by the Institute for Public and Environmental Development – a non-government organisation.

The main aim of the project is to **identify the Bulgarian municipalities where there is a risk of criminal networks and corruption** (e.g., vote buying and controlled voting) in electoral processes. The website aims to mobilise state institutions to implement preventive and protective measures against the distortion of electoral processes. It provides support for civil pressure groups and NGOs in the municipalities which are at high risk by holding online campaigns against vote buying and controlled voting.

*For Fair Elections* carries out analyses on the pre-election process and cooperates with the national and regional media for the preparation of publications and films about the risks in various municipalities.

### **2.3.4 Innovative characteristics of political civil society activities**

The analytic report highlighted that **most EU countries indicate minimal policy emphasis on Political Civil Society Activities**. However, despite this low policy emphasis in most EU countries, many organisations – either independent of or working partly with governments – place a high emphasis on practice geared towards explicitly Political Civil Society Activities. These activities aim to influence government policy decisions and/or keep governments and political activities in check.

What is important to note is that practices within this dimension do not take place in isolation but often overlap with political participation, community activities and activities which explicitly highlight the values of democracy, tolerance and social cohesion. With this in mind, several innovative characteristics of this dimension can be drawn:

- Initiatives for strengthening political civil society activities are made possible by the **existence of politically independent associations**.
- Civil society activities can ensure that **protective measures against the distortion of political processes** are put in place.
- **Collaboration between political civil society organizations with arts organizations and trade unions** can generate innovative and creative means to deliver messages on citizen rights and current political matters to the wider public.
- **Collaboration between organisations at the local, regional, national and international levels** is important for political civil society activities to flourish.
- **School councils** within formal education structures and **youth councils** at local and regional levels provide space for young people to learn about education policy development and keep education policy makers accountable.
- Online quality and transparent local and national **information on politicians and political groups** is fundamental in order for citizens to make well-informed choices when they take part in more conventional forms of participation.
- **Collaboration with the media** is important for informing a wide number of citizens on political processes at local, national and international levels.

## 2.4 Values of democracy, human rights, social cohesion and tolerance

This dimension is concerned with participatory activities which encourage the values of democracy, human rights, social cohesion and tolerance. As mentioned at the outset of this report, these values are a transversal element to this study. The good practice examples presented in this section have been selected because they not only encourage participation itself, but participation explicitly geared towards these values. In the light of the current economic crisis activities such as these should not be undermined.

These examples are organised into two groups: Activities aimed at **learning the values of democracy** and activities aimed at **fostering diversity, tolerance and integration**.

### 2.4.1 Learning the values of democracy

In this section good practices are presented which aim to facilitate the learning of democratic values. These practices can take many different forms. The examples below demonstrate how learning can be facilitated transnationally through the establishment of European networks, nationally through higher education teacher support initiatives, and also at the local level through community-based activities.

#### ***Example 1: Initiative for Learning Democracy in Europe, Pan-European***

The *Initiative for Learning Democracy in Europe* (ILDE) is a **transnational example** which aims to improve the relationship between participative citizenship and education, lifelong learning and intercultural competence at the upper-secondary school level. It was one of the first initiatives launched by the Network of European Foundations (NEF). It was envisaged to make a distinctive contribution to the European Year for Citizens through Education and its follow-up initiatives launched under the auspices of the Council of Europe in 2005. Ten foundations have worked closely to shape this project, pooling ideas both on the challenges and priorities for citizenship education and on the most effective ways of capitalising on collective experience in this field.

This transnational initiative involves case studies from Belgium, Bosnia and Herzegovina, England, Estonia, Finland, France, Germany, Italy, Poland, Sweden and Turkey. The **case studies** are organised along the following themes:

- 1) Involving the whole school community
- 2) Fostering tolerance and awareness of diversity and identity
- 3) Developing civic skills and attitudes
- 4) Creating a democratic school culture, and
- 5) Engaging schools in their communities.

As a result, a **handbook** has been published **targeted at foundations and other civil society organisations** interested in supporting projects in the field of school democracy. These include small local groups such as parents' associations and local voluntary agencies, national and international foundations and NGOs.

### ***Example 2: CzechKid, Czech Republic***

*CzechKid* is a **national level initiative** of the Charles University of Prague. The main aim of this initiative is to help primary school teachers implement **democratic and multicultural education** into pedagogic practice, and thus enhance quality of multicultural education in schools. The project encompasses over 60 lesson plans which have been designed to help students from different backgrounds understand each other. The aim is to build on students' own experiences and encourage personal reflection.

*CzechKid* provides teachers with a broad spectrum of **online resources** which cover topics such as: Culture and Cultural differences; Religious Experience; Inclusive Education; Intercultural Communication; Refugee camps; Globalisation; Stereotypes and prejudices and the Rights of National Minorities.

### ***Example 3: Dream Citizen, Hungary***

*Dream Citizen* is an example of a **locally-based practice** which uses the experience of pupils as a method for teaching and learning. The Dream Citizen programme is organised by the Active Citizenship Foundation, Hungary, and is an example of how the local community can be strengthened through cooperation with teachers, young people and their parents. The programme's main aim is to **develop the knowledge, skills and attitudes of 10–14 year old students to enable them to become active and responsible citizens**.

Throughout the *Dream Citizen* programme students **plan and build their own democratic community** and depict key decision-makers, media bodies and a justice system. Adults from the local community (e.g. local decision-makers, NGO workers and entrepreneurs) help facilitate the student's work and provide advice. On the final day of the project the students present their ideas to the local community.

The project aims to help students learn about the basic principles and key actors in a 'democracy-at-work'. An accreditation licence for a 30-hour teacher training programme on using the Dream Citizen programme has been developed by the Foundation; **mentoring is also provided** by the Foundation for schools which choose to implement the program.

## **2.4.2 Fostering diversity, tolerance and integration**

In this section good practice examples are presented which explicitly aim to foster diversity, tolerance, intercultural understanding and integration. Removing prejudices against hard-to-reach groups (such as ethnic minorities and migrants) is an extremely difficult and slow process. These examples demonstrate some of the ways organisations attempt to contribute to this process from the local to transnational level. Some of the practices below are geared towards influencing both hard-to-reach groups as well as the wider population; others are targeted solely at hard-to-reach groups.

### ***Example 1: Romea, Czech Republic***

*Romea* is an **online press service project** which focuses on the Roma minority perspective of society. It is an example of how different media forms can be established to facilitate dialogue between minority groups and the majority population.

The project aims to increase tolerance and understanding among different groups in society– namely Roma and non-Roma groups. Its key emphasis is that **integration is a two-way process** and requires mutual understanding from both groups.

The project addresses the issues faced by ethnic minority groups and also aims to influence the wider population about the issues Roma face. The web pages provide a **press service combined with online interviews**. The project also established the first internet Roma TV in the Czech Republic. This is one of the most important projects for supporting Roma issues in the country and is a key platform for facilitating dialogue and discussion on ways to improve Roma integration.

***Example 2: Plan for Migrant Integration, Portugal***

*Plan for Migrant Integration* is implemented by several public and private organisations. It develops activities aimed at the integration of migrants into society. Some of these initiatives include:

- **National Immigration Support Centres** (*Centros Nacionais de Apoio ao Imigrante*). These centres were set up in Lisbon and Porto and provide an integrated and efficient response to the integration issues that migrants in Portugal face. Civil society institutions are involved partners in the management of the National Immigration Support centres.
- **The provision of language courses and vocational training are provided for migrants** in order to facilitate integration into the labour market.
- **Job centres which are equipped to facilitate the labour market integration of migrants**. The National Immigration Support Centre runs an Employment Support Office for migrants. The Support Centre also supports migrant entrepreneurship through partnership with the National Association for the Right to Credit. In the future, the National Immigration Support Centre will collaborate with the General Board of Economic Practice, and the Institute for the Support of Small and Medium Enterprises and Innovation.
- **The establishment of a network of 25 job centres specifically for migrants** in 2007 by the Government's High Commission for Immigration and Intercultural Dialogue and the Institute for Employment and Professional Training

***Example 3: Action plan for prevention of extremist attitudes and radicalisation among youth, Denmark***

This is an inter-ministerial government Action plan which was initiated in 2009. Its main aim is the prevention of extremist attitudes and radicalisation among youth. It is targeted mainly at ethnic minority (and in particular youth) organisations. Activities carried out within the framework of the action plan include the following:

1. **A focus on radicalisation in schools, social authorities and in the police force.** The goal is to develop local strategies to identify and handle the problems of extremism. Participants are local actors, professionals and students. Activities include tailor-made courses for participants offered by the Danish Security and Intelligence Service and the Ministry of Refugee, Immigration and Integration affairs. Danish students are also given the opportunity to meet with employees from the Ministry of Foreign Affairs.
2. **Capacity building in local associations.** The goal is to strengthen the organisation of ethnic minority organisations to enable better cooperation with other actors in local integration work. Projects are anchored in umbrella organisations, and project experiences are disseminated to other actors.
3. **Establishing a democratic platform for youth.** The goal of the project is to develop and offer activities to youth mainly with migrant backgrounds who do not yet participate in voluntary associations or participate in other democratically-oriented activities.

***Example 4: Yourope for Rights: Active Citizenship in Europe, between human rights and migration policies, pan-European***

*Yourope for Rights* is part of the **pan-European programme** 'Europe for Citizens'. It is coordinated by an Italian organisation, *Servizio Civile Internazionale Italia Onlus*, and involves partner organisations from Slovenia, Poland, Germany and Greece.

The main aim of the project is to gather opinions from the general public and migrants on their perceptions of immigration. This information is gathered by carrying out surveys in each of the above countries and informs subsequent discussion and debate. This is to formulate recommendations directed at European policy makers, and to create the tools for further awareness raising campaigns and projects. The project also aims to create opportunities for mutual knowledge sharing and aims to increase the interaction between local populations, migrants and refugees.

All partners are involved in the creation and dissemination of the survey and in the organisation of public events. These events involve international participants, local communities, migrants, asylum seekers, non-governmental bodies and public authorities. The themes of these events are related to human rights protection and migrant and asylum seeker rights. A key emphasis of the project is that it includes migrants and asylum seekers themselves.

**2.4.3 Innovative characteristics forth values of democracy, human rights, social cohesion and tolerance**

The good practice examples in this section highlight some of the activities carried out by different organisations to foster the learning of democracy, diversity, tolerance and

integration. Activities range from local school-based projects and the development of handbooks and pedagogic resources for educators, to pan-European initiatives which aim to encourage international debate and inform European policy.

As mentioned in the analytic report, some countries place high policy emphasis on this dimension and others only some or minimal emphasis. This is therefore a dimension which, in terms of policy and practice, needs to increase in headway. Often weight is afforded to these values in political rhetoric but this is not matched by the same levels of policy funding and support. From the above good practice examples the following innovative characteristics can be derived:

- The national and transnational **networking of different civil society** organisations enables the pooling of expertise and experience.
- **Integration is a two-way process**: practice and information which aim to improve tolerance and integration need to be targeted at the general population as well as minority groups.
- Hard-to-reach groups require their own and/or **independent channels of information** (press service, media and internet web pages etc.).
- The provision and improvement of **organisations that specifically aim to increase the integration and social mobility** of migrants and other hard-to-reach groups are essential.
- **Educators require sustained support** for the development and implementation of pedagogic strategies for democracy, human rights, diversity and tolerance.
- Education for democracy in schools can be supported and strengthened by **collaboration with local citizens and local community organisations**.
- **Resources and space for intercultural dialogue** are essential for social integration and the development of mutual understanding between different groups in society.
- **Face-to-face dialogue and interaction** is an important element for developing intercultural understanding between minority groups and the wider population.

## Chapter 3. Conclusion

This third deliverable presents a set of good practices examples that have been developed across the European Union in the field of Participatory Citizenship. As noted in the introduction, the working definition for Participatory Citizenship for this study is 'Participation in civil society, community and/or political life, characterised by mutual respect and non-violence and in accordance with human rights and democracy'. This definition provided the core basis for the selection of all the good practices in this report.

The selected good practices are diverse in nature and have multiple aims. To distinguish between the different types four dimensions were created. The first dimension was the **Political Participation dimension** and encompassed practices that are associated with political forms of participation such as voting in elections, political education and engagement in political and policy decision making process. The second was the **Community-based Activities dimension** and included practices which provide opportunities and support for citizens to volunteer in their local communities. It also included practices which support social and cultural integration. The third was the **Political Civil Society Dimension** and encompassed those activities which are largely separate from government activities and place emphasis on supporting citizens to recognize their rights and that keep governments accountable and governmental policy making in check. The fourth was the **Democracy, Human Rights, Social Cohesion and Tolerance dimension**, a transversal element of all the good practices in this report, and included practices which not only encourage participation, but participation explicitly geared towards these values.

Each section of the report was concluded with a set of innovative characteristics derived from the good practice examples in the respective dimension. Below, these characteristics are synthesised into 6 concluding parts. Each part is considered a key component that can be used in the development of good practice in the field of Participatory Citizenship. The key components are identified as: Collaboration; Learning; Structures; Funding; Internet and technology; and Hard-to-reach groups.

### Collaboration

Collaboration is a key feature of many of the good practice examples in this report. The practices **highlight the importance of horizontal and vertical partnership between different organisations** (e.g., local government, national government, schools, universities, youth councils, non-governmental organisations, local and international companies, trade unions, arts and cultural organisations and the media). Collaboration enables innovation, the pooling of resources and the sharing of expertise.

For schools collaboration with the local community can provide young people with opportunities for real and significant participation. The *Young Social Innovators* example from Ireland and that of *National Youth Service Day* from Hungary are cases in point. Both examples demonstrate how partnership between the school and local people and/or organisations can give young people the chance to make a meaningful contribution in their local communities.



Collaboration with the media is in some cases also essential. An example is *For Fair Elections* in Bulgaria. Here the organisers of the website joined forces with the national and regional media to ensure information on the risks of political corruption was available to many more Bulgarian Citizens.

Collaboration between organisations likewise appears to be beneficial for practices targeted at hard-to-reach groups. In Denmark the *Corps of Role Models* example demonstrates how partnerships between the local council, local businesses and the local Somali population were imperative for breaking down the prejudices and stereotypes that existed against Somalis in the Danish workplace.

## Learning

Learning is an essential component of Participatory Citizenship good practice. The good practices examples above demonstrate how this can take place both in more formal and less formal contexts and can continue over the life span. The *Post-16 Citizenship Programme* in the UK demonstrates learning in a formal educational context. The programme places emphasis on learning political and civic knowledge delivered through the curriculum. It also highlights the importance on learning through *real* participation in student councils, voluntary student campaigns and one-off awareness raising events. *PoliPedia.au* in Austria illustrates how learning can take place in an informal and online context. Young people in this learning context are both the producers and consumers of online political knowledge.

From the above examples **it is situated learning that appears to be the most beneficial**. People learn better and become more engaged when learning takes place in contexts that correspond with the content they are learning. They are also more likely to learn and participate more when content and practice is relevant and relates to them and/or their local communities. The development of social action projects within the *National Citizenship Service* in the UK illustrates this. In tandem with their local communities young people develop projects which can bring about tangible benefits. Independent evaluations of the *National Citizenship Service* are suggestive: young people were reported to have felt engaged in their communities and felt that they could claim ownership over their social action projects.

**What is important for learning – in any context- is that people are supported**. Support and training is required for educators. Support can come in the form of handbooks and curriculum resources developed by pan-European networks of educators (as was the case in the *pan-European Initiative for Learning Democracy in Europe* example). Support can also come in the form of school mentoring. This was the case for the *Dream Citizen* programme in Hungary where mentors for the Active Citizenship Foundation provided support for schools engaged in their programs. Learners also require support. This may come from teachers in formal education settings, mentors in volunteering programs or from local policy makers, NGO workers and entrepreneurs.

## Structures

**Well-organised and sustainable structures** form another component of Participatory Citizenship good practice. This was a **key element** for many of the good practice examples. This was **especially true for those political practices which aimed to engage citizens in**

**political decision making processes.** The Forges in the Netherlands is a case in point. In this example the local government together with police, housing and welfare organisations provided the structure for local citizen participation in local decision making processes. Communication between the participants and *the Forges* organisation is facilitated by an area director. Residents are also provided with the tools and connection they require at the different stages of the project.

*The Forges* is a structure which was established specifically for the purpose of facilitating citizen participation; in other cases already existing structures can be piggybacked to facilitate participation. Existing structures can include schools, colleges and local councils. This is the case in Estonia for example where youth councils are set-up in schools so that young people can have their say and be represented in educational decisions that affect them.

**What these practices highlight is that there needs to be a balance between structure and innovation: structures need to be provided but it is fundamental that there is still room for citizen innovation and self-directed participation within them. Structures should *enable* citizens to participate, not hinder them.**

## **Funding**

Funding is a key component of Participatory Citizenship good practice. Given the current economic crisis it has not been uncommon for governments to reduce state funding to the very organisations and projects which facilitate Participatory Citizenship. However it is questionable to what extent people can or will cohere and participate in their communities (either local, national or international) with limited financial support.

A number of the good practices examples above demonstrate how Participation may be more sustainable if modest grant-maintained community projects and subsidised voluntary positions are provided. In Germany the *Federal Volunteer Service* ensures a subsidy to its volunteers; in Hungary schools and young people who apply to participate in the *National Youth Service day* receive a small grant to organise a community-based project.

## **The internet and technology**

A number of the good practice examples above demonstrate how the **internet and technology are an increasing component of Participatory Citizenship**. The internet can be used to facilitate dialogue between governments and citizens. It can be used to present information and provoke discussion on the experiences and challenges of hard-to-reach groups.

*eOpinio* in Germany is a pertinent example of how the internet is used to facilitate citizen participation in political decision making processes. This practice uses the internet to survey citizens online about their opinions of local circumstances and provides online space for citizens' suggestions of how to improve the local community. *eOpinio* additionally uses GPS together with online interactive maps so that citizens can visually pinpoint the areas in need of renovation or improvement in their local communities.

The internet has become increasingly important for ensuring that citizens are well-informed when it comes to making political decision (e.g., who to vote for in the next election). It has also become important for ensuring that politics is kept transparent and free of corruption. The examples of *Naši politici* in the Czech Republic and *For Fair Election* in Bulgaria highlight this well. The internet is likewise becoming an important way to support citizens to get involved in, and carry out voluntary activities; e-volunteering, Poland, exemplified this.

### **Hard-to-reach groups**

A final component of Participatory Citizenship good practice is that activities for fostering participation **include a specific hard-to-reach group element in their framework or that separate and more targeted activities are developed** for these groups.

Targeted activities characterise most of the practices for hard-to-reach groups in this report. A case in point is *Romea* in the Czech Republic which is an online press service for increasing tolerance and understanding between Roma and non-Roma groups. It provides an example of the need for minority groups to have their own and independent channels of information. It also demonstrates that integration is a two-way process: future good practice would do well to incorporate this element.

Local community-based participation is a major means for integration and the social inclusion for hard-to-reach groups and can simultaneously foster their active participation in community life. This was the case in *Corps of Role Models* in Denmark. Local Somalis became more involved in their communities because they were given the opportunity to participate. The project resulted in Somali women gaining jobs and further employment training. Somali women also benefited from becoming paid community 'bridge builders' in their local communities. A key feature of this practice is that face-to-face dialogue and interaction took place between minority groups and the majority population. Although online discussion and communication are essential for increasing the reach and accessibility of good practice, the provision of opportunities for people from different backgrounds to come together and interact face-to-face should not be undermined.

## Appendix A

### Austria

<b>Country/countries</b> (national/European)	Austria
<b>Name (of project, of programme, etc)</b>	<p><i>PoliPedia.at</i> was initiated in 2008 by the <i>Demokratiezentrum Wien</i>.</p> <p>The project was part of the Austrian Government's Democracy Initiative (2007 to 2009) and was supported by the Federal Ministry of Education and the Ministry of Science and Research.</p> <p>The <i>Demokratiezentrum Wien</i> wanted to develop new grounds for youth participation and started the e-participation project <i>PoliPedia.at</i> in 2008 as an attempt to increase political participation amongst young people.</p> <p>The project encourages young people to be enthusiastic about democracy and politics and aims to involve them as participants in political education at the local, national and European level.</p> <p>As this project is online it is accessible all over Europe. <i>PoliPedia.at</i> enables pupils to exchange experiences, present their political opinions and organise discussion groups with those who hold similar political interests.</p>
<b>Organiser/Provider</b>	<p><i>Demokratiezentrum Wien</i> (Democracy Centre, Vienna)          Website: <a href="http://www.polipedia.at">www.polipedia.at</a>          Hegelgasse 6 / 5          A - 1010 Vienna          Tel.: +43 / 1 / 512 37 37          Fax.: +43 / 1 / 512 37 37-20  <a href="mailto:office@demokratiezentrum.org">office@demokratiezentrum.org</a>  <a href="http://www.demokratiezentrum.org/en/home.html">www.demokratiezentrum.org/en/home.html</a> (English)</p>
<b>Research Question</b> (relation between practice and project research questions)	Online social media is a way to facilitate political learning and discussion.
<b>Dimension/Area of active citizenship</b> (Political participation, Community activities, Political Civil Societies Activities Values of Democracy, Human Rights, Social Cohesion and Tolerance)	Political participation Youth participation E-participation Values of democracy Values of human rights and tolerance

<b>Themes/Contents</b>	PoliPedia.at has a collection of articles about: Democracy; Politics; Media and politics; New media; Elections; Migration; Integration policy; Racism; Violence; Human and basic rights; Youth; Environment; Data protection.
<b>Time/Duration</b>	Ongoing
<b>Participants/Target groups</b>	Young people aged from 14 to 30 years.
<b>Aims/Objectives</b>	<p><i>PoliPedia.at</i> aims to strengthen participative skills, create space for user generated content, enhance the availability of information about politics. It also aims to foster collaborative knowledge production and online political participation.</p> <p>By contributing to a body of knowledge, young participants are able to strengthen their participative skills and get used to political online participation.</p>
<b>Description of the Practice (processes)</b>	<p><i>PoliPedia.at</i> is a collaborative production of a ‘wiki-based’ guide to politics and democracy and supports young people to acquire the knowledge and competences necessary for active participation in democratic life.</p> <p>The idea is that young people collaboratively produce articles enrich them with multimedia items and comment on them. For this reason <i>PoliPedia.at</i> combines various features of Web 2.0 that allow registered users to write and comment on articles and embed pictures, sound files and video clips related to national and European citizenship.</p> <p><i>PoliPedia.at</i> provides young people with a platform not only to inform themselves about political issues and to discuss them with others, but also to actively engage in knowledge production. <i>PoliPedia.at</i> can be used as a tool for learning in formal education as well as in non-formal and informal education.</p> <p>In formal education, <i>PoliPedia.at</i> seeks strong collaboration with teachers and principals. The <i>Demokratiezentrum Wien</i> helps to increase teachers’ Web 2.0 skills to enable them to use the website as a tool or resource in the classroom and/or in after school programs.</p> <p>The <i>Demokratiezentrum</i> improves the competences of young people who are already familiar with wiki-technology and/or knowledge about participation in Europe – these young people, so-called ‘<i>Power Users</i>’, meet regularly and discuss the e-content of the platform (in order to increase the body of knowledge on the platform; to write about own experiences with participation; and to give information about participation possibilities in Europe).</p>

	<p>In order to widen the group of participants on the platform, the 'Power Users' also serve as peer-to-peer-trainers. In Vienna, this worked so well that the <i>Demokratiezentrum Wien</i> was able to put 'Power Users' in almost full charge of web-based activities. Nowadays, the <i>Demokratiezentrum</i> just acts as the promoter and analyst for the so called 'Power Group'.</p> <p>Informed participation is a key element for democracy. Since 2008, the Austrian project <i>PoliPedia.at</i> has enabled young people to become <i>prosumers (producers and consumers)</i> of multimedia content in the field of active citizenship and democracy. Generally, participants generate new content on their own, but they sometimes produce content with the 'Power Users' (in cooperation with the <i>Demokratiezentrum Wien</i>). Various articles have been produced. Some examples include: 'Elections in the European Union 2009', 'The Austrian constitution', 'School Democracy', 'Working World', 'Democracy and internet' and recently 'Change in the Middle East'.</p> <p>Future prospects: In 2012, <i>PoliPedia.at</i> hopes to become more European-oriented. Translations into English and Slovenian and <i>PoliPedia.at</i> cooperation-projects in Slovenia, Germany, the Czech Republic and Turkey are under discussion.</p>
<b>Results</b>	<p>Young people are participating in the production of networked online content. In a collaborative manner, articles have been written and improved, videos produced, small surveys conducted and comments posted. <i>PoliPedia.at</i> offers a wide variety of topics, all generated in by the <i>prosumers</i>.</p>
<b>Dissemination of Results</b>	<p>All developed content is documented at <a href="http://www.polipedia.at">www.polipedia.at</a>. <i>PoliPedia.at</i> also provides a forum for participants to report on their project activities and comment on other users' work.</p>
<b>Documentation used for the Presentation</b> (sources, materials, ...)	<p>Learning examples for classes:  <a href="http://www.demokratiezentrum.org/fileadmin/media/pdf/PoliPedia_U-Material_web.pdf">http://www.demokratiezentrum.org/fileadmin/media/pdf/PoliPedia_U-Material_web.pdf</a></p> <p>Videos and Tutorials to PoliPedia.at (youtube-channel of Polipedia.at):  <a href="http://www.youtube.com/user/polipediaat#p/a/u/1/JDZ8HJGpqbI">http://www.youtube.com/user/polipediaat#p/a/u/1/JDZ8HJGpqbI</a></p>
<b>Justification for the Selection</b> (why it is to be considered good practice)	<p>The project <i>PoliPedia.at</i> enables young people to produce materials that broaden political participation and insight. As a Web 2.0 project, it is accessible all over Europe and allows participants to exchange experiences and discuss them via the internet.</p> <p><i>PoliPedia.at</i> helps to develop internet literacy which is crucial for young people in order to become conscious members of a participative culture. It encourages enthusiasm for democracy and politics by involving young people in the production and organisation of political knowledge.</p>

	Because all content is situated online it is not only accessible to people in Austria but also those in other countries. The content goes beyond Austrian politics and includes European and worldwide perspectives.
<b>Website address, Contact Person</b>	<a href="http://www.polipedia.at">www.polipedia.at</a> <a href="http://www.demokratiezentrum.org">www.demokratiezentrum.org</a> <a href="mailto:team@polipedia.at">team@polipedia.at</a> <a href="mailto:office@demokratiezentrum.org">office@demokratiezentrum.org</a>  <b>Georg Heller</b> <a href="mailto:heller@polipedia.at">heller@polipedia.at</a> <a href="mailto:heller@demokratiezentrum.org">heller@demokratiezentrum.org</a>

## Belgium

<b>Country/countries</b> (national/European)	Belgium
<b>Name (of project, of programme, etc)</b>	Societal Progress towards Well-being for All
<b>Organiser/Provider</b>	Institut wallon de l'Evaluation, de la Prospective et de la Statistique ; Direction interdépartementale de la Cohésion sociale (DiCS) ; Conseil de l'Europe.
<b>Research Question</b> (relation between practice and project research questions)	<p>Well-being for All was proposed by the Council of Europe, which instigated the development of indicators to monitor progress and improve the well-being of citizens and social cohesion.</p> <p><i>Wallonia:</i> The Council of Europe and the <i>Institut wallon de l'Evaluation, de la Prospective et de la Statistique</i> (IWEPS) decided to pilot the Council of Europe methodology for identifying shared indicators of social cohesion and well-being using a sample of about 20 municipalities. The IWEPS provided the statistical expertise required to carry out the research and the Council of Europe the conceptual and methodological base. A research agreement was signed between the two organisations.</p> <p>The role of the IWEPS is to support decision-making through collecting, centralising and analysing statistical data required for regional policy. IWEPS additionally carry out evaluations and basic applied research. They work with the <i>Direction interdépartementale de la Cohésion sociale</i> (DiCS – the inter-departmental division on social cohesion) on the development of indicators of social cohesion at local and regional levels. Since 1988 the region of Wallonia has participated in the Council of Europe's European Committee for Social Cohesion and in 2000 adopted the programme, the <i>Contrat d'Avenir pour la Wallonie</i>, based on the Council of Europe's concept of social cohesion.</p>

	<p><i>Overall background:</i></p> <p>The Council of Europe considers that discussing ‘well-being for all’ is an essential element of living in a community. It has developed a participatory approach to support citizens’ initiatives to re-think the objectives of social progress. This is embedded in the Council of Europe’s <i>New Strategy and Action Plan for Social Cohesion</i>. The approach has been tested in a number of European countries including France and Belgium (Region of Wallonia).</p> <p>In the Council of Europe’s revised Strategy for Social Cohesion, which is defined as the ultimate goal of modern society, emphasis is placed on the idea that well-being cannot be attained unless it is shared: ‘<i>The well-being of one part of humanity is unattainable if another part is in a state of ill-being or if it is to be achieved at the expense of future generations who thereby inherit an uncertain world stripped of resources.</i>’ The definition used of social cohesion is ‘<i>the capacity of society to ensure well-being for all its members</i>’. It places importance on the responsibility of all for its attainment.</p> <p><a href="http://www.coe.int/t/dg3/socialpolicies/socialcohesiondev/source/Conf%202011/Charter_en.pdf">http://www.coe.int/t/dg3/socialpolicies/socialcohesiondev/source/Conf%202011/Charter_en.pdf</a>).</p>
<p><b>Dimension/Area of Active Citizenship</b> (Political participation, Community activities, Political Civil Societies Activities. Values of Democracy, Human Rights, Social Cohesion and Tolerance)</p>	<p>Social cohesion and tolerance; Values of democracy; Community activities.</p>
<p><b>Themes/Contents</b></p>	<p>Collectively developed indicators of well-being and social cohesion</p>
<p><b>Time/Duration</b></p>	
<p><b>Participants/Target groups</b></p>	<p>Citizens in 20 municipalities in Wallonia Citizens in the whole region</p>
<p><b>Aims/Objectives</b></p>	<p>The general aim of the pilots was to develop a set of shared indicators of well-being for the group in question and contribute to a methodology applicable to a broad range of groups of citizens.</p> <p>In Wallonia the pilot had several objectives.</p> <ul style="list-style-type: none"> <li>- Firstly, it aimed for citizens to participate in the definition and measurement of well-being and then to establish a methodology for collecting and analysing data at the local level.</li> <li>- Secondly, it aimed to enrich the indicators with new data</li> </ul>



	<p>concerning well-being that could be mainstreamed to all 262 municipalities in Wallonia. This would enable disparities in the way that well-being is perceived to be compared across the region.</p> <ul style="list-style-type: none"> <li>- Thirdly, it would be used to support the evaluation of social cohesion plans in towns and villages in the region.</li> </ul>
<p><b>Description of the Practice (processes)</b></p>	<p><i>General methodology:</i></p> <p>The Council of Europe research project has so far brought together groups of citizens in towns and cities across Europe. Participants were invited to participate in three hour sessions in which they were asked three questions:</p> <ul style="list-style-type: none"> <li>• What does well-being mean for you?</li> <li>• What does ill-being mean for you?</li> <li>• What do you, or can you do with regard to your well-being?</li> </ul> <p>These questions were put to groups of citizens to emphasise the relationships between their individual lives and their environment. It was hoped that by understanding individuals' perceptions the group would determine what was essential for everyone.</p> <p>The groups were composed of about 60 people for each session and used the 'world café' approach. Participants were firstly divided into groups of 8 to 10 on the basis of similarities (age, sex, occupation, etc.) to discuss the three questions – on their own and then as a group reflection. Then, multi profile groups were formed that attempted to define the criteria for well-being in an inclusive way and taking into account all the criteria defined by the single profile groups.</p> <p>In Wallonia the project was carried out in three phases:</p> <ul style="list-style-type: none"> <li>- Phase 1: definition of well-being in each of the 20 municipalities in the sample. This involved listing the criteria of well-being, classifying them and organising them into groups of indicators. For each indicator a scale of levels describing steps in qualitatively progress was developed.</li> <li>- Phase 2: the results were collated for the sample. The indicators were grouped, a database established and regional variations analysed. The data available was used to measure the indicators.</li> <li>- Phase 3: the outcomes were presented to the municipalities. Tests were carried out on the indicators to test the participatory methodology. The outcomes were used to support the social cohesion plans in the municipalities and the work undertaken on regional variations was refined.</li> </ul>

<b>Results</b>	<p><i>Wallonia:</i> At the end of the pilot the aim was to examine the possibility of extending it to the other 242 municipalities.</p> <p>The results were also considered to be a useful contribution to the work undertaken by the OECD and the Council of Europe on indicators of well-being and the progress of communities and citizens. They were included in the methodological guidelines and were presented at a conference in Korea in October 2009 on Measuring the Progress of Societies.</p> <p><i>Overall results:</i> The results of the first wave of groups enabled the Council of Europe to define a first set of indicators of progress towards well-being that group into a number of key dimensions. They found that between 7 and 10 key dimensions were constant, constituting categories for indicators. They are:</p>	
	Dimensions	Examples of indicators
	The living environment	Surroundings Living and meeting spaces Social mix Spatial planning
	Access to essential resources of life	Food, housing, health, education, employment, income, culture, transport, etc.
	Relations with public institutions	Dialogue and consultation Citizens voices being heard Transparency Quality of services
	Human relations	Recognition, solidarity Friendship, family
	Personal balance	Between family life, working life and life as a citizen Absence of constant stress
	Social balance	Equity in access to resources Social mobility
	Citizen participation	Commitment and manifestation of individual and collective responsibility
	Dimensions relating to the feeling of well-being or ill-being	Fear, calm, self-confidence, confidence in the future
<b>Dissemination of Results</b>	<p>See website: <a href="https://spiral.cws.coe.int/tiki-index.php">https://spiral.cws.coe.int/tiki-index.php</a></p> <p>The Council of Europe has published a methodological guide that is only in French at the moment: <i>Construire le progress societal pour le bien-être de tous avec les citoyens et les communautés</i>. There is a</p>	

	CD ROM with the publication that contains a large number of Appendices (tools, information sheets, outputs, etc.)
<b>Documentation used for the Presentation</b> (sources, materials, ...)	
<b>Justification for the Selection</b> (why it is to be considered a good practice)	This is an interesting example of a simple and practical participatory methodology that has been piloted in different European countries and with different groups of citizens. Salaried workers and citizens in their local communities are key actors who develop the criteria for well-being and the action plans for their own communities (local work environment and schools, for example). There is already a body of work as a result of the action-research projects which has been integrated into a methodological guide. This will be made available for other pilots. It carries the Council of Europe label and this body acts as the main coordinator to ensure that experiences are synthesised and feed into their overall work on social cohesion and shared responsibility. This was the subject of a conference in Brussels in January 2011. <a href="https://spiral.cws.coe.int/tiki-index.php?page=Social+cohesion+strategy+and+action+plan">https://spiral.cws.coe.int/tiki-index.php?page=Social+cohesion+strategy+and+action+plan</a>
<b>Website address/ Contact person</b>	For more information on the methodology and outputs, see: <a href="https://spiral.cws.coe.int/tiki-index.php?page=Accueil">https://spiral.cws.coe.int/tiki-index.php?page=Accueil</a>  <a href="http://www.coe.int/t/dg3/socialpolicies/socialcohesiondev/source/Conf%202011/Charter_en.pdf">http://www.coe.int/t/dg3/socialpolicies/socialcohesiondev/source/Conf%202011/Charter_en.pdf</a>

## Bulgaria

<b>Country/countries</b> (national/European)	Bulgaria
<b>Name (of project, of programme, etc)</b>	Internet site: 'For fair elections'
<b>Organiser/Provider</b>	This site has been developed by the Institute for Public Environmental Development – a non-government organisation. ( <a href="http://www.iped-bg.org">www.iped-bg.org</a> )
<b>Research Question</b> (relation between practice and project research questions)	<ul style="list-style-type: none"> <li>• What is the nature of the relationship between individual and collective action?</li> <li>• What is the relationship between EU citizenship rights and participatory citizenship?</li> </ul>
<b>Dimension/Area of active citizenship</b> (Political participation, Community activities, Political Civil Societies Activities, Values of Democracy, Human Rights, Social Cohesion and Tolerance)	Political participation; Political Civil Societies Activities.

<b>Themes/Contents</b>	The development of this site is part of the project 'Mobilisation of the institutions and the civil resources for a fair and free election process in 8 Bulgarian municipalities with high risk levels'.
<b>Time/Duration</b>	May 2011 – January 2012
<b>Participants/Target groups</b>	Citizens, the media, civil pressure groups and NGOs in local municipalities.
<b>Aims/Objectives</b>	The main aim of the project is to identify the Bulgarian municipalities where there is a risk of criminal networks and where there is an increased risk of corruption within the election process, through vote buying, or controlled/manipulated voting. It also aims to mobilise state institutions to implement preventative and protective measures against the distortion of the election process.
<b>Description of the Practice (processes)</b>	<i>For Free Elections</i> provides support for civil pressure groups and NGOs in the municipalities by holding online and local campaigns against vote buying and controlled voting. The project also aims to cooperate with the national and regional media for the preparation of publications and movies about the risks in various municipalities.
<b>Results</b>	It aims to analyze the pre-election process and focus people's attention on criminal networks and economic lobbies aiming to corrupt the local authorities.
<b>Dissemination of Results</b>	Internet
<b>Documentation used for the Presentation</b> (sources, materials, ...)	<a href="http://www.iped-bg.org/bg/index.html">http://www.iped-bg.org/bg/index.html</a>
<b>Justification for the Selection</b> (why it is to be considered good practice)	It is an important innovative initiative in support of fair elections.
<b>Website address, Contact person</b>	<a href="http://www.fairelections.eu">www.fairelections.eu</a>
<b>Additional comments/remarks</b>	The donor for this practice is the 'America for Bulgaria' Foundation.(Comment: this initiative was connected with the presidential and local elections in October 2011.)

## Cyprus

<b>Country/countries</b> (national/European)	Cyprus
<b>Name (of project, of programme, etc)</b>	Active Citizenship Club
<b>Organiser/Provider</b>	The English School of Cyprus
<b>Research Question</b> (relation between practice and project research questions)	What are the most effective drivers and approaches to fostering Active Citizenship at the different levels? What is the nature of the relationship between Active Citizenship and education, lifelong learning and intercultural competence?
<b>Dimension/Area of</b>	Political participation; Community activities.

<p><b>Active Citizenship</b> (Political participation, Community activities, Political Civil Societies Activities. Values of Democracy, Human Rights, Social Cohesion and Tolerance)</p>	
<p><b>Themes/Contents</b></p>	<p>The Active Citizenship Club encourages interest in current affairs, different cultures, environmental issues, school issues, racism, nationalism, immigration, anti-war organisations, social problems, religion and military related issues.</p>
<p><b>Time/Duration</b></p>	<p>Ongoing</p>
<p><b>Participants/Target groups</b></p>	<p>Students that participated initially in the club are between the school Years of 4 and 7 (i.e., between the ages of 10-14).</p>
<p><b>Aims/Objectives</b></p>	<p>The project aims to make students more aware of social issues and actively participate in shaping a more sustainable, just and peaceful society. In particular it attempts:</p> <ul style="list-style-type: none"> <li>• to help students acquire the skills and competences needed to become active and democratic citizens</li> <li>• to bring students closer by organising different activities such as parties and writing articles to publish in the school journal.</li> <li>• to help students learn how to debate and respect different views on a variety of topics and issues</li> <li>• to combat racism, extreme nationalism, and discriminatory attitudes at school and elsewhere.</li> </ul>
<p><b>Description of the Practice (processes)</b></p>	<p>The club originated from a student initiative and brings together pupils from a diverse range of backgrounds to discuss and debate about social and participatory issues in order to develop citizenship skills and action.</p> <p>The aim of this club is to make students become more aware of social issues and become actively involved in improving society. For teachers, the club is an important tool to help students acquire the skills and the competencies to become active democratic citizens.</p> <p>In the club students learn how to debate and respect different views on a variety of issues. Students discuss, among other topics: current affairs, different cultures, environmental issues, school issues, racism, nationalism, immigration, anti-war organisations, social problems, religion and military issues.</p>
<p><b>Results</b></p>	<p>As a result of the success of this club an Active Citizenship Society has been developed since 2009.</p>
<p><b>Dissemination of Results</b></p>	<p>The Society publishes its own Magazine called '<i>The Active Citizenship Society</i>' which is sold to students and teachers in the school. The</p>

	students have also created a Club blog ( <a href="http://www.active-citizenship.blogspot.com">www.active-citizenship.blogspot.com</a> ) in order to improve communication and promote greater dialogue within the school community.
<b>Documentation used for the Presentation</b> (sources, materials, ...)	Websites: <a href="http://www.englishschool.ac.cy">http://www.englishschool.ac.cy</a> <a href="http://active-citizenship.blogspot.com">http://active-citizenship.blogspot.com</a>
<b>Justification for the Selection</b> (why it is to be considered a good practice)	The Club represents a good example of students' engagement in social and political issues. This engagement is also a way of building and developing social and civic competences
<b>Website address/ Contact person</b>	<a href="http://www.englishschool.ac.cy">http://www.englishschool.ac.cy</a>

### Ceche Republic

<b>Country/countries</b> (national/European)	Czech Republic
<b>Name (of project, of programme, etc)</b>	Romea <i>Romea</i> is an online press service project which focuses on the Roma minority perspective of society. It is an example of how different media forms can be established to facilitate dialogue between minority groups and the majority population. The project aims to increase tolerance and understanding among different groups in society - namely Roma and non-Roma groups. Its key emphasis is that integration is a two-way process and requires mutual understanding from both groups The <i>Romea</i> website provides current affairs news regarding Roma issues in the Czech Republic and Europe more broadly. It also provides online space for Roma issues to be discussed in Czech and In English. Information is also provided on Roma focused cultural and entertainment events.
<b>Organiser/Provider</b>	
<b>Research Question</b> (relation between practice and project research questions)	
<b>Dimension/Area of Active Citizenship</b> (Political participation, Community activities, <u>Political Civil Societies Activities</u> . Values of Democracy, Human Rights, Social Cohesion and Tolerance)	Values of human rights, tolerance and democracy
<b>Themes/Contents</b>	
<b>Time/Duration</b>	Ongoing

<b>Participants/Target groups</b>	Roma population and the wider society.
<b>Aims/Objectives</b>	To increase tolerance and understanding and to increase knowledge and understanding about the issues Roma in Czech Republic face.
<b>Description of the Practice (processes)</b>	The project addresses the issues faced by ethnic minority groups and also aims to influence the wider population about the issues Roma face. The web pages provide a press service combined with online interviews. The project also established the first internet Roma TV in the Czech Republic.
<b>Results</b>	
<b>Dissemination of Results</b>	
<b>Documentation used for the Presentation</b> sources, materials, ...)	
<b>Justification for the Selection</b> (why it is to be considered a good practice)	This is one of the most important projects for supporting Roma issues in the country and is a key platform for facilitating dialogue and discussion on ways to improve Roma integration and is a good example of how human rights issues can be made aware and better understood within minority groups and the majority populations.
<b>Website address/ Contact person</b>	<a href="http://www.romea.cz/english/">http://www.romea.cz/english/</a>

<b>Country/countries</b> (national/European)	Czech Republic
<b>Name</b> (of project, of programme, etc)	Naši politici Created in 2008
<b>Organiser/Provider</b>	Naši politici, o.s.
<b>Research Question</b> (relation between practice and project research questions)	Importance of disseminating information about politicians and political issues to citizens so they can make responsible and informed decisions during elections.
<b>Dimension/Area of active citizenship</b> (Political participation, Community activities, Political Civil Societies Activities. Values of Democracy, Human Rights, Social Cohesion and Tolerance)	Political civil societies activities

<b>Themes/Contents</b>	Webpage <a href="http://www.nasipolitici.cz">www.nasipolitici.cz</a> provides a wide range of information about politics and politicians including politicians CVs and their activities during and after the end of their political mandate. The information is provided about local and government and parliament political figures.
<b>Time/Duration</b>	Ongoing.
<b>Participants/Target groups</b>	Inhabitants of the Czech Republic
<b>Aims/Objectives</b>	-To provide detailed information about politicians -Increase openness and transparency -To prevent corruption
<b>Description of the Practice (processes)</b>	The web page <a href="http://www.nasipolitici.cz">www.nasipolitici.cz</a> provides a wide range of information about politics and politicians.
<b>Results</b>	<a href="http://www.nasipolitici.cz">www.nasipolitici.cz</a>
<b>Dissemination of Results</b>	360,000 web page visitors.
<b>Documentation used for the Presentation</b> (sources, materials, ...)	<a href="http://www.nasipolitici.cz">www.nasipolitici.cz</a>
<b>Justification for the Selection</b> (why it is to be considered a good practice)	An example of how politics can become more open and transparent.
<b>Website address/ Contact person</b>	<a href="http://www.nasipolitici.cz">www.nasipolitici.cz</a> Jiří Fiala

<b>Country/countries</b> (national/European)	Czech Republic
<b>Name</b> (of project, of programme, etc)	Czechkid
<b>Organiser/Provider</b>	Faculty of humanities, Charles University of Prague
<b>Research Question</b> (relation between practice and project research questions)	Support for teachers who implement multicultural education in pedagogic practice.
<b>Dimension/Area of active citizenship</b> (Political participation, Community activities, Political Civil Societies Activities. Values of Democracy, Human Rights, Social Cohesion and Tolerance)	Values of democracy, human rights, social cohesion and tolerance



<b>Themes/Contents</b>	Multicultural education
<b>Time/Duration</b>	Ongoing
<b>Participants/Target groups</b>	Primary school teachers
<b>Aims/Objectives</b>	Enhance quality of multicultural education in schools
<b>Description of the Practice (processes)</b>	<p>This project provides 66 lesson plans based on dialogue and topic description in the field of multicultural education. Everything is available in Czech and English language on web pages <a href="http://www.czechkid.cz">www.czechkid.cz</a>.</p> <p>Themes for lesson plans include:          Bilingualism; Christianity in the Czech Republic; Citizenship and Multicultural Education; Cultural identity; Culture and cultural differences; Czechs and Jews; Czech as a foreign language; Czech-German relations; Discrimination; Excluded Localities; Foreigners on the jobs market in the Czech Republic; Generalisation in communication and prejudices; Globalisation; Hate violence; Hate violence II; Homosexuality; Inclusive education: Who, what, how and why?; Integration and assimilation; Intercultural communication; Islam; Manifestations of domestic violence in different cultural environments; Marriage and family in Islam; Mass media and the representation of foreigners and minorities; Myths and stereotypes about Roma people; New Religious Movements; Nationality; Racism and racial prejudice; Refugee camps; Religious Experience; Religious Identity; Religious traditions and the present; Romani; Sayings; State integration programme; Stereotypes and prejudices; The Czech Republic and multiculturalism; The Public Space versus Racist and Neo-Nazi Groups; The question of time and relationships between generations – a reflection; The residency of foreigners and their integration into the Czech Republic; The rights of national minorities and the teaching of foreign languages in the Czech Republic; Ukrainians in (and outside) the Czech Republic; Where do foreigners come from; Where do refugees come from; Xenophobia.</p>
<b>Results</b>	Many Czech schools use these resources. In 2010, some 29,000 internet users visited the webpage.
<b>Dissemination of Results</b>	
<b>Documentation used for the Presentation</b> (sources, materials, ...)	Methodical support for teachers – printed in Czech and English language <a href="http://www.czechkid.cz">www.czechkid.cz</a>
<b>Justification for the Selection</b> (why it is to be considered a good practice)	The project was chosen as an example of good practices by the Czech Republic by Ministry of Labour and Social Affairs for the Compendium of Good Practices in Human Rights Education in Secondary Schools in 2009.
<b>Website address/ Contact person</b>	<a href="http://www.czechkid.cz">www.czechkid.cz</a> Dr. Dana Moree

--	--

## Denmark

<b>Country/countries</b> (national/European)	Denmark
<b>Name</b> (of project, of programme, etc)	Corps of role models Bridge building project Started: 2009
<b>Organiser/Provider</b>	Municipality of Kolding – Ministry of Integration
<b>Research Question</b> (relation between practice and project research questions)	What are the most effective drivers and approaches to fostering Participatory Citizenship at the different levels? What is the nature of the relationship between individual and collective action?
<b>Dimension/Area of Active Citizenship</b> (Political participation, Community activities, Political Civil Societies Activities. Values of Democracy, Human Rights, Social Cohesion and Tolerance)	Community activities. Democracy, Human Rights, Social Cohesion and Tolerance.
<b>Themes/Contents</b>	<p>The bridge building project of the municipality of Kolding was instigated due to the high degree of unemployment among Somali women. The local council of Kolding found it difficult to establish dialogue with these women and therefore could not immediately develop ways to tackle the high unemployment levels.</p> <p>Employing the programme ‘Corps of role models’ under the Ministry of Integration the local council of Kolding decided to apply for funding of local role models who could improve the relationship between Kolding local council and the Somalis in the municipality and reduce unemployment among Somali women.</p>
<b>Time/Duration</b>	Ongoing
<b>Participants/Target groups</b>	Somali women in Kolding municipality
<b>Aims/Objectives</b>	To improve the relationship between Kolding local council and the Somalis in the local areas and reduce unemployment among Somali women.
<b>Description of the Practice (processes)</b>	The project is managed by Somali bridge builders who themselves participate on equal terms with other bridge builders in the project. Through arranging debates with the Association of Somalis and the Somali local radio, the bridge builders have focused on engendering an open and free dialogue concerning the causes behind the high unemployment rate among Somali women.

	<p>They have also worked to eliminate prejudices about Kolding local council and have contributed to building a bridge between the local council and the local Somali population.</p> <p><i>Dialogue between local council and local Somalis</i> An important element of the efforts of the bridge builders has been to help improve mutual misunderstandings between Somalis, local council and local businesses. This has been achieved through inviting key actors from the local council to debates on the local Somali radio, <i>Hormud</i> and to conferences hosted by the bridge builders.</p> <p>The bridge builders have also taken part in meetings between the local council, the local job center and individual Somalis. The bridge builders have therefore been able to facilitate mutual trust and the necessary opening towards the labour market for those Somalis who lacked such a connection.</p> <p><i>Dialogue between local council and local Somalis</i> Kolding local council points out that a great risk was accepted in leaving such a large part of the management of the project to the bridge builders. Mutual understanding and a high level of communication has been demanded in order for the local council to build up trust in the bridge builders' actual competences to take care of daily project management.</p> <p><i>Clarifying the relationship between religion and culture</i> One of the largest barriers of successful integration on the part of the Somalis has been the fact that religion and culture is often conflated. Therefore, the three Somali bridge builders have arranged a number of conferences with a focus on how to integrate an active life of faith with participation in the labour market. In this context, speeches were given by a Somali social worker as well as by the (ethnic) Danish imam, Abdul Wahid Pedersen, who could both disconfirm many of the myths about the attitudes to religion in the work place in the Danish labour market.</p>
<b>Results</b>	<p>As a direct consequence of the project, 15 Somali women have obtained jobs. In the course of the project, the bridge builders have given mentor support to those Somalis who are seeking jobs.</p> <p>According to the bridge builders, it has been a success that there has been a strong focus on further education and on-the-job training for Somali women. This focus has proved particularly relevant given the recent economic recession.</p>
<b>Dissemination of Results</b>	<p>The project was funded jointly by the Ministry of Integration and Kolding local council and externally evaluated as part of a general evaluation of a 'Satspulje' project [Special funding programme within the Public Budget], 'Role models as pioneers and bridge builders –</p>

	examples of good practice'.
<b>Documentation used for the Presentation</b> (sources, materials, ...)	<a href="http://www.nyidanmark.dk/NR/ronlyres/CAD42D71-64ED-4158-95AA-39E6411B4B6F/0/Evalueringaflokalekorpsafrollemodeller.pdf">http://www.nyidanmark.dk/NR/ronlyres/CAD42D71-64ED-4158-95AA-39E6411B4B6F/0/Evalueringaflokalekorpsafrollemodeller.pdf</a>  <a href="http://www.nyidanmark.dk/NR/ronlyres/7D42BDE5-5519-4D34-81B1-B027EBFDC140/0/Konceptforgoodpracticeforrollemodelkorps.pdf">http://www.nyidanmark.dk/NR/ronlyres/7D42BDE5-5519-4D34-81B1-B027EBFDC140/0/Konceptforgoodpracticeforrollemodelkorps.pdf</a>
<b>Justification for the Selection</b> (why it is to be considered a good practice)	This practice represents a good example of how community activities and citizens' involvement in social issues can help create the conditions for a general better understanding among people and for an effective integration of marginalised groups.
<b>Website address/ Contact person</b>	<a href="http://rollemodeller.dk/about-the-project.aspx">http://rollemodeller.dk/about-the-project.aspx</a> <a href="http://www.nyidanmark.dk/NR/ronlyres/CAD42D71-64ED-4158-95AA-39E6411B4B6F/0/Evalueringaflokalekorpsafrollemodeller.pdf">http://www.nyidanmark.dk/NR/ronlyres/CAD42D71-64ED-4158-95AA-39E6411B4B6F/0/Evalueringaflokalekorpsafrollemodeller.pdf</a>
<b>Additional comments/Remarks</b>	<p>Project management was shared between the unit of employment and social affairs in Kolding local council and the three bridge builders belonging to the Somali Association in Kolding.</p> <p>In total, ten bridge builders were appointed in 2009, all of them belonging to the Somali community and with an age distribution ranging between 18 and 46 years. The project is situated in the Kolding educational centre and a community centre in a Somali council estate.</p> <p>The three bridge builders are paid for 90 hours work per month. Other bridge builders work as volunteers, but are subsidised for their work. A social worker and a unit leader of the local council (unit of employment and social affairs) have been allotted 12 hours paid work per month to support the project.</p>

<b>Country/countries</b> (national/European)	Denmark
<b>Name</b> (of project, of programme, etc)	Our country, our election
<b>Organiser/Provider</b>	Municipality of Aarhus(Local integration council)
<b>Research Question</b> (relation between practice and project research questions)	<p>What are the most effective drivers and approaches to fostering Participatory Citizenship at the different levels?</p> <p>What is the nature of the relationship between individual and collective action?</p>
<b>Dimension/Area of Active Citizenship</b> (Political participation, Community activities, Political Civil Societies Activities.	Political participation; Values of Democracy, Human Rights, Social Cohesion and Tolerance.

Values of Democracy, Human Rights, Social Cohesion and Tolerance)	
<b>Themes/Contents</b>	Democracy and removing barriers to migrant political participation
<b>Time/Duration</b>	
<b>Participants/Target groups</b>	Youth with migrant backgrounds
<b>Aims/Objectives</b>	The campaign aims at increasing conventional political participation among 'hard-to-reach' potential voter groups.
<b>Description of the Practice (processes)</b>	<p>In 2009 it was documented that there was a declining voter turnout especially among youth with a migrant background. A 2009 report published by the Ministry of Integration showed that 46% of young voters with a migrant background had not used their vote at the previous local election in Aarhus (Denmark's second largest city). In 2011 a campaign was launched to encourage youth with a migrant background to vote.</p> <p>The integration council established a partnership with 'Nydansk Ungdomsråd' [New Danes' youth council] and a number of youth organisations and political parties in the municipal area in order to encourage young 'new Danes' to participate in the 2011 national elections.</p> <p>The campaign had a national as well as local focus in the sense that it aims at initiating local work groups in Gellerupparken, a multicultural council estate area.</p> <p>The chairman of the local integration council, Purnima Kuma-Rathas declared: 'Citizenship is about being an active and involved citizen. When turning out at an election and giving your vote, you get a chance to influence society and a feeling of being part of a community. Therefore, it is important to spread the message about democratic participation through voting.' Another member of the integration council, Niddal El-Jabri said: "<i>Our land, our election</i>" wishes to send the message that your vote is important. That politics can be positive and make a difference, including areas meaning a lot to the young person. Therefore, we must strive to motivate youths first and foremost to vote, but also to engage and involve themselves in societal debate.</p> <p>The campaign made use of videos and pictures on Facebook as well as local events and the distribution of campaign material from young parliament candidates.</p>
<b>Results</b>	Due to the fact that the national election has only very recently taken place (15 <sup>th</sup> September, 2011), this project has not been evaluated yet.
<b>Dissemination of</b>	

<b>Results</b>	
<b>Documentation used for the Presentation</b> (sources, materials, ...)	(Press release at the presentation of the campaign: <a href="http://www.aarhus.dk/~media/Dokumenter/Borgmesterens-Afdeling/HR-og-Integration/Integrationsraadet/Valgdeltagelse/Pressemeddelelse---Ny-kampagne-skal-faa-flere-unge-nydanskere-i-stemmeboksen.ashx">http://www.aarhus.dk/~media/Dokumenter/Borgmesterens-Afdeling/HR-og-Integration/Integrationsraadet/Valgdeltagelse/Pressemeddelelse---Ny-kampagne-skal-faa-flere-unge-nydanskere-i-stemmeboksen.ashx</a> ) (Source: <a href="http://www.aarhus.dk/da/politik/Raad-og-naevn/Integrationsraadet/Arbejdsfokus-2010-2014/Valgdeltagelse.aspx">http://www.aarhus.dk/da/politik/Raad-og-naevn/Integrationsraadet/Arbejdsfokus-2010-2014/Valgdeltagelse.aspx</a> ).
<b>Justification for the Selection</b> (why it is to be considered a good practice)	Traditionally Denmark has not regarded its self as a country of immigration, however as a growing number of migrants has over the last 40 years challenged the status quo. This project provides a good example of activities aimed to integrate people with migrant background and increase their political participation,
<b>Website address/ Contact person</b>	Source: <a href="http://www.aarhus.dk/da/politik/Raad-og-naevn/Integrationsraadet/Arbejdsfokus-2010-2014/Valgdeltagelse.aspx">http://www.aarhus.dk/da/politik/Raad-og-naevn/Integrationsraadet/Arbejdsfokus-2010-2014/Valgdeltagelse.aspx</a> .

<b>Country/countries</b> (national/European)	Denmark
<b>Name</b> (of project, of programme, etc)	Action plan for prevention of extremist attitudes and radicalisation among youths.
<b>Organiser/Provider</b>	Government
<b>Research Question</b> (relation between practice and project research questions)	<ul style="list-style-type: none"> <li>• What is the nature of the relationship between individual and collective action?</li> <li>• What is the nature of the relationship between Participatory Citizenship and education and lifelong learning?</li> <li>• What is the nature of the relationship between Participatory Citizenship and education, lifelong learning and intercultural competence?</li> </ul>
<b>Dimension/Area of Active Citizenship</b> (Political participation, Community activities, Political Civil Societies Activities. Values of Democracy, Human Rights, Social Cohesion and Tolerance)	Values of Democracy, Human Rights, Social Cohesion and Tolerance.
<b>Themes/Contents</b>	
<b>Time/Duration</b>	Ongoing
<b>Participants/Target groups</b>	Target groups are ethnic minority (in particular youth) associations.
<b>Aims/Objectives</b>	To prevent the radicalisation of youth in Denmark and to promote participatory democracy.

<b>Description of the Practice (processes)</b>	<p>Three 'good practice' examples from the programmer selected for presentation below (as evaluated in the status report):</p> <p>a. <i>Focus on radicalisation in SSP-cooperation [School, Social authorities and Police] (initiative 2.1):</i> The goal is to develop local strategies to identify and handle problems of extremism and polarisation. Participants are local actors and professionals. Funding is 360.000 D.kr.</p> <p>Regional meetings are hosted by PET [Police Intelligence Agency] and the Ministry of Integration for public staff. Local information centres are being established and courses for staff are being developed and implemented to prevent extremist attitudes and behaviours.</p> <p>b. <i>Capacity building in local associations (initiative 10.2):</i>The goal is to strengthen ethnic minority associations with special regard to organisation in order to enable them to cooperate with other actors in local integration work. Projects are anchored in umbrella organisations, and project experiences are disseminated to other actors. Funding is 5 million D.kr.</p> <p>c. <i>Establishing a democratic platform for youths (initiative 12):</i> The goal of the project is 1) to develop and offer activities for youth who do not participate in voluntary association work or other 'democratising' activities and 2) to supervise and cohere with relevant ministries and local authorities in combating undemocratic behaviour. Funding is 4.8 million D.kr.</p>
<b>Results</b>	Projects will be evaluated by the association 'Nydanser' [NewDane] and a private consultant agency. The outcome of this is to be a 'methods catalogue' for capacity building in voluntary associations.
<b>Dissemination of Results</b>	
<b>Documentation used for the Presentation</b> (sources, materials, ...)	
<b>Justification for the Selection</b> (why it is to be considered a good practice)	This is a good practice to promote the values of democracy and reduce the radicalisation of youth.
<b>Website address/ Contact person</b>	<a href="http://www.nyidanmark.dk">http://www.nyidanmark.dk</a> <a href="http://www.nyidanmark.dk/NR/rdonlyres/49CC78EB-567C-4A25-9AE-4B6883C5C81B/0/statusrapport_en_faelles_og_tryg_fremtid.pdf">http://www.nyidanmark.dk/NR/rdonlyres/49CC78EB-567C-4A25-9AE-4B6883C5C81B/0/statusrapport_en_faelles_og_tryg_fremtid.pdf</a>
<b>Estonia</b>	
<b>Country/countries</b> (national/European)	Estonia
<b>Name</b> (of project, of programme, etc)	The portal osale.ee
<b>Organiser/Provider</b>	The website launched in 2007 is an up-to-date portal for citizens' initiatives and petitions Täna Otsustan Mina (TOM).
<b>Research Question</b>	What are the most effective drivers and approaches for fostering

(relation between practice and project research questions)	Participatory Citizenship at the different levels? What is the nature of the relationship between individual and collective action?
<b>Dimension/Area of Active Citizenship</b> (Political participation, Community activities, Political Civil Societies Activities. Values of Democracy, Human Rights, Social Cohesion and Tolerance)	E-participation, political participation.
<b>Themes/Contents</b>	Citizens' participation in political and civil life enhanced and facilitated through information and communication technologies (ICT)
<b>Time/Duration</b>	Ongoing
<b>Participants/Target groups</b>	Estonian citizens
<b>Aims/Objectives</b>	Creating the conditions to allow individuals to follow the policy-making process and provide comments throughout the various stages, until the acts are presented to the government.
<b>Description of the Practice (processes)</b>	<p>The <i>Osa/e</i> project allows interest groups and individuals to comment on draft policy documents, launch their own ideas and initiatives for new legislation and amendments, and submit petitions. Other users can vote and comment on these proposals.</p> <p>Specifically, the <i>Osa/e</i> is an integrated electronic environment with threefold function:</p> <ul style="list-style-type: none"> <li>- Firstly, citizens and interest groups can launch initiatives for new legislative proposals, present ideas and critique to government and submit petitions. Any such proposal undergoes voting and commenting by other users. Then the proposal is forwarded to the relevant government department, which then posts an official response explaining what action was or was not taken and why.</li> <li>- Secondly, citizens can participate in public consultations/hearings. Citizens and CSOs can publicly give their opinion about draft legislation prepared by government agencies. All government agencies have been advised how to publish their draft policy papers, development plans, laws or provisions on the consultation website. Submission is however voluntary and is not regulated by administrative procedures.</li> <li>- Thirdly, there is also a search function for legal acts according to their stage of preparation (i.e. from policy proposal to adoption in the parliament).</li> </ul>
<b>Results</b>	As the initiative was implemented not long ago, it may be too early to evaluate the results. Feedback so far, however, indicates that the



	<p>consultation site presents opportunities for dialogue between state and stakeholders. E-governance generally, including e-participation tools can reduce the administrative burden for stakeholders by enhancing government transparency. E-tools enable to lessen costs involved in obtaining, reading and understanding regulations. Public consultation with stakeholders about these regulations reduces the opportunities for corruption and strengthens awareness of the work of government agencies. E-consultation helps to gauge the expectations of the public at an early stage. This means costly mistakes can be avoided. For 2008 the target was that all line ministries had to use the public consultations website to hold public consultations for relevant legislation/policies.</p> <p>The experience gained from launching and developing the central participation tool was used to create an international product TID+, an open-source software that can be used by any institution. A specific development project was carried out in partnership with e-Governance Academy (based in Estonia) and European University Institute (based in Florence, Italy). The project was co-financed by the European Union under the e-Participation preparatory action. As a result of the project, a working prototype of the software for participation portal can be accessed via <a href="http://ideas.tidplus.net">http://ideas.tidplus.net</a> The project web site (containing project resources and news items, and supporting the dissemination efforts) is <a href="http://tidplus.net">http://tidplus.net</a></p>
<b>Dissemination of Results</b>	<a href="http://www.epractice.eu/cases/osale">http://www.epractice.eu/cases/osale</a> <a href="http://www.osale.ee">www.osale.ee</a>
<b>Documentation used for the Presentation</b> (sources, materials, ...)	Source: <a href="http://www.epractice.eu/cases/osale">http://www.epractice.eu/cases/osale</a> <a href="http://www.osale.ee">www.osale.ee</a>
<b>Justification for the Selection</b> (why it is to be considered a good practice)	This project shows that citizens are ready to actively participate in policy making processes. The opportunity provided by the integrated electronic environment made available within the project has stimulated discussions, dialogue and reflections on political issues, thus enhancing public participation.
<b>Website address/ Contact person</b>	<a href="http://www.epractice.eu/cases/osale">http://www.epractice.eu/cases/osale</a>  <a href="http://www.osale.ee">www.osale.ee</a>

<b>Country/countries</b> (national/European)	Estonia
<b>Name</b> (of project, of programme, etc)	<p>Estonian School Student Councils Union (ESCU)</p> <p>The Estonian School Student Councils' Union is a union of school students' councils that represents Estonian pupils, who stand up for their interests, and promote an improved learning environment and school life.</p> <p>According to the law (§ 60 of the Basic Schools and Upper Secondary</p>

	<p>Schools Act) students have the right to elect a student who represents the student body within the student council.</p> <p>ESCU is an active partner for the Ministry of Education and Research in solving problems associated with educational questions. E. g. ESCU was one of four main partners of the Ministry (together with school-heads, teachers and parents) in the process of curriculum development in 2008–2011.</p>
<b>Organiser/Provider</b>	Estonian Government/Ministry of Education
<b>Research Question</b> (relation between practice and project research questions)	
<b>Dimension/Area of Active Citizenship</b> (Political participation, Community activities, Political Civil Societies Activities. Values of Democracy, Human Rights, Social Cohesion and Tolerance)	
<b>Themes/Contents</b>	
<b>Time/Duration</b>	Ongoing
<b>Participants/Target groups</b>	School students
<b>Aims/Objectives</b>	To represent students' interests as a way to improve the school learning environment and day-to-day school life
<b>Description of the Practice (processes)</b>	<p>ESCU stands for the preservation of student unions and supports their development.</p> <p>In order to achieve its aims, ESCU organises round tables, seminars, researches, conferences and camps, interacts with the media, allows students to visit international conferences and camps, and organises various projects (Orphanage project called 'Every child has a right to smile; 101 children to Toompea' is one example).</p> <p>The team on ESCU is made up of voluntary members of board (students) and contractual employees. The ESCU has also created several student workgroups for managing the issues related to public politics, public and international relations and the issues related to student newspaper.</p>

	<p>ESCU makes sure that all students have a right to take part in the formulation of the principles of the student policy: As part of this students can:</p> <ul style="list-style-type: none"> <li>• Influence and keep in check the development of the ESCU by expressing their opinions and by voting at the general assemblies.</li> <li>• Participate in workgroups and round table talks.</li> <li>• Take part in the process of developing the Estonian Education system.</li> <li>• Ask for advice and information about issues related to the Education Act.</li> <li>• Represent the views and opinions of school students in the media.</li> </ul>
<b>Results</b>	
<b>Dissemination of Results</b>	
<b>Documentation used for the Presentation</b> (sources, materials, ...)	
<b>Justification for the Selection</b> (why it is to be considered a good practice)	This is a good example of how to increase the voice of young people in educational decision making processes that affect their learning.
<b>Website address/ Contact person</b>	<a href="http://opilasliit.ee/">http://opilasliit.ee/</a>

<b>Country/countries</b> (national/European)	Estonia
<b>Name</b> (of project, of programme, etc)	<p>The Estonian National Youth Council (ENL)</p> <p>The Estonian National Youth Council (ENL) is an umbrella organisation which was established in 2002. It includes <i>57 youth organisations</i> throughout Estonia. It is a recognized organisation which protects the interests of youth and youth associations. Its main feature is that it enhances cooperation amongst youth associations at the local level and supports the establishment of local and regional youth councils</p> <p>ENL is a member of a children's ombudsman institution's working group. The institution was created with the aim to improve children's welfare in Estonia by carrying out strict supervision in institutions related to children and youth. ENL has an active say in the working group regarding the priorities of the children's ombudsman's work, regarding youth policy issues in particular.</p>
<b>Organiser/Provider</b>	
<b>Research Question</b> (relation between practice and project research questions)	
<b>Dimension/Area of Active Citizenship</b> (Political participation, Community activities, Political Civil Societies Activities. Values of Democracy, Human Rights, Social Cohesion and Tolerance)	
<b>Themes/Contents</b>	
<b>Time/Duration</b>	Ongoing
<b>Participants/Target groups</b>	School students
<b>Aims/Objectives</b>	
<b>Description of the Practice (processes)</b>	<p>ENL is represented in several other governmental and local level committees, working groups and round tables related to youth and civil society issues. ENL promotes the cooperation of youth associations at the local level and supports the creation of regional and local youth councils.</p> <p>ENL is coordinating five working groups which come together on a regular basis: youth policy and international affairs working group,</p>

	<p>public relations working group, political youth organisations working group, national youth organisations working group, and the representative board of the regional and local youth councils. In light of the economic crisis the ENL also works to help find solutions to high levels of youth unemployment amongst young Estonians.</p> <p>In 2010, ENL put much effort into formation and development of regional and local youth councils. 3 training seminars were held, including 3 days long summer school. ENL and Estonian Youth Work Center visited every county in Estonia. During the visits ENL mapped the situation of youth work in Estonia, met with local authorities, youth workers and the representatives of local youth councils. Information about local youth councils' work and development may now be reached via the website <a href="http://www.noortekogud.ee">www.noortekogud.ee</a>.</p> <p>Significant events and projects carried out in 2010–2011: Conference on the topic of youth and demonstration, conference on the topic of youth and media, celebrations of an International Youth Day on the 12th of August, member events several times a year, structured dialogue project, shadow elections' project, regional and local youth council project. In addition, ENL organises regular round-table discussions and workshops on important issues with relevant counterparts.</p> <p>Just before parliament elections, ENL ran shadow elections project for the second time. The project gave youth from the age of 14 an opportunity to vote for their chosen candidate. The results were unofficial but published in the media. The aim of the project was to give young people an opportunity to get an idea of what is going on in their country and contribute to being more aware and active in society. The other aim was to reach to the society with a message that young people do care about different aspect that shape our daily lives. During the shadow elections project, young people were informed about the platforms of political parties, which were especially made understandable and to youth. Shadow elections are not a political project but a way for youth participation in society. Shadow elections were held all over Estonia and this time the project was internet based, which means that young people could elect via internet by using their identity card.</p>
<b>Results</b>	
<b>Dissemination of Results</b>	
<b>Documentation used for the Presentation</b> (sources, materials, ...)	
<b>Justification for the Selection</b> (why it is to be considered a good practice)	
<b>Website address/ Contact person</b>	

## Finland

<b>Country/countries</b> (national/European)	Finland
<b>Name (of project, of programme, etc)</b>	Youth Governments
<b>Organiser/Provider</b>	Finnish municipalities The activity started in some smaller municipalities (Kangasala, Lapua Vihti) in 1995, as a consequence of the growing debate about younger people's lack of influence and their political passivity.
<b>Research Question</b> (relation between practice and project research questions)	What are the most effective drivers and approaches to fostering Participatory Citizenship at different levels?
<b>Dimension/Area of Active Citizenship</b> (Political participation, Community activities, Political Civil Societies Activities. Values of Democracy, Human Rights, Social Cohesion and Tolerance)	Community activities
<b>Themes/Contents</b>	The Youth Governments Young people Local community
<b>Time/Duration</b>	
<b>Participants/Target groups</b>	Youth and School students
<b>Aims/Objectives</b>	Supporting student participation in decision making processes
<b>Description of the Practice (processes)</b>	<p>The youth governments and corresponding bodies are organised and managed in several ways. There are no laws that regulate their organisation, competence or even existence, however. The new Youth Law of 2006 does though decide that the youth should be heard by authorities and have possibilities to take part in decision making processes in relation to matters that directly concerns younger people (under 29 years old).</p> <p>Due to the non-existence of regulations the discussion about competencies of the Youth Governments has from time to time been quite active. The representatives in the local Youth Governments</p>

	<p>have often been quite frustrated about the lack of influence and power and describe the Youth Government more as a democratic theatre that satisfies the needs for those adult politicians that want to show that they are taking the problems of youth seriously.</p> <p>One example of practical decision making is from the capital of Finland, Helsinki, where there is no formally elected Youth Government, but where they have started the so called Voices of the Youth events. Within these events youth representatives decide over the distribution of money and funding for equipment in their schools. The aim of the Voices of the Youth was to improve democratic education in schools by encouraging young people to take their own standpoint and to develop projects in their own local community and the school.</p> <p>Every school develops a 'democratic' project. At a local community event the representatives of the schools vote for the best projects, and decide how much money should be distributed to each.</p> <p>The Helsinki-project is school-based and, like other schools in Finland, selects representatives via elections to go on and represent the school at the local Youth Government. In some cases youth are selected through churches and/or the youth centres.</p> <p>The age of the representatives varies; in Vaasa the age span is 13 to 22, and for example in Espoo 13 to 18. Also the mandate period varies from one to two years. At the municipal level the Youth Governments are most commonly administered by the youth authorities.</p>
<b>Results</b>	<p>Although the local Youth Governments very seldom are in a position to make concrete decisions, the formal 'power' of the Youth Government has been strengthened and has become more visible during the last years, thanks to the new Youth Law. In many municipalities the representatives of the Youth Government have the right to be present at local government meetings. In several municipalities the Youth Governments also have right to develop initiatives alongside the local government.</p>
<b>Dissemination of Results</b>	<p>A list – although not complete - of local Youth Governments and corresponding organisations are found at the website <a href="http://www.valtikka.fi/valta_ja_vaikuttaminen">www.valtikka.fi/valta_ja_vaikuttaminen</a>(the site is only in Finnish).</p>
<b>Documentation used for the Presentation</b> (sources, materials, ...)	<p><a href="http://www.valtikka.fi/valta_ja_vaikuttaminen">www.valtikka.fi/valta_ja_vaikuttaminen</a></p>
<b>Justification for the Selection</b> (why it is to be	<p>This project provides a picture of how schools and local communities can promote young people' participation in decision-making</p>

considered a good practice)	processes. Enhancing their participation contributes to the promotion of citizenship and the promotion of early engagement within community life.
<b>Website address/ Contact person</b>	www.valtikka.fi/valta_ja_vaikuttaminen

## France

<b>Country/countries</b> (national/European)	France
<b>Name (of project, of programme, etc)</b>	Societal Progress towards Well-being for All
<b>Organiser/Provider</b>	<p>In Mulhouse this project was undertaken by a partner of the Council of Europe, the municipality of Mulhouse and the Lycée Albert Schweitzer.</p> <p><i>Background about the school:</i> This school has about 1500 pupils. As a result of various tensions within the school and the poor state of the school premises, students, teaching and non-teaching staff, at times, suffer from a lack of well-being. The head teacher, concerned by this, wanted to find a way to improve the quality and image of the school.</p>
<b>Research Question</b> (relation between practice and project research questions)	<p>Well-being for All was proposed by the Council of Europe which instigated the development of progress indicators to monitor and improve the well-being of citizens, in this case the students and staff in the school.</p> <p><i>Overall background:</i> The Council of Europe considers discussing ‘well-being for all’ an essential element of living in a community. It has developed a participatory approach to support citizens’ initiatives to re-think the objectives of social progress. It is embedded in the Council of Europe’s <i>New Strategy and Action Plan for Social Cohesion</i>. The approach has been tested in a number of European countries including France and Belgium (Region of Wallonia).</p> <p>In the Council of Europe’s revised Strategy for Social Cohesion, which is defined as the ultimate goal of modern society, emphasis is placed on the idea that well-being cannot be attained unless it is shared: ‘<i>The well-being of one part of humanity is unattainable if another part is in a state of ill-being or if it is to be achieved at the expense of future generations who thereby inherit an uncertain world stripped of resources.</i>’ The definition used of social cohesion is ‘<i>the capacity of society to ensure well-being for all its members</i>’. It places importance on the responsibility of all for its attainment.</p> <p><a href="http://www.coe.int/t/dg3/socialpolicies/socialcohesiondev/source/Conf%202011/Charter_en.pdf">http://www.coe.int/t/dg3/socialpolicies/socialcohesiondev/source/Conf%202011/Charter_en.pdf</a>).</p>



<p><b>Dimension/Area of Active Citizenship</b> (Political participation, Community activities, Political Civil Societies Activities. Values of Democracy, Human Rights, Social Cohesion and Tolerance)</p>	<p>Social cohesion and tolerance Values of democracy</p>
<p><b>Themes/Contents</b></p>	<p>The collective development of indicators to monitor and improve well-being.</p>
<p><b>Time/Duration</b></p>	<p>This process was initiated with 4 classes as a pilot during the school year 2007–2008 and was then extended to the whole school the following year.</p>
<p><b>Participants/Target groups</b></p>	<p>Well-being for All involved all the teaching and non-teaching staff and the students in the high school.</p>
<p><b>Aims/Objectives</b></p>	<p>The general aims of these pilots is to develop shared indicators of well-being for the group in question that can contribute to a methodology applicable to a broad range of groups of citizens.</p> <p>In the case of this school, the head teacher was preoccupied by the difficulty of resolving and dealing with a multitude of problems due to the situation of the students, their relations among themselves and with the school. His aim was to find a way to improve the well-being of those at the school, as well as the school's image.</p>
<p><b>Description of the Practice (processes)</b></p>	<p><i>General methodology:</i> The Council of Europe research project has so far brought together groups of citizens in towns and cities across Europe. In this case some firms and the senior secondary school (Lycée Albert Schweitzer) were involved in the research. Participants were invited to participate in a three hour sessions in which they were asked three questions:</p> <ul style="list-style-type: none"> <li>• What does well-being mean for you?</li> <li>• What does ill-being mean for you?</li> <li>• What do you, or can you do with regard to your well-being?</li> </ul> <p>These questions were put to groups of citizens to emphasise the relationships between their individual lives and their environment. It was hoped that by understanding individuals' perceptions the group would determine what was essential for everyone.</p> <p>The groups were composed of about 60 people for each session and used the 'world café' approach. Participants were firstly divided into groups of 8 to 10 on the basis of similarities (age, sex, occupation, etc.) to discuss the three questions – on their own and then as a group</p>

	<p>reflection. Then, multi profile groups were formed that attempted to define the criteria for well-being in an inclusive way and taking into account all the criteria defined by the single profile groups.</p> <p><i>In the lycée:</i> The process used the Council of Europe methodology. Firstly students, teachers and non-teaching staff formed homogeneous groups to start the discussion on criteria of well-being and ill-being. Then they constituted 'rainbow' groups in order to synthesise all the different indicators of progress and well-being identified in the homogeneous groups. This was carried out with the help of facilitators provided by the town of Mulhouse. A teacher, who was already on the steering group for the town, coordinated the process.</p> <p>The indicators developed were then used to evaluate the situation in the school and to develop a shared plan of action and to define responsibilities for its implementation. One of the key points concerned the need to improve the conditions in which responsibility is taken. This resulted in the creations of 'responsibility zones' for each class.</p> <p>For more information on the methodology and outputs, see: <a href="https://spiral.cws.coe.int/tiki-index.php?page=Accueil">https://spiral.cws.coe.int/tiki-index.php?page=Accueil</a></p>
<p><b>Results</b></p>	<p><i>In the lycée:</i> The criteria of well-being and ill-being that were collected cover all the areas of life in the school; they also included some situations experienced by students in their families or elsewhere. Beyond the material issues (access to the school, working conditions, canteen, and environment), the non-material dimensions were the most numerous (relations between teachers and students or non-teaching staff and students, learning and teaching approaches, personal experiences, feelings and perceptions, personal implications and responsibilities). In addition to proposals for organisational improvements and adjustments (timetables, the way the school functions, the canteen, etc.), the process identified the first basis for a certain ethics of living together. In itself the experience was felt to generate more well-being and an improved atmosphere within the school.</p> <p>However, there were some limitations that occurred within the project. Firstly, a lot of staff and students did not participate in the first phase of the research and those in the most difficult situations often stayed at the margins of the following steps. Secondly, the short time period (one school year) meant that participants had to finish some stages very rapidly in order to reach outcomes, which did not help the process of involving everyone. A reflection took place on how to mainstream this process and to bring in new staff and students every school year, as well as about more participation in the phases of</p>

	<p>validation, evaluation and discussion of the action plans.</p> <p>The pilot in this school with 1500 students allowed the Council of Europe to refine its methodology making it more flexible and better adapted for large groups.</p> <p>Establishing a dialogue among students, teachers and non-teaching staff contributed to clarifying the aims and outcomes of the project and ensured a better understanding of the educational process without feeling it had been imposed. This initiative could be the starting point of a broader process which takes forward initiatives that address the difficulties that many schools currently encounter, particularly in disadvantaged districts.</p> <p><i>Overall results:</i> The results of the first wave of groups enabled the Council of Europe to define a first set of indicators of progress towards well-being that group into a number of key dimensions. They found that between 7 and 10 key dimensions were constant, constituting categories for indicators. They are:</p>																		
	<table border="1"> <thead> <tr> <th data-bbox="555 1003 1050 1039">Dimensions</th> <th data-bbox="1050 1003 1485 1039">Examples of indicators</th> </tr> </thead> <tbody> <tr> <td data-bbox="555 1039 1050 1196">The living environment</td> <td data-bbox="1050 1039 1485 1196">Surroundings Living and meeting spaces Social mix Spatial planning</td> </tr> <tr> <td data-bbox="555 1196 1050 1317">Access to essential resources of life</td> <td data-bbox="1050 1196 1485 1317">Food, housing, health, education, employment, income, culture, transport, etc.</td> </tr> <tr> <td data-bbox="555 1317 1050 1473">Relations with public institutions</td> <td data-bbox="1050 1317 1485 1473">Dialogue and consultation Citizens voices being heard Transparency Quality of services</td> </tr> <tr> <td data-bbox="555 1473 1050 1554">Human relations</td> <td data-bbox="1050 1473 1485 1554">Recognition, solidarity Friendship, family</td> </tr> <tr> <td data-bbox="555 1554 1050 1675">Personal balance</td> <td data-bbox="1050 1554 1485 1675">Between family life, working life and life as a citizen Absence of constant stress</td> </tr> <tr> <td data-bbox="555 1675 1050 1756">Social balance</td> <td data-bbox="1050 1675 1485 1756">Equity in access to resources Social mobility</td> </tr> <tr> <td data-bbox="555 1756 1050 1877">Citizen participation</td> <td data-bbox="1050 1756 1485 1877">Commitment and manifestation of individual and collective responsibility</td> </tr> <tr> <td data-bbox="555 1877 1050 1944">Dimensions relating to the feeling of well-being or ill-being</td> <td data-bbox="1050 1877 1485 1944">Fear, calm, self-confidence, confidence in the future</td> </tr> </tbody> </table>	Dimensions	Examples of indicators	The living environment	Surroundings Living and meeting spaces Social mix Spatial planning	Access to essential resources of life	Food, housing, health, education, employment, income, culture, transport, etc.	Relations with public institutions	Dialogue and consultation Citizens voices being heard Transparency Quality of services	Human relations	Recognition, solidarity Friendship, family	Personal balance	Between family life, working life and life as a citizen Absence of constant stress	Social balance	Equity in access to resources Social mobility	Citizen participation	Commitment and manifestation of individual and collective responsibility	Dimensions relating to the feeling of well-being or ill-being	Fear, calm, self-confidence, confidence in the future
Dimensions	Examples of indicators																		
The living environment	Surroundings Living and meeting spaces Social mix Spatial planning																		
Access to essential resources of life	Food, housing, health, education, employment, income, culture, transport, etc.																		
Relations with public institutions	Dialogue and consultation Citizens voices being heard Transparency Quality of services																		
Human relations	Recognition, solidarity Friendship, family																		
Personal balance	Between family life, working life and life as a citizen Absence of constant stress																		
Social balance	Equity in access to resources Social mobility																		
Citizen participation	Commitment and manifestation of individual and collective responsibility																		
Dimensions relating to the feeling of well-being or ill-being	Fear, calm, self-confidence, confidence in the future																		
<b>Dissemination of Results</b>	<p>See website:  <a href="https://spiral.cws.coe.int/tiki-index.php?page=Accueil">https://spiral.cws.coe.int/tiki-index.php?page=Accueil</a>  <a href="https://spiral.cws.coe.int/tiki-">https://spiral.cws.coe.int/tiki-</a></p>																		

	<p><a href="https://spiral.cws.coe.int/tiki-index.php?page=Actions+pilotes+de+coresponsabilit%C3%A9">index.php?page=Actions+pilotes+de+coresponsabilit%C3%A9</a></p> <p>The Council of Europe has published a methodological guide that is only in French at the moment: <i>Construire le progress societal pour le bien-être de tous avec les citoyens et les communautés</i>. There is a CD ROM with the publication that contains a large number of Appendices (tools, information sheets, outputs, etc.)</p> <p>For more information about the school:  Michel Vuillaume, Proviseur du lycée : <a href="mailto:Ce.0680031P@ac-strasbourg.fr">Ce.0680031P@ac-strasbourg.fr</a>  Sophie Pignalosa, Professeure, animatrice du processus : <a href="mailto:sophie.pi@evhr.net">sophie.pi@evhr.net</a></p> <p>There is also a short film on the school available on the website and on the CD ROM:  « En quête du bien-être »  <a href="https://spiral.cws.coe.int/tiki-index.php?page=Actions+pilotes+de+coresponsabilit%C3%A9">https://spiral.cws.coe.int/tiki-index.php?page=Actions+pilotes+de+coresponsabilit%C3%A9</a></p>
<p><b>Documentation used for the Presentation</b> (sources, materials, ...)</p>	<p>See attached information sheets (only exist in FR):  FR4 – Ville de Mulhouse – well-being of citizens  FR6 – Lycée Albert Schweitzer</p>
<p><b>Justification for the Selection</b>(why it is to be considered a good practice)</p>	<p>This is an interesting example of a simple and practical participatory methodology that has been experimented in different European countries and with different groups of citizens, salaried workers and citizens in their local communities in which they are the key actors who develop the criteria for well-being and the actions plans for their own communities (local, work, school). There is already a body of work coming out of the action-research projects that have been integrated into a methodological guide that is being made available for other pilots. It carries the Council of Europe label and this body acts as the coordinating point to ensure that the experiences are synthesised and also that they feed into their overall work on social cohesion and shared responsibility.</p> <p>This was the subject of a conference in Brussels in Jan. 2011.  <a href="https://spiral.cws.coe.int/tiki-index.php?page=Social+cohesion+strategy+and+action+plan">https://spiral.cws.coe.int/tiki-index.php?page=Social+cohesion+strategy+and+action+plan</a></p>
<p><b>Website address/ Contact person</b></p>	<p>For more information on the methodology and outputs, see:  <a href="https://spiral.cws.coe.int/tiki-index.php?page=Accueil">https://spiral.cws.coe.int/tiki-index.php?page=Accueil</a>  <a href="http://www.coe.int/t/dg3/socialpolicies/socialcohesiondev/source/Conf%202011/Charter_en.pdf">http://www.coe.int/t/dg3/socialpolicies/socialcohesiondev/source/Conf%202011/Charter_en.pdf</a></p>

<b>Country/countries</b> (national/European)	France
<b>Name (of project, of programme, etc)</b>	Conseils municipaux d'enfants Conseil municipaux de jeunes
<b>Organiser/Provider</b>	<p><i>Conseils municipaux d'enfants</i> (CME) are generally for children at the end of primary school (CM1 and CM2) that are about 9 and 10 years old. Some may include the first year of secondary (6è) as it is a two-year mandate. There are also <i>conseils municipaux de jeunes</i> for older age groups (CMJ) that tend to be for children in lower and upper secondary schools (colleges and lycées).</p> <p>There are general principals to follow. The first were set up about in the late 1970s but developed slowly. The council took off in the 1990s when links developed with the UNCRC. Councils can exist in towns of all sizes but there are no obligations for town councils to set them up. It is suggested that the councils work best in poorer towns which require more development.</p> <p><b>How does the CME work?</b></p> <p>All public primary schools in the municipal area are included. They hold elections to elect the representatives of their CM1 and CM2 classes. They meet at the town hall and work on projects. There are closed sessions where they work with adult facilitators and open sessions where they present to the council in public. Proposals for the town are presented to the mayor and the council. Some projects will be accepted. There is also the opportunity for other sub-projects to be set up which enables other children to participate.</p> <p>The councilors have to consult back to their schools on the projects they want to propose as it is important that they get their class involved in the process. Schools are obliged to create space for reporting back and discussion.</p> <p>From the website of: <i>L'association nationale des conseils d'enfants et de jeunes</i> (Anacej), the national association that groups CME and CMJ.</p> <p>The children and youth that make up these councils are either volunteers or elected. Elections take place in schools and can involve 7 to 16 year-year old students. In the case of older youth, who may not be at school, access is made available through neighbourhood clubs and hostels. In the case of older youth, the Anacej recommends voluntary participation. The councilors work in small groups often on themes (environment, sport etc.). The coordination is usually the responsibility of an elected councillor who will work with youth leaders.</p>

	<p><b>According to Anacej; the conditions for success are:</b> political will; dialogue with children and youth; human and financial resources; training adults; and creating links to other clubs and groups.</p>
<p><b>Research Question</b> (relation between practice and project research questions)</p>	<ul style="list-style-type: none"> <li>• What is the nature of the relationship between Active Citizenship and education, lifelong learning and intercultural competence?</li> <li>• What are the most effective drivers and approaches to fostering Active Citizenship at the different levels?</li> </ul>
<p><b>Dimension/Area of Active Citizenship</b> (Political participation, Community activities, Political Civil Societies Activities. Values of Democracy, Human Rights, Social Cohesion and Tolerance)</p>	<p>According to the interviewee, this is an excellent experience for promoting active citizenship and participatory democracy. It is a learning experience that gives an active understanding of how democracy works. It also encourages the development of competences such as learning to make decisions and life and social skills.</p> <p>From the list: Community activities, Social Cohesion and Tolerance Human Rights / children's rights Political participation, Community activities</p>
<p><b>Themes/Contents</b></p>	<p>There is an enormous variety of topics covered:</p> <ul style="list-style-type: none"> <li>• Solidarity, humanitarian actions</li> <li>• Environment / life in the city</li> <li>• Communications / multimedia</li> <li>• Entertainment &amp; culture</li> <li>• Sports</li> <li>• Transport,</li> <li>• Quality of life for elderly people and those with a disability</li> </ul> <p>Examples of best practice:</p> <p><b>Boussy</b> Four commissions :</p> <ul style="list-style-type: none"> <li>• Environment/Citizenship</li> <li>• Solidarity</li> <li>• Sports &amp; leisure</li> <li>• Communication</li> </ul> <p>Each commission meets every two weeks for an hour and a half in the town hall except during the school holidays. Meetings are open to all children in the town to raise their awareness of the work of the CME and for the CME members to make their objectives known.</p>

	<p><b>Les Mureaux:</b>  <b>Seven themes have been selected and the commissions meet every two weeks in the Young People’s House.</b></p> <ul style="list-style-type: none"> <li>• Information (children’s newspaper, TV channel, make a film on the town, etc)</li> <li>• Health (reducing cigarette smoking, etc)</li> <li>• Road safety ( bike paths, slowing down traffic, etc)</li> <li>• Leisure (more leisure for children, parks and play areas, etc)</li> <li>• Disability (access, leisure activities for people with a disability, etc.)</li> <li>• Making the town beautiful (more green space, less pollution, etc.)</li> <li>• Respect of others (poverty, violence, living together, etc...)</li> </ul> <p><b>Schiltigheim:</b>  The CMJ has five commissions:</p> <ul style="list-style-type: none"> <li>• Respect: reflections on relations between young people with different beliefs.</li> <li>• Environment: climate change and working with the CME to make a video</li> <li>• Health and solidarity: poverty, drug prevention.</li> <li>• Europe: develop a game to discover European institutions. Research on and visit to the European Parliament.</li> <li>• Culture: mediathèque in Schiltigheim, propositions for a ‘skate park’</li> </ul>
<p><b>Time/Duration</b></p>	<p>First ones set up in the 1980s. Took off in the 1990s with the UNCRC. Once started there tends to be continuity.</p>
<p><b>Participants/Target groups</b></p>	<p>CME are generally for children at the end of primary school ( CM1 and CM2) and are for approximately 9 and 10 years old. Some may include first year of secondary (6è) as it is a 2-year mandate. There are also <i>conseil municipaux de jeunes</i> for an older age group (CMJ) that tends to address the children in lower and upper secondary schools (colleges and lycées).</p> <p><b>Les Mureaux</b> – example of how adults are targeted too: the town hall noted a problem of communication and asked for help/workshop for adults to work better with children – understand how they express themselves, learn, function &amp; how to take children seriously. Issues related to language were also covered – adults learned how to keep the quality of what they wanted to express but use a more adapted language.</p>
<p><b>Aims/Objectives</b></p>	<p><b>Boussy:</b>  <u><b>Overall objectives:</b></u></p> <ul style="list-style-type: none"> <li>• Support learning on citizenship and allow children to have practical experience and implement concrete actions for other people.</li> <li>• Institutionalise the place of children in the town</li> </ul>

	<ul style="list-style-type: none"> <li>• Allow children and youth to be consulted by adults on the projects that concern them.</li> <li>• Give children a voice</li> <li>• Give the children of Boussy-saint-Antoine an ideal context to express themselves, to be listened to, and make proposals through democratic representation and allow them to be part of social and civic life.</li> </ul> <p><b><u>Pedagogic objectives</u></b></p> <ul style="list-style-type: none"> <li>• Raise awareness to children that they are part of a group and a society (<i>collectivité</i>) through a space for concrete action with adult councillors, school heads and directors of NGOs.</li> <li>• Active participation of children in local events so they are involved in the life of the town.</li> <li>• Give children a space for exchange, dialogue to enable them to share their opinions with others.</li> </ul> <p><b><u>Operational objectives</u></b></p> <ul style="list-style-type: none"> <li>• Be a citizen and member of the life of the town and participate.</li> <li>• Learn to express one’s ideas and take forward the ideas of a group.</li> <li>• Learn to develop projects and set priorities.</li> <li>• Discover the role of non-profit organisations and clubs in the town. Set up projects that bring together children and stakeholders from non- profit organisations and clubs.</li> </ul>
<p><b>Description of the Practice (processes)</b></p>	<p><b>Selected examples:</b></p> <p><b>Les Mureaux:</b>  This is a very proactive municipality working with schools, families and neighbourhood organisations and clubs.</p> <p>The town hall brought in a team of social pedagogues to work with the children to help them understand how democracy works, voting, debating, and decision-making. This was to help young people prepare for the elections.</p> <p>Once the CME was operating they observed the results of the initial training to see what sort of further help was needed. They provided workshops on listening skills and on children’s rights. In this case, the CME took time to get functioning – projects started in the 2<sup>nd</sup> year.</p> <p>There are 36 children in CME which tends to be the average size. However, meetings do vary in the number of participants that attended and much of the time this depends on whether there is also support from parents.</p>



In this case, the town hall noted a problem of communication and ran workshops with adults on how to work better with children. The aim of the workshops was to understand how they express themselves, learn, function & how to take children seriously. Issue of language also cropped up and adults discussed how best to keep the quality of what they wanted to express but use more adapted language for communicating with young people. This was seen as an excellent experience and there was no arrogance on the part of the municipality. Les Mureaux is very dedicated to the goals and looking at how to develop the skills to make it work.

### **Boussy**

Over the last 18 years, 261 young people have demonstrated their capacity to act in a group and their desire to work for all the citizens in Boussy. The activities undertaken in the 3 commissions of the C.M.E concern the various areas that are preoccupation of the children (improving conditions in schools, active participation in the life of the town, road safety, the quality of the environment and solidarity with elderly people and disadvantaged people).

The outcome of the last 18 years is that children have taken on more responsibility. It takes time for a project to show results but it appears to be the case that young people are learning to evaluate costs and make choices. These years have been rich in learning and are the basis for future councillors to be even more effective.

### **Issy les Moulineaux**

The members of the CMJ propose actions and events for the population. They develop their projects in agreement with the town council on topics that are in relation to their age group on leisure activities, culture, their future and social issues.

The CMJ is open to all 11 to 17 year olds who wish to be involved in the life of the town. Young people can join at any point in the year. To ensure that projects are monitored there are weekly meeting in the Espace Jeunes (Young people's house). There are two commissions: one for younger pupils (*collégiens*) and one for older pupils (*lycéens*) The commissions work with a team of youth leaders.

### **Creteil**

The CMJ was set up in 1997 to encourage the participation of 16–25 year olds in the life of the town and give them a means of expression. The main aims of Creteil are to:

- Propose ideas and develop personal or collective projects
- Inform young people and allow them to participate in citizens actions.
- Represent the youth of Creteil in local, national and international meetings.

	<p>Participants work on specific projects in commissions :</p> <ul style="list-style-type: none"> <li>• Health promotion</li> <li>• Citizenship and civic responsibility</li> <li>• International solidarity</li> <li>• Labour market integration</li> </ul> <p>There is also a '<i>Conseil des Adolescents</i>' for pupils in Creteil. This was recently established and enables representatives to be elected at the beginning of their second year of secondary school (5<sup>e</sup>). They are elected for two years. The council functions on the basis of secularism – i.e. they are independent of all political or religious groups. The council enables adolescents in Creteil to express their needs and desires. It is also a space for reflection, the exchange of ideas and debates and also for implementing projects.</p>
<b>Results</b>	<p>One interesting result in Issy-les-Moulineaux (a suburb of Paris) where a competence record (in addition to the one used in schools) has been established in order to record and recognise young people's activities and passions through out-of-school activities. The competence record allows pupils in secondary school to obtain an acknowledgement (in the form of a 'certificate') of the competences demonstrated in their different activities. The aim is to recognise the knowledge, skills and competences of young people. This can be part of the 'brevet des colleges' (the end of lower secondary school certificate) which is important for young people when making choices about the next stages of their education.</p>
<b>Dissemination of Results</b>	<p>Mainly locally and via websites. The interviewee considered that there is insufficient information in the media and there could be much more valorisation of an excellent initiative.</p>
<b>Documentation used for the Presentation</b> (sources, materials, ...)	<p>Interview with Jonathan Levy, a specialist in social pedagogy, who has worked as a trainer for CME.</p> <p>Websites: <a href="http://anacej.asso.fr">http://anacej.asso.fr</a> (L'association nationale des conseils d'enfants et de jeunes (Anacej))</p> <p>Creteil: <a href="http://www.ville-creteil.fr/vc/vc-cj-cjest.htm">http://www.ville-creteil.fr/vc/vc-cj-cjest.htm</a> and <a href="http://conseilados.ville-creteil.fr/">http://conseilados.ville-creteil.fr/</a></p> <p>Issy-les-Moulineaux: <a href="http://www.issy.com/index.php/fr/jeunes/conseil_communal_des_jeunes_11_17_ans">http://www.issy.com/index.php/fr/jeunes/conseil_communal_des_jeunes_11_17_ans</a></p> <p>Schiltighiem (Alsace) <a href="http://www.ville-schiltigheim.fr/site/page_97.php">http://www.ville-schiltigheim.fr/site/page_97.php</a> and <a href="http://www.maison-jeune-citoyen.com/">http://www.maison-jeune-citoyen.com/</a></p> <p>Boussy (Seine et Marne) <a href="http://www.ville-boussy.fr/demoLocale/cmenfants.html">http://www.ville-boussy.fr/demoLocale/cmenfants.html</a></p>

<b>Justification for the Selection</b> (why it is to be considered a good practice)	Boussy - C.M.E creates an excellent framework for children to express themselves, give opinions, and to be heard. With such a council the town gives itself the means to have a dialogue, to listen to the voice of children, to give them the means to express themselves and to formulate concrete actions.
<b>Website address/ Contact person</b>	See above
<b>Additional comments/remarks</b>	<p>Concluding points from the interviewee:</p> <ul style="list-style-type: none"> <li>• Initiative is brilliant experience and an excellent learning experience.</li> <li>• There is big variety in the quality of councils – this is a key issue.</li> <li>• Adults need to be trained for more in-depth functioning in their work with children.</li> <li>• At the start town halls do not always realise the amount of work required to support the process.</li> <li>• There is varying involvement of schools.</li> <li>• The councils are not sufficiently valorised in the media and in the country.</li> <li>• There is a need to debrief more in schools on what children have learned through their experience.</li> </ul>

### Germany

<b>Country/countries</b> (national/European)	Germany
<b>Name (of project, of programme, etc)</b>	eOpinio
<b>Organiser/Provider</b>	eOpinio GmbH - Professionelle Bürgerbeteiligung <i>eOpinio GmbH – Professional public participation</i> An der Automeile 18 D-35394 Gießen Tel: +49 641 2035936 Fax: +49 641 49410069 Email: info@eopinio.com
<b>Research Question</b> (relation between practice and project research questions)	<ul style="list-style-type: none"> <li>• Cost/benefit relations between different types of public participation</li> <li>• Sustainable forms of public participation</li> <li>• Municipalities and demographic change. Public participation as an advantage of location</li> <li>• Public participation as usage of existing local citizenship competencies. A chance for more efficient planning processes.</li> </ul>
<b>Dimension/Area of Active Citizenship</b>	Political participation

<p>(Political participation, Community activities, Political Civil Societies Activities. Values of Democracy, Human Rights, Social Cohesion and Tolerance)</p>	
<p><b>Themes/Contents</b></p>	<p><b>Citizen Survey – Bürgerbefragung</b> Electronic surveys are used to identify the opinions of participants towards specific circumstances. Qualitative and quantitative methods are used. For example: citizen satisfaction with their local governments.</p> <p><b>Participatory budget – Bürgerhaushalt</b> Citizens can participate in setting up the annual municipal budget. The local administration allocates a specific amount of money that citizens can use for their ideas.</p> <p><b>Citizen suggestions – Vorschlagswesen</b> Citizens can suggest ideas to specific projects. For example: the redevelopment of the city centre.</p> <p><b>Participatory overall concept of local policy – Leitbilddiskussion</b> Citizens can participate in the long-term development of the local environment.</p> <p><b>Map based problem management – Problemlandkarte</b> Citizens can post problems or suggestion for improvement on an interactive map. This enables the local administration to improve their activities through citizen assisted detection of precise Global Positioning System (GPS) coordinates.</p> <p><b>Assistance in planning processes – Planungsunterstützung</b> Citizens can participate in the planning processes for public buildings or streets. It is possible to monitor the specific needs of local citizenship in order to optimize planning.</p> <p><b>Participatory consolidation – Konsolidierung</b> Citizens can participate in setting up the annual municipal budget. The local administration defines a specific amount of money that has to be saved. Citizens can give ideas how the savings target can be reached.</p> <p><b>Citizen questions – Bürgerfragen</b> Citizens can ask questions to local politicians or the local administration. The answers are public to all.</p> <p><b>Individual solutions - Individuelle Lösungen</b> It is possible to develop new participation processes according to the specific needs of local authorities.</p>
<p><b>Time/Duration</b></p>	<p>The duration of a project depends on the requirements of the local government which acts as the contracting entity. The duration of a normal participation project averages out at about three months.</p>
<p><b>Participants/Target groups</b></p>	<p>All residents from 16 years onwards can participate in eOpinio projects with the limitation that a local government has to initiate the</p>

	<p>participation process. The <b>primary target group</b> is a defined group of citizens that live in the affected area. Normally this includes all citizens that live in a particular town.</p> <p>The <b>secondary target group</b> of a specific public participation process is all the involved departments of a particular local administration. The role of this group is to inform citizens, to answer questions and to assist all participants in generating new ideas.</p>
<b>Aims/Objectives</b>	<p><b>Aim:</b> The overall aim of eOpinio is to enhance the public participation and civil acceptance of public policies.</p> <p><b>Current objective:</b> The combination of know-how and technical competence is essential for public participation. In the future only a full service one-stop provider for all target groups will succeed in the commercial handling of the market for web-based participation. A business model needs to be set up that combines standardized public participation products in order to develop low cost estimates and a high division of labour to reduce the burden on local authorities.</p>
<b>Description of the Practice (processes)</b>	<p>The central online platform enables participants to find all public participation tools offered by their local authority with just one click. It is possible to participate in several standardized projects over the same central hub. Local authorities may select participation projects for subgroups within their citizenry (e.g., groups of a certain age, residential status, or in a particular administrative district).</p> <p>eOpinio increases the flexibility and speed of implementation. This is possible because all participation projects are standardized so that it is possible to establish a public participation process in less than 96 hours. Outcomes are openly discussed between citizens.</p> <p>For details, please see: <a href="http://www.eopinio.com">http://www.eopinio.com</a>(German only)</p> <p><b>Example for Citizen suggestions:</b>  <a href="http://eschborn.eopinio.de">http://eschborn.eopinio.de</a>  <a href="http://eschborn2.eopinio.de">http://eschborn2.eopinio.de</a></p> <p>The residents of the city Eschborn are invited to participate in two dialogues. The first one is about the Alte Mühle. The city of Eschborn bought an area with an old mill in order to revitalise the whole estate. The residents of Eschborn are invited to provide ideas of how they think revitalisation would work best and what services they want to be offered.</p> <p>The second dialogue is about the planned rebuild of the Civic Centre and City Hall. All residents of Eschborn are invited to ask questions and write down their ideas. The only limitation is a minimum age of 16 and the dialogue language is only in German.</p> <p>eOpinio and Eschborn developed an innovative participation model: The primary participation channel is the online dialogue provided by eOpinio. But there are many other ways to participate: sending in</p>

	<p>postcards, attending local events where ideas are broadcasted online, and also by telephone and email. All ideas are merged in the online dialogue so all participants can rate and comment on the generated ideas of all participation channels. As an extra service Eschborn offers, in cooperation with a local internet café, elder citizens training to use the online dialogue. This gives them the opportunity to also participate online. This service is free of charge and well received by the local community.</p>
<b>Results</b>	<p>The results of eOpinio projects are very specific and are dependent on the specifications of a particular local administration. In general, with professional communication setup, it is possible to achieve participation rates at nearly 1% to 2% within the first four weeks. The age-composition shows that it is primarily citizens over 40 years of age that participate in the offered online dialogues. The participants have mostly been settled in the region for many years and have an interest in improving their local community. The oldest identified participant is 84 years old.</p> <p>To date, the projects also show that it is hard-to-reach younger citizens (aged between 20 and 30 years old). The reasons for participation gaps need further investigation in order to develop remedial action.</p>
<b>Dissemination of Results</b>	<p>Project results are published by the local administrations. eOpinio acts as a neutral intermediary role. All projects and practices of eOpinio are announced on the website.</p> <p>Working papers and journal publications are also in preparation for publication in the following areas:</p> <ul style="list-style-type: none"> <li>- The impact of public participation on life satisfaction of citizens</li> <li>- Stimulus mechanism for public participation enhancement in the course of network effects</li> <li>- Evaluation of realised participatory budgets</li> <li>- Emerging technologies in public participation processes</li> </ul>
<b>Documentation used for the Presentation</b> (sources, materials, ...)	<p><a href="http://www.eopinio.com">http://www.eopinio.com</a> (German only)</p> <p><a href="http://www.eopinio.de">http://www.eopinio.de</a> (German only)</p>
<b>Justification for the Selection</b> (why it is to be considered a good practice)	<p>This is an innovative approach with a centralised and standardized platform. Local authorities are able to foster all kinds of public participation. Registered eOpinio members have only one central hub to participate in: this increases user convenience.</p> <p>This is a new approach where common problems of public participation can potentially be dealt with. For example, the exclusion of particular groups, low participation rates, high administration efforts and high costs.</p>
<b>Website address/ Contact person</b>	<p><a href="http://www.eopinio.com">http://www.eopinio.com</a> (German only)</p> <p>Sascha Alexander Wagner Sebastian Vogt Patrick Weber</p>

<b>Country/countries</b> (national/European)	Germany
<b>Name (of project, of programme, etc)</b>	Federal Volunteer Service (' <i>Bundesfreiwilligendienst</i> ')
<b>Organiser/Provider</b>	The programme is financed (but not organised) by the national government. The implementation follows the principal of subsidiarity and is carried out by central independent (non-statutory) welfare organisations. For more information on this type of organisation see <a href="http://www.bagfw.de">www.bagfw.de</a> 'In the facilities and services of the non-statutory welfare organisations, around one million people provide committed support as full-time workers and over one and a half million on a voluntary basis.' (see <a href="http://www.bagfw.de/en/about-us/">http://www.bagfw.de/en/about-us/</a> )
<b>Research Question</b> (relation between practice and project research questions)	<ul style="list-style-type: none"> <li>– What are the most effective drivers and approaches to fostering Active Citizenship at the different levels?</li> <li>– How is it possible to overcome the barriers towards European Active Citizenship at various levels taking into account the quantity and diversity of European citizens?</li> <li>– How does Active Citizenship contribute to achieving the 'EU 2020 Goals' in the social and economic sphere?</li> </ul>
<b>Dimension/Area of Active Citizenship</b> (Political participation, Community activities, Political Civil Societies Activities. Values of Democracy, Human Rights, Social Cohesion and Tolerance)	Mainly community activities and civil society activities with a strong emphasis on the values of democracy, human rights, social cohesion and tolerance.
<b>Themes/Contents</b>	Examples: volunteering with special needs students, for elderly people, in hospitals, in the area of environmental protection, in sports organisations, in political organisations, or in the preservation of historical monuments.
<b>Time/Duration</b>	The possible duration of the volunteering programme ranges from 6 to 24 months. In most cases contracts are made for one year. People over the age of 27 can also be involved in the Federal Volunteering Service by taking part in a part-time scheme with at least 20 hours of work per week.
<b>Participants/Target groups</b>	The national government decided to open the national volunteer service to all age groups. There have been two arguments to do so. Firstly, demographic change has contributed to a shortage of young people in volunteering activities. Secondly, the compulsory military service and its compulsory substitute, namely the alternative civilian service, were abolished in 2011. Until 2011, up to 90,000 young men took part in the compulsory civilian services as a replacement for their military service.

	<p>The new national volunteer service is therefore a means to fill the gap that has opened from abolishing former compulsory structures. The Federal Volunteer Service is open for both applicants from Germany and from other countries.</p>
<p><b>Aims/Objectives</b></p>	<p>The Federal Volunteer Service is part of the policy on volunteering (<i>'Engagementpolitik'</i>) by the Federal Ministry of Family, Senior Citizens, Women and Youth. The broader aim is to involve all national stakeholders in the development of a national strategy for the advancement of volunteering.</p> <p><a href="http://www.bmfsfj.de/BMFSFJ/freiwilliges-engagement.html">www.bmfsfj.de/BMFSFJ/freiwilliges-engagement.html</a></p> <p>On the individual level of the volunteer the Federal Volunteer Service contributes to social, ecological, cultural, and intercultural competences. For this purpose volunteers are supplied with further education from the political domain and from the domain of their voluntary interest.</p> <p><a href="http://www.bmfsfj.de/BMFSFJ/Freiwilliges-Engagement/bundesfreiwilligendienst.did=168670.html">http://www.bmfsfj.de/BMFSFJ/Freiwilliges-Engagement/bundesfreiwilligendienst.did=168670.html</a></p> <p>The Federal Volunteer Service aims for positive effects for the areas of work in which volunteering takes place during the period of service. Policy makers expect the participants of the Federal Volunteer Service to contribute to a deeper understanding of the sector in which they volunteer whilst volunteering and after the programme finishes. A point is made to not replace regularly paid jobs with volunteers. It is forbidden to use the Federal Volunteer Service for the replacement of employees. Volunteers are only allowed to <i>support</i> regular employees.</p>
<p><b>Description of the Practice (processes)</b></p>	<p>The scheme takes care of all insurance matters and provides a small financial subsidy for volunteers. This same structure reflects an alternative programme which has been in existence since 1964 in the western constituent states: The 'Year of Volunteering' (<i>Freiwilliges Soziales Jahr / Freiwilliges Ökologisches Jahr</i>). See: <a href="http://www.bmfsfj.de/BMFSFJ/Freiwilliges-Engagement/fsj-foej.html">http://www.bmfsfj.de/BMFSFJ/Freiwilliges-Engagement/fsj-foej.html</a></p> <p>The Organisation of the Year of Volunteering and the Federal Volunteer Service follow similar structures. The organisation of the 'Year of Volunteering' is provided by independent welfare organisations (and in addition by sports organisations, environmental organisations, and churches and religious organisations) at the level of the constituent states. They provide a rich network of contacts and sites for volunteering activities: In 2012, the federal government will invest about €93 million in the 'Year of Volunteering'; the financial share of the constituent states and the European Union is about €10 million each. Smaller contributions come from various bodies. With this amount of money 35,000 volunteers can be financed. The</p>



	<p>Federal Volunteer Service is completely funded by the national government and will finance 35,000 additional volunteers. Both programmes together provide the opportunity for 70,000 volunteers.</p> <p>Additional opportunities are offered by other Federal Ministries which offer their own volunteer services (e.g., the Foreign Office, which offers a Volunteer Service in German cultural organisations abroad). Also religious organisations (e.g. <a href="http://www.jev-online.de/kontakt:jvc">http://www.jev-online.de/kontakt:jvc</a>) offer additional independent opportunities for international volunteer services.</p> <p>Competition between the different providers (welfare organisations) and different financing bodies (ministries) with different degrees of centralisation and different core areas of volunteering should lead to the improvement of implementation.</p>
<b>Results</b>	<p>The Federal Volunteer Service started in July 2011. Therefore it is too early to talk about results in terms of social outcomes. But there are some preliminary results concerning participation.</p> <ul style="list-style-type: none"> <li>- 80% of the participants so far are below the age of 30. Around 10% are between 30 and 60 years of age, and the other 10% are older than 60 years.</li> <li>- So far, there is sufficient demand for the offered places. However, on the basis of participation rates during the first half year, it could be that there will not be enough facilities in 2012. The programme is intended to take on approximately 35,000 participants in 2012. This is an increase of 100% if one takes the already existing 'Year of Volunteering' as a basis.</li> </ul>
<b>Dissemination of Results</b>	
<b>Documentation used for the Presentation</b> (sources, materials, ...)	<p>Because the Federal Volunteer Service is quite new there is no basis for an evaluation. But a more general analysis of the effects of volunteering services and the need for further research in this area is available here:</p> <p>Fischer, J. (2011). <i>'Freiwilligendienste und ihre Wirkung – vom Nutzen des Engagements'</i> [Volunteer Services and their effect – on the use of engagement]. In: <i>Aus Politik und Zeitgeschichte</i> 48/2011, pp. 54-62.</p> <p>The latest evaluation report of the 'Year of volunteering' (cf. above) on behalf of the Federal Ministry of Family, Senior Citizens, Women and Youth, can be found below. The recommendations in this report deal with the questions of equal access, educational support, the supervision of providers, and the need for expansion in fields of high interest. However, they do not deal with the effects at the individual level of the volunteer or of the persons that have been helped.</p> <p><a href="http://www.bmfsfj.de/RedaktionBMFSFJ/Pressestelle/Pdf-Anlagen/evaluierungsbericht-freiwilligendienste.property=pdf,bereich=bmfsfj,sprache=de,rwb=true">http://www.bmfsfj.de/RedaktionBMFSFJ/Pressestelle/Pdf-Anlagen/evaluierungsbericht-freiwilligendienste.property=pdf,bereich=bmfsfj,sprache=de,rwb=true</a>.</p>

	<p><a href="#">pdf</a></p> <p>There is also research available on the interaction of organisational structures and individual development during volunteering. For example: Abs, H. J. (2001): <i>Freiwilliges Engagement in der Reflexion. Zur Selbstdeutung helfender Tätigkeit bei jungen Erwachsenen im Kontext unterschiedlicher Organisationsformen</i>. [Individual interpretations of volunteering in the context of various organisational structures]. Freiburg (Lambertus).</p>
<b>Justification for the Selection</b> (why it is to be considered a good practice)	First time volunteer service positions are made available for all age groups. While the Year of Volunteering was only open to people up until the age of 27, the new Federal Volunteer Service has no age limit. Another important feature is that not having German citizenship is not a barrier to participation.
<b>Website address/ Contact person</b>	<p><a href="http://www.bundes-freiwilligendienst.de">www.bundes-freiwilligendienst.de</a></p> <p>Collection of information provided in this document: Hermann J. Abs <a href="mailto:h.j.abs@erziehung.uni-giessen.de">h.j.abs@erziehung.uni-giessen.de</a> <a href="http://www.uni-giessen.de/cms/abs">www.uni-giessen.de/cms/abs</a></p>
<b>Additional comments/remarks</b>	(all online links are verified for January 2, 2012)

### Greece

<b>Country/countries</b> (national/European)	Greece
<b>Name (of project, of programme, etc)</b>	<p>MVP Movement of volunteers for parks</p> <p>Greater knowledge and information in general are strongly needed to make the most of volunteering: 'Movement of Volunteer for Parks' is coordinated by the Cell of Alternative Youth Activities and involves four partner organisations from Greece and Cyprus. This project motivates people of different ages to engage socially and to support volunteering for greener areas.</p> <p>These initiatives, carried out through the organisation of conferences, workshops, and research, aim to raise awareness of the benefits of volunteer actions in urban parks to improve the quality of the environment and in turn lead to the improved quality of life in European cities.</p> <p>This project also represents a valuable step to increase the limited scientific background knowledge in the field of volunteering for urban and suburban green space and parks. It therefore contributes to the fight against climate change, especially in terms of communication and awareness raising.</p>
<b>Organiser/Provider</b>	KEAN –Cell of alternative youth activities (project leader)

	<p>Co-beneficiaries:</p> <ul style="list-style-type: none"> <li>• The Hellenic Ornithological Society- BirdLife Greece</li> <li>• The UNIT OF ENVIRONMENTAL STUDIES – Cyprus Center for European and International Affairs, University of Nicosia</li> <li>• The Greek Ministry of Environment, Energy and Climate Change</li> <li>• The Organisation of Management &amp; Administration of „Antonis Tritsis“ Environmental Awareness Park</li> </ul>
<p><b>Research Question</b> (relation between practice and project research questions)</p>	<p>The objective of the programme is the detailed research and the scientific documentation of the possible benefits that derive from the development and networking of volunteering initiatives for urban and suburban green spaces and urban parks in European cities.</p>
<p><b>Dimension/Area of Active Citizenship</b> (Political participation, Community activities, Political Civil Societies Activities. Values of Democracy, Human Rights, Social Cohesion and Tolerance)</p>	<p>Community activities Environmental protection</p>
<p><b>Themes/Contents</b></p>	<p>Research, volunteering, environmental protection, tackling the climate change in the EU.</p>
<p><b>Time/Duration</b></p>	<p>Project start date: 29 march 2011 Project end date: 28 March 2012</p>
<p><b>Participants/Target groups</b></p>	<p>People of all ages and all social classes and especially those who have few chances of direct inclusion in civil society. Expected number of people indirectly targeted:1,000,000</p>
<p><b>Aims/Objectives</b></p>	<p>The objective of the programme is the detailed research and the scientific documentation of the possible benefits that derive from the development and networking of volunteering initiatives for urban and suburban green spaces and urban parks in European cities. In particular the objectives are:</p> <ul style="list-style-type: none"> <li>-The social and environmental benefits derived from volunteering in urban parks</li> <li>-A contribution to the dealing with and combating of climate change</li> <li>-The better preservation of urban parks in European cities</li> </ul>
<p><b>Description of the Practice (processes)</b></p>	<p>Conferences, workshops, research and publications are the basis of the tools of the programme in order to develop and establish a volunteering movement in EU. In particular the project has to date:</p> <ul style="list-style-type: none"> <li>-Established a research team</li> <li>-Carried out research (a study of existing volunteering initiatives for</li> </ul>

	<p>the preservation of urban and suburban parks in EU cities, a description of existing actions, an assessment of best practice, classification of existing and desirable methods of work and the dissemination of the actions).</p> <ul style="list-style-type: none"> <li>- Organised workshops on methods for organising, raising awareness, attracting and managing volunteers.</li> <li>- Published an online e-book</li> <li>- Created a manual and a website in 6 languages</li> <li>- Organised a press conference in Athens</li> </ul>
<b>Results</b>	<p>Results are expected to:</p> <ul style="list-style-type: none"> <li>- highlight the benefits of volunteer actions in urban parks and to increase the quality of environment.</li> <li>- contribute to the development of a more environmentally friendly and Green EU.</li> <li>- improve and preserve urban parks in European cities.</li> <li>- provide a scientific background for volunteering in urban and suburban green spaces and parks.</li> <li>- increase volunteer initiatives related to improving the environment.</li> </ul>
<b>Dissemination of Results</b>	<p>Through the websites of KEAN:</p> <p><a href="http://www.kean.gr">http://www.kean.gr</a></p> <p><a href="http://www.kean.gr/web//guest/press/-/journal_content/56_INSTANCE_C0bj/10154/48578">http://www.kean.gr/web//guest/press/-/journal_content/56_INSTANCE_C0bj/10154/48578</a></p> <p><a href="http://www.kean.gr/web//guest/press/-/journal_content/56_INSTANCE_C0bj/10154/77657#2">http://www.kean.gr/web//guest/press/-/journal_content/56_INSTANCE_C0bj/10154/77657#2</a></p> <p>and through the:</p> <ul style="list-style-type: none"> <li>• Organization of Management &amp; Administration of ‘Antonis Tritsis’ Environmental Awareness Park :</li> <li>• Greek Ministry of Environment, Energy and Climate Change</li> <li>• UNIT OF ENVIRONMENTAL STUDIES – Cyprus Center for European and International Affairs, University of Nicosia (of which will host a page for ‘volunteering in urban parks in Europe’. Furthermore through the journal of KEAN, local press, social networks , posters, a website)</li> </ul> <p>Publication of an e-book in Greek and English and a digital press kit.</p>
<b>Documentation used for the Presentation</b> (sources, materials, ...)	Application form of the project and other documentation
<b>Justification for the Selection</b> (why it is to be considered a good practice)	<p>Selected by the evaluation Committee because it corresponded with the criteria of the call for proposals for the following flagship projects:</p> <p><a href="http://ec.europa.eu/citizenship/european-year-of-volunteering/flagship-projects/index_en.htm">http://ec.europa.eu/citizenship/european-year-of-volunteering/flagship-projects/index_en.htm</a></p>
<b>Website address/</b>	<a href="http://www.kean.gr">http://www.kean.gr</a>

<b>Contact person</b>	Marilena KARADIMA: email: mkaradima@kean.gr
<b>Country/countries</b> (national/European)	Greece and Bulgaria
<b>Name (of project, of programme, etc)</b>	Town Twinning Accelerator: The new era for the Town Twinning Relationship in south east Europe ('T-T Accelerator' for short).
<b>Organiser/Provider</b>	T-T Accelerator is a partnership scheme that consists of five Local Unions of Municipalities & Communities (LUMC) of the eastern Macedonia-Thrace Region of Greece (Evros, Rodopi, Xanthi, Kavala & Drama), the Union of Bulgarian Black Sea Local Authorities (UBBSLA) and the Union of Rodopi Municipalities (Arm) of Bulgaria.
<b>Dimension/Area of Active Citizenship</b> (Political participation, Community activities, Political Civil Societies Activities. Values of Democracy, Human Rights, Social Cohesion and Tolerance)	Community activities, Political Civil Society Activities.
<b>Themes/Contents</b>	Promotion of joint European work cooperation of cities from south east Europe, strengthening of twinning relationships and the sharing of knowledge of best practice.
<b>Time/Duration</b>	Project start date: 01/03/2010 Project end date: 31/3/2011
<b>Participants/Target groups</b>	A total of 211 participants (mostly aged between 30–65).
<b>Aims/Objectives</b>	The general objective of the project was to develop a sense of European Identity using cultural and local environments as subject fields related to town twinning. The fostering of a sense of ownership of the EU among its citizens was achieved through events, contacts and the dissemination of these events to a broader audience. Specific objectives focussed on: setting up and developing existing town twinning relationships, improving the quality of the activities within existing twinning relationships and developing new skills amongst those who are responsible for twinning activities at local level.

<p><b>Description of the Practice (processes)</b></p>	<p>Actions included: a kick-off meeting, the provision of an e-Help Desk, training Sessions, transnational events, tool creation, workshops, a closure meeting; presentations of Evaluation Committee results, and the dissemination of the results.</p> <p>Events and methods used to implement actions:</p> <ul style="list-style-type: none"> <li>• A project Action Plan was drafted by the Lead partner (LAUX) and presented to the rest of the partners during the kick-off meeting.</li> <li>• An Evaluation Committee was set up and worked collectively under guidance of the project coordinator.</li> <li>• The Evaluation Committee conducted research in each partner's territory to record existing twinning relationships and systematic cooperations throughout the project's implementation area.</li> <li>• The following partners were involved in the Action Plan: <ul style="list-style-type: none"> <li>a. The Lead Partner (LAUX)</li> <li>b. The Partner TEDK N. Dramas (LUMC of Drama Prefecture)</li> <li>c. The Partner TEDK N. Evrou (LUMC of Evros Prefecture)</li> <li>d. The Partner TEDK N. Kavalas (LUMC of Kavala Prefecture)</li> <li>e. The Partner TEDK N. Rodopis (LUMC of Rodopi Prefecture)</li> <li>f. The Partner ARM</li> <li>g. The Partner UBBSLA</li> </ul> </li> </ul> <p>Specifically, the following events were implemented:</p> <p>A. 1<sup>st</sup> Kick off Meeting: Project 'T-T Accelerator' / 'Europe for Citizens' Programme</p> <p>B. 1<sup>st</sup> Training Seminar: 'Town-Twinning and Sustainable Development of the Natural Environment'.</p> <p>C. 1<sup>st</sup> Transnational Event: 'The Best Practices of the Existing T-T Relationships'.</p> <p>D. 1<sup>st</sup> Workshop: 'The Best Practices and Exchange Experience in Town Twinning from other EU Territories'.</p> <p>E. 2<sup>nd</sup> Training Seminar: 'Protections and sustainable Development of Traditional Settlements in the Framework of Tourism Development and Employment Fostering'.</p> <p>F. 2<sup>nd</sup> Transnational Event &amp; Closure Meeting: Finding the New Fields for the Future Action: Well-Being in Europe: Employment, Social cohesion and Sustainable Development'.</p>
<p><b>Results</b></p>	<p>For the participants: Increased expertise for the T-T initiative and specific themes of interest included:</p> <ul style="list-style-type: none"> <li>• Local issues (e.g: Environmental Management and Protection).</li> <li>• Networking between Historic Centers in each of the countries</li> <li>• Political issues (e.g: population organisation, volunteer action)</li> </ul> <p>For the Partners Organisation:</p> <ul style="list-style-type: none"> <li>• Revitalised and improved twinning relations between participants (&amp; Momchilgrad, Municipality of Tycherio – Municipality of</li> </ul>

	<p>Sozopol, Chrysoupoli-Zlatograd.)</p> <ul style="list-style-type: none"> <li>• Expression of interest for new twinning's between: Municipality of Chepelare (Pamporovo) – Municipality of Thassos, Smolyan-Paranesti, Municipality of Borino – Municipality of Nevrokopi, Municipality of Nessebar – Municipality of Samothrace.</li> <li>• Expression of interest for new cooperation's among Organisations in the framework of calls for proposals of the European Territorial Cooperation Programme.</li> </ul>
<b>Dissemination of Results</b>	<p>The results of the project were disseminated through:</p> <ol style="list-style-type: none"> <li>a) The main web page;</li> <li>b) Articles in the Local media;</li> <li>c) The publication of Best Practices and attractive Fields for future cooperation in the broader Partnership area. Generally, a significant effort was made to mobilise all available local, regional and national Media;</li> <li>d) CD-ROM with programmes, speeches and photos;</li> <li>e) Online help desk;</li> <li>f) Leaflet.</li> </ol>
<b>Documentation used for the Presentation</b> (sources, materials, ...)	<ul style="list-style-type: none"> <li>- Final report of the project</li> <li>- Appendices including all types of output (DVD, brochures, PPTs; newspapers articles; website; Town twinning guidelines)</li> </ul>
<b>Justification for the Selection</b> (why it is to be considered a good practice)	<p>Well implemented projects, especially in terms of the quality of the management; a large amount and variety of activities implemented; the strong impact of results in the regions concerned.</p>
<b>Website address/ Contact person</b>	<p>Mr Michael Stylianidis, President of the Local Authority Union of Xanthi District (LAUX)  Email: <a href="mailto:tedk@xan.forthnet.gr">tedk@xan.forthnet.gr</a>  Website: <a href="http://www.tt-accelerator.eu">http://www.tt-accelerator.eu</a></p>

## Hungary

<b>Country/countries</b> (national/European)	Hungary (international)
<b>Name (of project, of programme, etc)</b>	National (Global) Youth Service Day
<b>Organiser/Provider</b>	DIA Foundation (Foundation for Democratic Youth)
<b>Research Question</b> (relation between practice and project research questions)	<p>What is the relationship between local, national, regional and European forms of participatory citizenship?</p> <p>What are the most effective drivers and approaches to fostering Participatory Citizenship at different levels?</p>
<b>Dimension/Area of Active Citizenship</b> (Political participation, Community activities, Political Civil Societies Activities. Values of Democracy, Human	Community activities (volunteering and active participation)

Rights, Social Cohesion and Tolerance)	
<b>Themes/Contents</b>	Environment, culture, social issues such as elderly care, poverty reduction, Roma inclusion
<b>Time/Duration</b>	From 3 hours to several months
<b>Participants/Target groups</b>	Young people aged 14–25
<b>Aims/Objectives</b>	The aim of the project is to share good practices of youth service activities throughout the country by creating visibility and interest throughout the country.
<b>Description of the Practice (processes)</b>	<ul style="list-style-type: none"> <li>- Recruitment of youth groups and on-line registration.</li> <li>- Small grants scheme through which modest funding is secured accompanied by mentoring by a programme coordinator, often a KöZöD! Programme alumnus/alumna.</li> <li>- The community project takes place during the week of National Youth Service Day. Coordinators pay visits most days.</li> <li>- Project reports with photos and films are sent in.</li> <li>- Four awards are given to the: most creative project, the project which mobilised the greatest number of participants, the project which catered for socially disadvantaged people and the project which took place in the smallest village.</li> <li>- Media coverage is secured on the local and national level.</li> </ul>
<b>Results</b>	<p>DIA has been the coordinator of KöZöD! National Youth Service Day since 2006.</p> <ul style="list-style-type: none"> <li>- The number of participants varied between 7,000 (2006) and 32,000 (2011).</li> <li>- Strong media coverage.</li> <li>- KöZöD! Has become a brand in youth service in Hungary.</li> <li>- An increasing number of schools join in every year (200 in 2011).</li> </ul> <p>For the last five years the operation was evaluated by a team of experts. The outcome was that certain competencies of participants developed if they spent more than three months on the program. The competencies which improved the most were: responsible decision making, project management, communication and self-confidence</p>
<b>Dissemination of Results</b>	www.i-dia.org, Newsletters, Facebook pages, <a href="http://www.gysd.org">www.gysd.org</a> , conferences, professional articles, and university courses.
<b>Documentation used for the Presentation</b> (sources, materials, ...)	<a href="http://www.gysd.org/">http://www.gysd.org/</a>
<b>Justification for the Selection</b> (why it is to be considered a good practice)	KöZöD! National Youth Service Day mobilises young people in Hungary to become active and participate in their communities. KöZöD! Has been the largest youth initiative targeting the active citizenship skills of participants.
<b>Website address/ Contact person</b>	<a href="http://english-dia.blogspot.com/">http://english-dia.blogspot.com/</a> International Programs and Global Youth Service Day in Europe: <a href="mailto:lang.zsofia@i-dia.org">lang.zsofia@i-dia.org</a> Partnerships and Strategic Issues: <a href="mailto:galambos.rita@i-dia.org">galambos.rita@i-dia.org</a> Managing Director: <a href="mailto:hamori.zoltan@i-dia.org">hamori.zoltan@i-dia.org</a>



<b>Country/countries</b> (national/European)	Hungary
<b>Name (of project, of programme, etc)</b>	Dream Citizen program
<b>Organiser/Provider</b>	Active Citizenship Foundation, Hungary
<b>Research Question</b> (relation between practice and project research questions)	What is the nature of the relationship between Participatory Citizenship and education, lifelong learning and intercultural competence?
<b>Dimension/Area of Active Citizenship</b> (Political participation, Community activities, Political Civil Societies Activities. Values of Democracy, Human Rights, Social Cohesion and Tolerance)	Participatory Citizenship in general.
<b>Themes/Contents</b>	Individual and collective identity; health; entrepreneurship; media and internet; equality and solidarity; conflict and violence; human rights and children's rights; democracy. Establishment of a democratic community (constitution, election, symbols); employment, entrepreneurship; civil society; protection of the environment; and justice.
<b>Time/Duration</b>	Depending on the circumstances and resources, it can be implemented in a seven-day summer camp, one school semester or a school year. (The programme consists of different related elements, which can be implemented separately as well.)
<b>Participants/Target groups</b>	Children between the age of 10–14, and teachers, youth workers.
<b>Aims/Objectives</b>	The 'Dream Citizen' programme's main aim is to develop the knowledge, skills and attitudes of 10–14-year-olds, necessary for being active and responsible citizens. Students learn about the basic institutions and the way society is run. They also gain basic economic and financial knowledge. They develop their skills for debating and conflict resolution, and become better at team work.
<b>Description of the Practice (processes)</b>	During the Dream Citizen programme children plan and build their own democratic community; acting as players of decision-making; discussing media, a justice system, and establishing links with NGOs and enterprise. Adults from the community (e.g. local decision-makers, NGO workers, entrepreneurs) help to facilitate the children's work and provide advice.

	<p>On the final day of the project the children's community is presented to the wider local community: children present their own constitution, and sell their products. NGOs and media representatives then conduct interviews.</p> <p>The Dream Citizen programme encourages children to find solutions to social problems in their communities. A key emphasis is on the cooperation between children, teachers, parents and the local community.</p>
<b>Results</b>	
<b>Dissemination of Results</b>	<p>The following (mostly Hungarian language) media articles are available about the program:</p> <p><i>A Megyedemtől és a garáttól az erőszakig</i> – Népszabadság, 2011  <a href="http://nol.hu/belfold/20110113-a_megyedemtol_es_a_garattol_az_eroszakig">http://nol.hu/belfold/20110113-a_megyedemtol_es_a_garattol_az_eroszakig</a></p> <p><i>'Nem politikusok, rendes emberek' Mintaállam a Nyóckerben</i> - Stop, 2011  <a href="http://www.stop.hu/articles/article.php?id=869038">http://www.stop.hu/articles/article.php?id=869038</a></p> <p><i>Vajdapolisz - Új városállam a kerületben</i> - Józsefváros újság, 2011  <a href="http://www.jozsefvaros.hu/feltolt/jozsefvaros_ujsag_2011-9.pdf">http://www.jozsefvaros.hu/feltolt/jozsefvaros_ujsag_2011-9.pdf</a></p> <p><i>A Vajdapolisznak lett címere, alkotmánya és himnusza is</i> - Helyi Téma Online VIII. kerület, 2011  <a href="http://www.helyitema.hu/VIII_Kerulet/A_Vajdapolisznak_lett_cimere_alkotmanya_es_himnusza_is.html">http://www.helyitema.hu/VIII. Kerulet/A_Vajdapolisznak_lett_cimere_alkotmanya_es_himnusza_is.html</a></p> <p><i>Demokrácia tábor</i>  <a href="http://www.i-dia.org/2011/08/alompolgar-demokracia-tabor.html">http://www.i-dia.org/2011/08/alompolgar-demokracia-tabor.html</a></p>
<b>Documentation used for the Presentation</b> (sources, materials, ...)	<p>The programme has promotional material in Hungarian, available here:  <a href="http://www.aktivpolgar.hu/dinamikus/files/lompolg%C3%A1r%20program%20bemutat%C3%B3%20anyag.pdf">http://www.aktivpolgar.hu/dinamikus/files/lompolg%C3%A1r%20program%20bemutat%C3%B3%20anyag.pdf</a></p> <p>Two short films/clips about the Dream Citizen programme have been produced: a longer version is available in Hungarian language for the professional audience and a shorter version in Hungarian and English.</p>
<b>Justification for the Selection</b> (why it is to be considered a good practice)	<p>The Dream Citizen handbook contains detailed methodological and technical information and assistance for teachers and a glossary of the main concepts connected to active/democratic citizenship.</p> <p>The project represents a complex approach, intending to cover the basic principles and key actors in 'democracy-at-work'. An accreditation license for a 30-hour teacher training programme on using the Dream Citizen programme has been developed by the Foundation, and the staff provides mentoring for the schools implementing the program.</p>

	The inspiration for the project was <i>Schule als Staat, a German project</i> , which was selected as good practice in the publication <i>Human Rights Education in the Schools Systems</i> (2009). The Foundation developed the programme for the Hungarian context.
<b>Website address/ Contact person</b>	<a href="http://www.aktivpolgar.hu/?p=oktatas&amp;l=en">http://www.aktivpolgar.hu/?p=oktatas&amp;l=en</a> Györgyi Tóth training coordinator gyorgyi.toth@aktivpolgar.hu Enikő Pap programme manager: eniko.pap@aktivpolgar.hu
<b>Additional comments/remarks</b>	<a href="http://www.aktivpolgar.hu/?p=misszio&amp;l=en">http://www.aktivpolgar.hu/?p=misszio&amp;l=en</a>

## Ireland

<b>Country/countries</b> (national/European)	Ireland
<b>Name (of project, of programme, etc)</b>	Young Social Innovators (YSI)
<b>Organiser/Provider</b>	<p><b>Provider:</b> YSI is provided by secondary schools, colleges and youth centres.</p> <p><b>Finance:</b> The lead sponsor of YSI is the Department of Environment, Community and Local Government.</p> <p><b>Other sponsors:</b> Other sponsors include the Department of Children and Youth Affairs; Irish Aid, Health Service Executive; the Department for Education and Skills and HSE Crisis Pregnancy Program. Enterprise sponsorship comes from KPMG and Social Entrepreneurs Ireland.</p> <p>The Innovation sponsor partner is Sisters of Charity. Associate partners include: Amnesty International, Carr Communications; the Curriculum Development Unit; NAPD (National Association of Principles and Deputy Principles); the Irish Times and VISION.</p> <p><a href="http://www.youngsocialinnovators.ie/index.php/partners/">http://www.youngsocialinnovators.ie/index.php/partners/</a></p> <p><b>Overview:</b> YSI is the largest social awareness and active citizenship education programme in Ireland and provides a robust framework whereby young people can participate meaningfully in their local communities. It encourages young people to develop active citizenship competencies at school, in the community, and through youth organisations. The programme is designed to support educators empower young people to actively participate in society so they can have real and positive impact people's lives. The programme helps prepare young people to take part in civic action through volunteerism, community service, service-learning, citizenship education, social entrepreneurship and innovation. YSI is about self-</p>

	<p>directed and evidence based learning.</p> <p>To date approximately 30,000 young people (aged between 15 and 18) have participated in YSI and have worked on a variety of topics ranging from Child labour, road safety, sexual health, global poverty, climate change, and facilities for young people in Ireland.</p> <p><b>Background:</b>          YSI was co-founded by Sr. Stanislaus Kennedy and Rachel Collier in 2001. Influenced by their previous work in the social sphere they held that the provision of structure and systems were essential to ensure people could participate and contribute to their communities. YSI began as a small pilot project which aimed to encourage young people to respond innovatively to the needs of Irish society. (For a detailed background see Gleeson <i>et al.</i> 2008). In 2004 YSI was expanded across Ireland to include secondary schools and youth centres. By 2006, the organisation was fully recognised in its own right and promoted a strong model for social innovation education which has now been employed by a wide-range of schools and youth organisations across the country.</p>
<p><b>Research Question</b>          (relation between practice and project research questions)</p>	<p>YSI relates to <i>Participatory Citizenship in the EU's</i> research questions in the following ways:</p> <ul style="list-style-type: none"> <li>• YSI is an example of using schools, colleges and youth groups as grounds to foster the learning of real Participatory Citizenship.</li> <li>• It is considered a good way to overcome the barriers of Participating in society for young people so long as an educational institution or youth centres have applied to be part of YSI (there are currently over 300 projects running). (Access could however be problematic if a particular centre or organisation a young person participates in is not signed up to YSI).</li> <li>• Strong emphasis on collective action and team work as opposed to individual citizenship participation.</li> </ul>
<p><b>Dimension/Area of Active Citizenship</b>          (Political participation, Community activities, Political Civil Societies Activities.          Values of Democracy, Human Rights, Social Cohesion and Tolerance)</p>	<p>YSI aims to encourage collective participation in different educational organisations and in the wider community.</p> <p>YSI is about civic action, volunteerism, community service and service learning. Students can devise plans related to local issues or global issues such as global poverty and climate change.</p> <p>YSI is underpinned by the Universal Declaration of Human Rights and is in association with Amnesty International. It therefore lays emphasis on creating fairness, justice and equality.</p>
<p><b>Themes/Contents</b></p>	<p><b>Care:</b> Young people work in teams to choose a social issue they all feel passionately about and gain a detailed and in-depth understanding of that issue.</p> <p><b>Co-operation:</b> Young people work together and involve others within their educational setting and also create links with the wider</p>

	<p>community.</p> <p><b>Change:</b> Using their understanding of an issue and the links they have created in the wider community teams take action to make a real and long-term changes.</p> <p><b>Communication:</b> Throughout the duration of the project young people are encouraged to communicate their message to raise awareness and influence others.</p>
<b>Time/Duration</b>	One school year/duration of a particular project.
<b>Participants/Target groups</b>	Any group of young people (aged between 15 and 18) can take part from schools to youth groups to youth services and development organisations in any part of the Republic of or Northern Ireland.
<b>Aims/Objectives</b>	The aim of YSI is to encourage, motivate and provide opportunities for young people to actively participate in society. YSI aims to build social capital and enable young people to resolve difficult social issues as well as help young people develop an innate sense of social justice, capacity and responsibility.
<b>Description of the Practice (processes)</b>	<p>The YSI programme is youth-lead, team-based and focuses on action. Young people aged between 15 and 18 work in teams to identify a social issue of concern to them. They then carry out research on this issue and develop actions to respond to it</p> <p>YSI is facilitated by teachers, educators, community leaders, youth workers and parents. The role of the facilitators is to motivate, guide and support teams as they carry out their move through the YSI Social Innovation Programme. YSI supports the facilitators (YSI guides) by providing them with resources, forums and workshops to share learning in order to build capacity.</p> <p>In order to get involved schools, youth centres or services must apply for funding. The Social Innovation Programme then starts in September (at the start of the school year) and provides facilitators with in-service training. Applications are usually made online through the YSI website.</p> <p>Each organisation that participates in the YSI programme is given the following support:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> In-service training workshops for teachers / youth leaders twice during the year in September and January</li> <li><input type="checkbox"/> Invitation to provincial YSI Speak Out Fora in March</li> <li><input type="checkbox"/> Access to the Education Zone on the YSI website which contains resources for facilitation of the programme</li> <li><input type="checkbox"/> Assessment of all YSI projects submitted in report format to YSI</li> <li><input type="checkbox"/> Screening for selection to the Annual Showcase of Young Social Innovators, usually held in May.</li> </ul>

	<p>(Taken from the YSI website: <a href="http://www.youngsocialinnovators.ie/index.php/educators/ysi_for_educators">http://www.youngsocialinnovators.ie/index.php/educators/ysi_for_educators</a> )</p> <p>Platforms are also offered by YSI at regional and national levels to teams to speak out to wider audiences. This encourages teams to find ways to advocate in local areas.</p> <p>In order to provide evidence of learning teams deliver a short project report. This enables them to get feedback on their learning and any presentations they do for a YSI panel.</p> <p>Young people also have the option to:</p> <ul style="list-style-type: none"> <li>• Take part in a presentation to pitch their ideas to a panel of experts in order to gain extra funds to increase the sustainability of the project.</li> <li>• Take part in a fund-raising challenge.</li> <li>• Apply to be selected to the YSI annual showcase.</li> </ul> <p><a href="http://www.youngsocialinnovators.ie/index.php/social_innovation_programme">http://www.youngsocialinnovators.ie/index.php/social_innovation_programme</a></p> <p><b>Additional information:</b>  <b>Centres of Social Innovators</b> is a new <i>whole centre</i> approach. Organisations are invited to apply for this programme since 2011 and can only apply if they have previously participated in the Social Innovation programme.  <b>Online Resources</b> are available. Regular updates are provided by the YSI Guide Resource Zone, these include: step by step guides, classroom activities, a resource library, monthly newsletter, and calendar. There is a dedicated MY YSI area which allows for fast online bookings, payments and project feedback.  The YSI Education Support Team provides YSI Education Officers to support teams and educators throughout the year.</p>
<p><b>Results</b></p>	<p>In an independent study carried out by Gleeson et al. (2009) one third of students who had participated in an YSI programme were asked if they believed they were more involved in their communities as a result of YSI. It was reported that:</p> <p>46% of students said that they wanted to continue their YSI project;  26% actually did continue;  90% of YSI Guides (teachers) feel that YSI suits young people of varying aptitudes;  90% of YSI Guides feel that YSI is a worthwhile learning experience;</p> <p>In a recently published article O’Flaherty et al. (2011) provide a project example of the potential effectiveness of YSI. The aim and outcome of this particular project was ‘The Mill Youth Café’ in Cork.</p>

	<p>By carrying out in their local community a team of young people decided that they needed a youth café for young people. The team approached the local council for help and were fortunate enough to be donated a building for their café. By making contact with a range of organisations, local politicians, the council and the media the team managed to secure funding to contribute to the renovation of the building. Thirty volunteers now staff the café and have developed a training procedure for all new workers.</p> <p><a href="http://www.youngsocialinnovators.ie/index.php/projects/view/the_mill_youth_cafe">http://www.youngsocialinnovators.ie/index.php/projects/view/the_mill_youth_cafe</a></p>
<b>Dissemination of Results</b>	Gleeson, J., O'Donnabhain, D., McCormack, O. and O'Flaherty, J. (2009), Stop Talking and Do Something! The Young Social Innovators Programme, The Liffey Press, Dublin
<b>Documentation used for the Presentation</b> (sources, materials, ...)	<p>References</p> <p>Cosgrove, J., Gilleece, L, Shiel G. (2011). International Civic and Citizenship Study (ICCS): Report for Ireland. Education Research Centre. Dublin.</p> <p>Gleeson, J., O'Donnabhain, D., McCormack, O. and O'Flaherty, J. (2009), Stop Talking and Do Something! The Young Social Innovators Programme, The Liffey Press, Dublin</p> <p>O'Flaherty, J., Liddy, M., Tansey, L., Roche, C. (2011). Educating engaged citizens: four projects from Ireland. Emerald.</p>
<b>Justification for the Selection</b> (why it is to be considered a good practice)	<p>YSI is considered an effective way to provide experiential Participatory Citizenship learning which is connected to citizenship education in the transition to adulthood (Cosgrove, 2011).</p> <p>YSI is considered a valuable practice because of the way it is organised. Teachers and educators are well supported by YSI when guiding Social Innovation Projects; participation is also organised mainly through existing educational organisations and youth centres.</p> <p>It is underpinned by the values advocated by the Universal Declaration of Human rights. It promotes a pedagogy which emphasises experiential learning, respect, empowerment, social innovation and critical thinking; it also provides opportunities for engagement, encompassing a broad range of social groups.</p>
<b>Website address/ Contact person</b>	<p><b>Tel:</b>+353 16458030</p> <p><b>Website:</b> <a href="http://www.youngsocialinnovators.ie/">http://www.youngsocialinnovators.ie/</a></p> <p><b>Email:</b> <a href="mailto:info@youngsocialinnovators.ie">info@youngsocialinnovators.ie</a></p>
<b>Additional comments/remarks</b>	Information for young people is accessible through a number a social networking sites including Facebook and Twitter.

## Italy

<b>Country/countries</b> (national/European)	<b>Italy</b>
<b>Name (of project, of programme, etc)</b>	<i>Cittadinanzattiva</i> (Active Citizenship)
<b>Organiser/Provider</b>	<p><i>Cittadinanzattiva</i> is a civic participation movement which supports the protection of citizens' and consumers' rights. It was founded in 1978 as a not-for-profit, politically independent, and union-free, organisation.</p> <p>Since 2000, it has also been recognised as a consumer organisation.</p> <p><i>Cittadinanzattiva</i> is a member of the Active Citizenship Network (<a href="http://www.activecitizenship.net/">http://www.activecitizenship.net/</a>), which has about 80 member associations of citizens and consumers belonging to the 27 European member states. It is financed by private and public bodies and through donations made by the general public.</p> <p>It is also known as the 'networks of networks' as it operates through a diverse range of networks related to specific policy fields (such as health, consumers' and users' rights, education and training and justice).</p>
<b>Research Question</b> (relation between practice and project research questions)	<p>What are the most effective drivers and approaches to fostering Participatory Citizenship at different levels?</p> <p>What is the nature of the relationship between individual and collective action?</p>
<b>Dimension/Area of Active Citizenship</b> (Political participation, Community activities, Political Civil Societies Activities. Values of Democracy, Human Rights, Social Cohesion and Tolerance)	Political Civil Society Activities
<b>Themes/Contents</b>	<p>The main themes associated with <i>Cittadinanzattiva</i> are:</p> <p><b><u>Citizens' participation</u></b>  <b>Promotion of civic activism</b> by involvement and empowerment of citizens in order to enable them to defend their rights, participate in policy-making and take care of the common good.</p> <p><b>Citizens as policy makers:</b> increasing possibilities to represent the citizens' point of view in national and European policy-making; affecting the improvement of representation criteria.</p> <p><b>Enhancement of 'civic environment' by means of partnership:</b></p>



	<p>promotion of networking, agreements and common goals, lobbying. No one wins alone.</p> <p><b>Production of civic information:</b> affecting agenda, choosing priorities, comparing policy with data on the current situation of citizens' rights, which have been independently collected and analysed by citizens.</p> <p><b>Communication</b> through public campaigns, social networks, handbooks and other printed supports etc.</p> <p><b>Protection of rights</b></p> <p><b>Defending, advocating and promoting</b> single citizen's rights (by offering daily services, like healthcare PIT (Integrated Territorial Projects), justice PIT and facility service PIT, as well as citizens' rights in general. <i>Cittadinanzattiva</i> accomplishes its commitment mainly by means of a constant dialogue with public institutions and political parties.</p> <p>This was taken directly from the English version of the website (please see: <a href="http://www.activecitizenship.net/acn-and-ca.html">http://www.activecitizenship.net/acn-and-ca.html</a>)</p>
<b>Time/Duration</b>	<i>Cittadinanzattiva</i> was founded in 1979 and is still active.
<b>Participants/Target groups</b>	<p><i>Cittadinanzattiva</i> has about 15,000 members which comprise individuals, associations, groups and networks. It operates at the local level through 250 'Active Citizenship' Assemblies.</p> <p>Representatives are elected to the respective 19 regional Congresses and subsequently to the national Congress. The headquarters, located in Rome, coordinate and support national and European activities.</p>
<b>Aims/Objectives</b>	<ol style="list-style-type: none"> <li>1. <i>Cittadinanzattiva</i> aims to: <ul style="list-style-type: none"> <li>empower individuals and organisations to acquire the capability to defend fundamental rights, take care of common goods and participate in policy-making.;</li> </ul> </li> <li>2. ensure the production of civic information, i.e. data on the situation of citizens' rights collected and analysed by citizens themselves;</li> <li>3. increase the quality of advocacy. This includes the protection of citizen's rights (healthcare PIT and facility service PIT), as well as the promotion of citizens' rights in general.</li> </ol>
<b>Description of the Practice (processes)</b>	<ol style="list-style-type: none"> <li>1. Dissemination of information through the Website of the association (<a href="http://www.cittadinanzattiva.it">www.cittadinanzattiva.it</a>). Citizens can find useful information to know about and defend their rights. In particular, such information is relevant to the following areas: health, consumers, justice and education.</li> <li>2. Training courses: citizens are trained through specific training courses in the use of civic tools such as the Charters of Rights, advisory services, monitoring and the promotion of good practices.</li> </ol>

	<p>3. Monitoring activities and assistance services provided by <i>Cittadinanzattiva</i>, in the sector of healthcare are used in other sectors of public utility services (welfare, general interest services). In the healthcare sector, for example, the association collects citizens' reports about possible violations of patients' rights and defending their rights.</p> <p>4. <i>Cittadinanzattiva</i> establishes a constant dialogue with public institutions and political parties, in order raise awareness on citizen rights issues, at regional and national levels.</p> <p>5. Every year, reports on the activities carried out in different sectors are published. These reports are issues for discussion in public debates.</p>
<p><b>Results</b></p>	<p>Among others, here are some outcomes:</p> <p><b>Healthcare sector</b></p> <ul style="list-style-type: none"> <li>• From 1996 to 2009, <i>Cittadinanzattiva</i> collected a total of about 228,000 reports on healthcare issues, with an annual average of 16,000.</li> <li>• In many hospitals, the association has set up centres for patient rights, run by its volunteers. These centres assist the patients in the exercise of their rights, based on Patient's Bill of Rights.</li> <li>• Promotion of campaigns on specific issues, as for example the campaign for easier access to drugs for the treatment of pain ('No forced pain', 'We were not born to suffer', 'Civic recommendations on pain management').</li> <li>• A Civic audit has been established since 2002 in order to carry out a systematic evaluation of local health unit activities.</li> <li>• 33 local centres operating in the field of health protection have been open</li> </ul> <p><b>General utility services</b> (telecommunications, energy, banking and financial services, local public services, transportation, postal services)</p> <ul style="list-style-type: none"> <li>• Adoption of Service quality charters (since 1994)</li> <li>• Monitoring of local public service delivery</li> <li>• Drafting annual reports on local public services</li> <li>• Creation of price and rate observatory</li> <li>• Evaluation of local front office services.</li> </ul>
<p><b>Dissemination of Results</b></p>	<ul style="list-style-type: none"> <li>• Dissemination of information for citizens</li> <li>• Annual reports on the different sectors of activity</li> <li>• Participation in discussions and debates at local and national</li> </ul>

	<p>levels</p> <ul style="list-style-type: none"> <li>• Participation in seminars, conferences, public meetings</li> </ul>
<b>Documentation used for the Presentation</b> (sources, materials, ...)	<p>Website Annual reports on sectors of activity</p>
<b>Justification for the Selection</b> (why it is to be considered a good practice)	<p><i>Cittadinanzattiva</i> is an interesting example of citizen participation in civic and social life. Its mission, empowering citizens as actors to protect their rights and care for the common good, is accomplished through the provision to citizens of all needed information, and technical and legal support. The association is supported by its volunteer members who actively participate in the social community life.</p>
<b>Website address/ Contact person</b>	<p><a href="http://www.cittadinanzattiva.it">http://www.cittadinanzattiva.it</a> <a href="http://www.activecitizenship.net/acn-and-ca.html">http://www.activecitizenship.net/acn-and-ca.html</a></p>

#### Latvia

<b>Country/countries</b> (national/European)	Latvia
<b>Name (of project, of programme, etc)</b>	Opportunities for Civic Participation in the Multicultural Society: from knowledge to action
<b>Organiser/Provider</b>	<p>The NGO: Education Development centre</p> <p>Financed by the EU PHARE transition programme 'Fostering social integration in Latvia' and from the Human Rights and Social Integration programme at the Soros Foundation - Latvia</p>
<b>Research Question</b> (relation between practice and project research questions)	<p>What are the most effective drivers and approaches to fostering Participatory Citizenship at different levels?</p> <p>What is the nature of the relationship between individual and collective action?</p>
<b>Dimension/Area of Active Citizenship</b> (Political participation, Community activities, Political Civil Societies Activities. Values of Democracy, Human Rights, Social Cohesion and Tolerance)	Social cohesion and tolerance, integration, human rights
<b>Themes/Contents</b>	Cooperation and mutual understanding among people from different socio-economic background and ethnic groups
<b>Time/Duration</b>	2007–2008
<b>Participants/Target</b>	The direct beneficiaries of the project were: 1) 18 teachers and 400

<p><b>groups</b></p>	<p>students from nine schools with different languages of instruction - Latvian and minority schools; 2) 45 representatives (elected authorities, entrepreneurs, NGO activists, media representatives etc.) from nine municipalities; 3) parents and other family members of involved students; 4) local community members from nine municipalities; 5) Latvian educators from the fields of intercultural and civic education who received learning materials developed during the Project.</p>
<p><b>Aims/Objectives</b></p>	<p>The overall goal of the project was to promote mutual understanding and cooperation of people from different ethnic and socioeconomic groups living in Latvia. Specific goals of the project included the intention to:</p> <ol style="list-style-type: none"> <li>1) eliminate alienation experienced by the people from different ethnic groups to the state and municipal institutions and strengthen the links between individuals and local municipalities as well as people from different ethnic groups by creating support groups/centres of civic cooperation and partnership;</li> <li>2) conduct a series of workshops in order to increase civic knowledge, skills that people require so they can successfully participate in social and political processes and to contribute to bringing about the change;</li> <li>3) involve schools with different languages of instruction (for example Russian and Latvian) as well as bring representatives from the local community into active cooperation and joint educational and civic activities;</li> <li>4) to develop and pilot training programs on civic and intercultural education;</li> <li>5) to strengthen schools as centres of local communities in different areas of Latvia;</li> <li>6) to train trainers for further dissemination of the project experience and programs developed during the project</li> </ol>
<p><b>Description of the Practice (processes)</b></p>	<p>The project was implemented in three regions of Latvia: Vidzeme, Latgale and the surroundings of Riga (central part of the country). Basic activities of the project included: (1) a <b>needs assessment</b> stage: introduction workshop where needs and existing experience of the participants were revealed; (2) a <b>curricula development</b> stage: development of the training programme on civic knowledge and skills; (3) an <b>implementation</b> stage: conducting a series of workshops in all three regions on the foundations of democracy and the skills required for civic participation; (4) an <b>awareness raising</b> stage: campaigns of civic participation in the involved municipalities (e.g., charity actions, an information campaign on a particular issue, meetings with the elected authorities etc), dealing with current everyday issues, essential for all community members regardless of their ethnic or social background; (5) a <b>mentoring</b> stage: individual consultations for project participants; (6) the <b>mainstreaming</b> stage: training of trainers for the dissemination of the project results and for the sustainability of the Project (7) the <b>final</b> stage: final conference</p>

	<p>where the general public is provided with the opportunity to learn about the project and it's results.</p> <p>The main outcomes of the project are the three regional support centres for civic cooperation and partnership, created and advanced during the Project in the three involved regions: Vidzeme, Latgale and the central region (Riga surroundings). 9 schools with different languages of instruction are responsible for the coordination of activities in the centres. The active unit or team in each school consists of 7 participants – representatives of local authorities, NGOs, entrepreneurs, local mass media etc. Local high school students from different ethnic backgrounds (grades 9 – 12) are actively involved in the project, they have acquired knowledge about civic participation and now are ready to initiate and carry out civic participation actions in their communities.</p> <p>During the project implementation public awareness raising and information dissemination activities were of great importance. Information about the Project, its activities, lessons learned and outcomes were posted on the homepage of the Education Development Centre (EDC) <a href="http://www.iac.edu.lv">www.iac.edu.lv</a>. There one can find articles and blogs about project activities, posts on intercultural and civic education from the national and local newspapers, and school newsletters. Project participants have contacted the local media and have offered interviews, success stories and other relevant information.</p>
<p><b>Results</b></p>	<p>As the result of the Project the ethnic integration and civic consolidation of communities has been further developed and strengthened. It is important to emphasise the activities of the trainers who are prepared for further work in the field of intercultural and civic education in the different regions of Latvia. A guidebook for trainers, including examples of the workshop sessions and practical tips on the implementation of intercultural and civic education activities, serves as a tool for them to maintain and strengthen acquired competences. A collection of best practices has also been published and the results of the project are available on the web page of EDC for general public.</p> <p>Here the opinion of the project leader, Director of the Education Development centre Iveta Verse, on the outcomes; 'All the project processes have supported the effectiveness of civic education methods, aimed at civic competence building among local stake holders, especially local youth: we can solve the issues of social integration only by constructing shared solutions and working towards the solutions together. This process let everyone acknowledge individual responsibility for community wellbeing; one has not to wait endlessly until his or her interests will be successfully</p>

	advocated by someone else. Project experience has proved the importance of the linking of formal civic education in school subjects like history, politics and law, or social studies with real civic actions at the community level.
<b>Dissemination of Results</b>	The homepage of the Education Development Centre (EDC) <a href="http://www.iac.edu.lv">www.iac.edu.lv</a>
<b>Documentation used for the Presentation</b> (sources, materials, ...)	<a href="http://www.iac.edu.lv">www.iac.edu.lv</a>
<b>Justification for the Selection</b> (why it is to be considered a good practice)	This is an interesting example of a practice aimed at promoting mutual understanding and cooperation among people from different ethnic and socioeconomic groups. Awareness of individual and collective rights and responsibilities helps to promote community cohesion and social solidarity.
<b>Website address/ Contact person</b>	<a href="http://www.iac.edu.lv">www.iac.edu.lv</a>

#### Lithuania

<b>Country/countries</b> (national/European)	Lithuania
<b>Name (of project, of programme, etc)</b>	Development of Adult Education system by Cultivating Learners' General Competencies
<b>Organiser/Provider</b>	This project is funded by the ESF and is in line with the key priorities of adult education, which are highlighted in the Life-long Learning Strategy (2008). It is implemented by the Education Development Centre (an institution under the Ministry of Education and Science).
<b>Research Question</b> (relation between practice and project research questions)	What are the most effective drivers and approaches to fostering Participatory Citizenship at different levels? What is the nature of the relationship between Participatory Citizenship and education, lifelong learning and intercultural competence?
<b>Dimension/Area of Active Citizenship</b> (Political participation, Community activities, Political Civil Societies Activities. Values of Democracy, Human Rights, Social Cohesion and Tolerance)	Social cohesion, human rights and values of democracy
<b>Themes/Contents</b>	It stems from the idea, universally recognized, that a wider range of adult education services could help to solve many social problems, e.g., promoting employment, reducing social exclusion, and creating a favourable climate for the development. Opportunities for adult education are particularly important for vulnerable groups in society

	such as the unemployed, persons with disabilities, elderly persons, and migrants.
<b>Time/Duration</b>	The project was launched in 2010 and is ongoing.
<b>Participants/Target groups</b>	Adult population
<b>Aims/Objectives</b>	The project is aimed at a comprehensive development of adult education system in Lithuania.
<b>Description of the Practice (processes)</b>	<p>More than 2000 persons from 25 Lithuanian municipalities are expected to attend courses held within the framework of 15 non-formal adult teaching programmes, e.g., Civic Adult Education, Legal Literacy, Parent Education, Road Safety Education, Financial Literacy, Problem Solving, Healthy Lifestyle, etc.</p> <p>Furthermore, 100 radio shows have been broadcasted, aimed at tackling topical issues related to law, finances, citizenship, healthy lifestyle, etc. During the implementation of the project, teaching video films were created; social commercials were shown on regional and national TV, with the aim of promoting adult motivation and public activity. Socially excluded and marginalised groups of society were also targeted. Within the framework of the project, the following modules were developed: the training and education of persons with disabilities, the training and education of convicted persons, and the training and education of older persons. The purpose of these modules is to develop a methodology facilitating work with socially excluded groups. The possibility of introducing an in-formal learning environment has also been provided within the framework of the project. Thus, adult learners have an opportunity to participate in distance learning and acquire general competencies on the basis of 15 modules. It is believed that an increasing variety of forms related to learning activities will enhance the accessibility of learning to various groups of society and increase citizens' participation in society, and therefore make such participation more attractive.</p>
<b>Results</b>	
<b>Dissemination of Results</b>	An information portal, developed specially for informing project activities and achievements, was created.
<b>Documentation used for the Presentation</b> (sources, materials, ...)	Website <a href="http://www.suaugusiujusvietimas.lt">www.suaugusiujusvietimas.lt</a> .
<b>Justification for the Selection</b> (why it is to be considered a good practice)	This practice represents an interesting example of the integration of disadvantaged groups and the promotion of Participatory Citizenship in social and political life through education.
<b>Website address/ Contact person</b>	<a href="http://www.suaugusiujusvietimas.lt">www.suaugusiujusvietimas.lt</a> .

## Malta

<b>Country/countries</b> (national/European)	Malta
<b>Name (of project, of programme, etc)</b>	Connecting Classrooms
<b>Organiser/Provider</b>	Curriculum Management and e-Learning Department in collaboration with the British Council
<b>Research Question</b> (relation between practice and project research questions)	Partnerships between schools bring an international dimension to young people's learning, improve their knowledge and understanding of other cultures and prepare them for life and work as global citizens.
<b>Dimension/Area of Active Citizenship</b> (Political participation, Community activities, Political Civil Societies Activities. Values of Democracy, Human Rights, Social Cohesion and Tolerance)	Political participation  Social cohesion and tolerance, values of democracy, participation
<b>Themes/Contents</b>	Training young people in leadership skills, in cultural awareness and in global citizenship skills and competencies.
<b>Time/Duration</b>	2010–2013
<b>Participants/Target groups</b>	10 schools and about 100 secondary school students.
<b>Aims/Objectives</b>	The programme aims to achieve culturally inclusive schools by creating understanding and trust between young people in different societies, thus creating a safer and more connected world for the future.
Description of the Practice (processes)	<p>Connecting Classrooms is currently available in 20 countries across Europe. It was initiated in Malta in September 2010 and involves ten Maltese schools.</p> <p>All the schools involved:</p> <ul style="list-style-type: none"> <li>• work with partner schools on collaborative curriculum projects, which enable learners to interact across geographical boundaries to enhance their understanding of each other's societies, languages and cultures.</li> <li>• receive professional development for teachers and school leaders, which help build capacities to support international partnerships and help schools create an international environment.</li> <li>• are supported to work towards full International School Award accreditation. This award recognises the school's commitment to forming international partnerships and developing global citizens.</li> </ul>



	<ul style="list-style-type: none"> <li>• become part of a global online community that enables teachers to network with one another in a range of teacher forums, and offers guidance on the use of ICT tools that develop and sustain partnerships.</li> </ul> <p>Maltese schools are working on school projects with Welsh, Cypriot and Ukrainian schools.</p> <p>In March 2011, ten Maltese teachers (one from each participating school) and a representative from the Ministry of Education, Employment and the Family attended the International Coordinators' course in Cyprus. The purpose of the course was to equip the Connecting Classrooms coordinators with skills to run the project in-country, acquire Project Management skills, discuss and develop the school projects with teachers from other cluster countries and also visit Cypriot schools and learn about the educational system in Cyprus.</p> <p>In March 2011 over 100 Maltese students participated in a two-day Young Leaders' training course at St Ignatius College Girls Junior Lyceum in Blata I-Bajda. The Young Leaders' course trained students in leadership, cultural awareness and global citizenship and gave them the opportunity to participate in planning the school projects for the next scholastic year.</p> <p>One of the key factors in Connecting Classrooms is the raising of awareness about issues around inclusion. There is an active chat-line and Skype connection between schools of different countries, this enables Maltese students to speak directly to foreign peers and learn from their experiences.</p>
<b>Results</b>	
<b>Dissemination of Results</b>	
<b>Documentation used for the Presentation</b> (sources, materials, ...)	<a href="http://www.britishcouncil.org/malta-education-connecting-classrooms.htm">http://www.britishcouncil.org/malta-education-connecting-classrooms.htm</a> The Malta independent online: <a href="http://www.independent.com.mt/news.asp?newsitemid=124085">http://www.independent.com.mt/news.asp?newsitemid=124085</a> <a href="http://www.timesofmalta.com/articles/view/20110424/education/Leaders-starting-them-young.361881">http://www.timesofmalta.com/articles/view/20110424/education/Leaders-starting-them-young.361881</a>
<b>Justification for the Selection</b> (why it is to be considered a good practice)	This is considered a beneficial practice as it enables young people to be part of a partnership which encourages them to learn the values of democracy and tolerance. It is also relatively cheap to implement and makes use of internet communication technologies which young people are ever becoming more familiar with.
<b>Website address/ Contact person</b>	<a href="http://www.britishcouncil.org/malta-education-connecting-classrooms.htm">http://www.britishcouncil.org/malta-education-connecting-classrooms.htm</a>

## The Netherlands

<b>Country/countries</b> (national/European)	National – Netherlands only
<b>Name (of project, of programme, etc)</b>	The Forges of Hoogeveen  De Smederijen van Hoogeveen Postbus 20000 7900 PA Hoogeveen  <u>Bezoekadres:</u> Raadhuisplein 24 7901 BW Hoogeveen Telefoon: 0528 – 291790 Email: info@desmederijenvanhoogeveen.nl
<b>Organiser/Provider</b>	Local government
<b>Research Question</b> (relation between practice and project research questions)	<ul style="list-style-type: none"> <li>• How do citizenship participation projects, especially interactive government projects, manage tensions between principles and goals of representative and direct democracy in interactive government trajectories?</li> <li>• How can citizens become owners of their neighbourhood budgets?</li> </ul>
<b>Dimension/Area of Active Citizenship</b> (Political participation, Community activities, Political Civil Societies Activities. Values of Democracy, Human Rights, Social Cohesion and Tolerance)	Political participation, Community activities, Political civil Societies activities
<b>Themes/Contents</b>	Depends on the interests and special needs of local residents and their neighbourhoods.
<b>Time/Duration</b>	The development of the approach, together with all the stakeholders, took one year in Hoogeveen (this municipal already had a long tradition of interactive government). The 20 Forges that have been installed since 2007 can choose between 2 types of projects: <ul style="list-style-type: none"> <li>• Short term projects (most of the projects) are selected on the criterion that they can be realised within a year. A short term project can be the implementation of a neighbourhood play day or cleaning out a fish pond.</li> <li>• Long term projects that can continue for three to five years. A long term project can be the renovation of a municipal building, for example.</li> </ul>

	The Forges have replaced the previous resident committees (and participatory structure).
<b>Participants/Target groups</b>	<p>Hoogeveen is a municipal with 55,000 residents, who live either in Hoogeveen city or in its surrounding villages. The local government has been developing interactive government practices for 2 decades. Together with the police, 3 housing corporations and a welfare organisation, they have developed an approach (called the Forges) 'in which citizens get a direct say in annual neighbourhood budgets and are also closely involved in the long-term planning and development of their neighbourhoods' (quote from website of the forges).</p> <p>All local residents can participate and this also includes the area director (who represents the 3 housing co-operations, the local government, the police and a local welfare organisation). The area director facilitates the communication between the participants in the Forge, provides the residents with the necessary tools and connections, and guides them through the different stages of a project.</p> <p>Other parties involved are the local government, the local social welfare organisation, and the police.</p>
<b>Aims/Objectives</b>	<p>The main aim of the approach is to make residents full partners in their neighbourhoods and in turn enhance civic participation and peoples' civic self-efficacy. In addition, the Hoogeveen approach also 'aims to stimulate social cohesion between residents and to improve collaboration within and among partner organisations'.</p> <p>Source: Geurtz &amp; Van de Wijdeven 2010.</p>
<b>Description of the Practice (processes)</b>	<p>In the Forge approach, residents have become the owners of their neighbourhood budgets, which are assigned yearly.</p> <p>The approach contains 11 building blocks, or 'sparks':</p> <ol style="list-style-type: none"> <li>1) The agenda for the future: residents develop independent from current policies, their own agendas. Each agenda is developed for three to five years.</li> <li>2) Six participating partners</li> <li>3) Area directors ('<i>gebiedsregisseurs</i>'), who participate in the Forges and who operate on the authority of the six partners and the residents and who intend to bridge gaps between the different partners and between residents and local foundations. They are co-financed by the housing corporations. While employed by the local government, they operate 'independently' in order for them to be able to make links between the parties involved.</li> <li>4) Steering committee: this committee represents the 6 participating organisations, and has a mandate.</li> <li>5) The models for joint community building, that have been developed with over a hundred residents during a 'Charette week'</li> </ol>

	<p>6) Triple check ('Trits'): each theme on the agenda of the future is investigated to decide what citizens can do and decide upon, where they need help, and what they need others to do.</p> <p>7) Rules of the game: one of the rules is to <i>adapt to the velocity of the residents</i>. Experience shows that building a resident group, and building relations between local foundations and residents takes time.</p> <p>8) A 6 stage trajectory from the first steps to an agenda for the future (which takes three to five years to implement).</p> <p>9) Budgets</p> <p>10) Duration: the original aim was to implement the new approach in three years.</p> <p>In the short term projects, an initiative group of approximately 15 residents reviews the proposed ideas, and several ideas are selected for 'election night' by the initiative group, the neighbourhood team and the area director.</p> <p>In the long term projects, professionals and residents together make a development plan. A 'harmonisation team' than presents the plan to the steering committee of the Forges. Here, the local government states the owner of the budget and project.</p> <p>The local government developed a list with examples of practices that can be used to start an initiative group, generate ideas, take priorities, make decisions, attribute budgets, organise coalitions and stimulate participation of residents in different circumstances. Source: Geurtz &amp; Van de Wijdeven 2010 and the website: <a href="http://www.vng.nl/Praktijkvoorbeelden/RWMV/sociaal-fysiek/Hoogeveen_Vuurdoop_deel_1[1].pdf">http://www.vng.nl/Praktijkvoorbeelden/RWMV/sociaal-fysiek/Hoogeveen_Vuurdoop_deel_1[1].pdf</a></p>
<p><b>Results</b></p>	<p>In their article 'Making Citizenship Participation Work (2010), Van de Wijdeven &amp; Geurtz, both researchers at Tilburg University, argue that the approach shows 'how direct participatory democracy and representative democracy can be balanced with the help of 1) connecting arrangements, 2) professional correctors and 3) steady political support' (p. 531).</p> <p>The website (<a href="http://www.vng.nl">www.vng.nl</a>) of the organisation of local municipalities published a brochure on the Forge. They stated that all stakeholders were happy with the approach that was developed, and considered themselves 'owners' of the Forges. Bringing together the different parties has improved the communication and understanding of each other's interests. Parties have learned to think about solutions and alternatives, instead of limitations and constraints (p. 23)</p>

<p><b>Dissemination of Results</b></p>	<p>The website of the Forges publishes developments and findings. The VGN also published a brochure on the Forges approach. Results of scientific studies by Geurtz &amp; Van de Wijdeven are published in several articles and book chapters (2008, 2009, 2010).</p>
<p><b>Documentation used for the Presentation</b> (sources, materials, ...)</p>	<p><a href="http://www.desmederijenvanhoogeveen.nl/nl/informatie/">http://www.desmederijenvanhoogeveen.nl/nl/informatie/</a> main website of the Forges</p> <p><a href="http://www.vng.nl/Praktijkvoorbeelden/RWMV/sociaal-fysiek/Hoogeveen_Vuurdoop_deel_1[1].pdf">http://www.vng.nl/Praktijkvoorbeelden/RWMV/sociaal-fysiek/Hoogeveen_Vuurdoop_deel_1[1].pdf</a> (A 'brochure' on the Forge, published on www.vng.nl, the website of the organisation of local municipalities)</p> <p>Wijdeven van de &amp; Geurtz (2010). Making citizenship Participation Work: The challenging Search for New Forms of Local Democracy in The Netherlands, <i>Local government Studies</i> 39(4), 531-549</p> <p>Wijdeven, van de &amp; Geurtz (2009). Bewonersbetrokkenheid en verbonden verantwoordelijkheden in De Smederijen van Hoogeveen. Duivenboden, van, Hout, van, Montfort, van, Vermaas (Eds.), <i>Verbonden verantwoordelijkheden in het publieke domein</i> (pp. 285–299). Den Haag: Uitgeverij Lemma</p> <p><a href="http://www.rijksoverheid.nl/documenten-en-publicaties/brochures/2011/10/17/nederland-op-weg-naar-de-burgerbegroting.html">http://www.rijksoverheid.nl/documenten-en-publicaties/brochures/2011/10/17/nederland-op-weg-naar-de-burgerbegroting.html</a> (Publication of a report by the ministry of national affairs that intends to facilitate the development of public budgeting projects in local municipalities).</p>
<p><b>Justification for the Selection</b> (why it is to be considered a good practice)</p>	<p>The Dutch government has a relatively long tradition of interactive government processes compared to other countries (Michels 2011), but the projects that have been developed are in general only considered partially successful by various stakeholders, there are only few evaluation studies of participatory projects available, and criteria for success differ. Nevertheless, it seems that some promising pilot projects have been developed in the past years. One of them is the Forges.</p> <p>The 'progressive' interactive government approach of the Forges is still developing. Between 2007 and 2011, 20 Forges have been initiated (the aim is to achieve 34 Forges, in order to cover all areas in Hoogeveen). Despite the problems that have occurred, the approach is deemed promising for municipalities who want to work with a model in which citizens become both owners and keepers of their neighbourhood budgets, and is valued by both researchers and the ministry of national affairs.</p>

<b>Website address/ Contact person</b>	<a href="http://www.desmederijenvanhoogeveen.nl/nl/contact/">http://www.desmederijenvanhoogeveen.nl/nl/contact/</a>  The four area directors are Jan Bouwmeester, Martin Peelen, Wilbert van Houten and Ageeth Ziel.
<b>Additional comments/remarks</b>	No literature or studies on the Forge were to be found on what concerns the way residents are consulted on themes that affect their neighbourhood and that go beyond the 5 year period that is defined as 'long term projects'. While consulting several researchers and practitioners in the process of choosing a successful project, an employee of an organisation that facilitates interactive government projects concerning landscape building stated that in her opinion, governments usually lack the expertise and drive to conduct good participatory <u>projects</u> . However, she did know of many good participatory <u>processes</u> that have been developed. There might be (more) relevant knowledge in this field that is of interest for this study. (Anne-Mette van Lieshout: amlieshout@hotmail.com)

## Poland

<b>Country/countries</b> (national/European)	Poland
<b>Name (of project, of programme, etc)</b>	Clean up the World
<b>Organiser/Provider</b>	Ministry of Education and schools.
<b>Research Question</b> (relation between practice and project research questions)	What are the most effective drivers and approaches to fostering Active Citizenship at the different levels?
<b>Dimension/Area of Active Citizenship</b> (Political participation, Community activities, Political Civil Societies Activities. Values of Democracy, Human Rights, Social Cohesion and Tolerance)	Community activities; Values of Democracy, Human Rights, Social Cohesion and Tolerance Political.
<b>Themes/Contents</b>	The initiative covers concerns such as garbage and recycling. For one day a year, all pupils go to the forests, parks, and green areas and clean up litter. The foundation also provides support for schools and other organisations, which participate in these actions. Each year they also carry out a special campaign, in 2011 this was 'Protect the forest'.
<b>Time/Duration</b>	Every year

<b>Participants/Target groups</b>	Schools, pupils, organisations
<b>Aims/Objectives</b>	The main aim is to provide knowledge to pupils about improving the environment and raising ecological awareness.
<b>Description of the Practice (processes)</b>	The citizen initiative 'Clean up the World' is obligatory in primary schools and aimed at raising ecological awareness. The support for this comes from the national Ministry of Education.
<b>Results</b>	Values, skills and knowledge about environment and ecology
<b>Dissemination of Results</b>	
<b>Documentation used for the Presentation</b> (sources, materials, ...)	Website: <a href="http://sprzatanie.naszaziemia.pl/v2/page/onas/">http://sprzatanie.naszaziemia.pl/v2/page/onas/</a>
<b>Justification for the Selection</b> (why it is to be considered a good practice)	It is an initiative which supports values of sustainable development in the schools, in education system.
<b>Website address/ Contact person</b>	<a href="http://sprzatanie.naszaziemia.pl/v2/page/onas/">http://sprzatanie.naszaziemia.pl/v2/page/onas/</a>

<b>Country/countries</b> (national/European)	Poland
<b>Name (of project, of programme, etc)</b>	<p><i>e-volunteering.pl</i></p> <p>The project consists of two complimentary activities: the 'Key values of volunteering' campaign in Poland and the European competition 'Discover e-volunteering'. The project will address the need to raise awareness of the value and importance of the volunteering, promote the variety of voluntary activities and encourage both non-profit organisations and individuals to benefit from new types of volunteering (especially e-volunteering) in order to empower them, fight social exclusion and improve the quality of volunteering itself.</p> <p>The project includes: research on various forms and values of volunteering; collecting real stories from volunteers; a campaign promoting volunteering and its new types (e-volunteering); and a European competition 'Discover e-volunteering' which will promote the best projects of cooperation between volunteers and non-profit organisations via the Internet. It also provides information for young people on how to use the internet creatively within the field of volunteering.</p>
<b>Organiser/Provider</b>	<p><i>Fundacja Dobra Sieć</i> -Good Network Foundation (project leader)</p> <p>Co organisers-co beneficiaries:</p>

	Academy for the Development of Philanthropy In Poland - co-beneficiary, Orange Foundation, Polish Teachers and Klanza Animators' Association, Center For Thought of John Paul II
<b>Dimension/Area of Active Citizenship</b> (Political participation, Community activities, Political Civil Societies Activities. Values of Democracy, Human Rights, Social Cohesion and Tolerance)	Community based activities.
<b>Themes/Contents</b>	Recognition of volunteering activities, including the innovative ones such as e-volunteering Importance of volunteering for more active citizenship involvement
<b>Time/Duration</b>	Project start date: 30 March 2011 Project end date: 29 March 2012
<b>Participants/Target groups</b>	A total of 400 participants and 10,000 people indirectly targeted. The project is aimed at the whole of Polish Society with special attention to the young, elderly and disabled people
<b>Aims/Objectives</b>	The main objectives of the e-volunteering programme are: <ul style="list-style-type: none"> <li>• to promote e-volunteering, both in Poland and in Europe;</li> <li>• to disseminate practical knowledge about using new technologies as means of strengthening the civil society and increasing the public commitment in Poland;</li> <li>• to establish common standards of volunteers' work via the Internet;</li> <li>• to achieve the recognition of e-volunteering as equal to 'traditional' forms of volunteering;</li> <li>• to change the negative image of the Internet by highlighting its positive sides;</li> <li>• to fight against e-exclusion by promoting virtual volunteering among the elderly, the disabled or women working at home, etc;</li> <li>• to establish a network of Polish and European organisations working in the field of volunteering and e-volunteering.</li> </ul>
<b>Description of the Practice (processes)</b>	<b>Key values of the volunteering campaign:</b> <ol style="list-style-type: none"> <li>1. Webpage of the campaign, cell phone movies campaign, interactive map of events connected to the EYV2011</li> <li>2. Research on various forms and values of volunteering (workshops)</li> <li>3. Debate to take place in Warsaw</li> <li>4. Promotional material (outdoor photo exhibition and postcards, do-it-yourself online tool kit)</li> </ol> <b>European Competition discover e-volunteering</b> Promotional materials on-line, promotional area online, partnership



	with organisations from other EU member states; on-line voting; and final Gala
<b>Results</b>	<p>Expected results:</p> <ul style="list-style-type: none"> <li>-Promotion of the key values of volunteering and presentation of these on the webpage</li> <li>-The presentation of the most interesting initiatives and practice of e-volunteering</li> <li>-Raising awareness of the different voluntary activities</li> <li>-Activate people and groups previously not engaged in volunteering</li> <li>-Empowerment of volunteering and e-volunteering organisers through the e-volunteering competition</li> <li>-The improvement of the social perception of volunteering</li> <li>-The dissemination of knowledge about e-volunteering</li> <li>-The promotion of new technologies as a means of strengthening civil society and increasing public commitment and active engagement for the common good</li> <li>-The exchange of experiences and good practice</li> <li>-The creation of innovative audiovisual and multimedia tools and products</li> </ul>
<b>Dissemination of Results</b>	<p>The results of the Project will be disseminated through:</p> <ul style="list-style-type: none"> <li>d) The main web page;</li> <li>b) social media and events throughout the European Year of Volunteering 2011 as well as banners, handbooks, newsletters and other promotional material (e.g. outdoor photo exhibition and postcards, and the do it yourself online tool kit for the 'Key value volunteering campaign')</li> </ul>
<b>Documentation used for the Presentation</b> (sources, materials, ...)	Application form of the project and other documentation
<b>Justification for the Selection</b> (why it is to be considered a good practice)	<p>Selected by the evaluation committee because it corresponded to the criteria of the call for proposals for flagship projects:</p> <p><a href="http://ec.europa.eu/citizenship/european-year-of-volunteering/flagship-projects/index_en.htm">http://ec.europa.eu/citizenship/european-year-of-volunteering/flagship-projects/index_en.htm</a></p>
<b>Website address/ Contact person</b>	<p>Web site:<a href="http://www.e-wolontariat.pl">www.e-wolontariat.pl</a>          Patrycja Rokicka: e mail: p.rokicka@mojestypendium.org</p>

## Portugal

<b>Country/countries</b> (national/European)	Portugal
<b>Name (of project, of programme, etc)</b>	Plan for Migrant Integration  Plan for Migrant Integration is implemented by several public and private organisations. It develops activities aimed at the integration of migrants into society
<b>Organiser/Provider</b>	The National Immigration Support Centres(Centros Nacionais de Apoio ao Imigrante – CNAI )set up in 2004
<b>Research Question</b> (relation between practice and project research questions)	What are the most effective drivers and approaches to fostering Participatory Citizenship at different levels?
<b>Dimension/Area of Active Citizenship</b> (Political participation, Community activities, Political Civil Societies Activities. Values of Democracy, Human Rights, Social Cohesion and Tolerance)	Values of Democracy, Human Rights, Social Cohesion and Tolerance
<b>Themes/Contents</b>	Supporting marginalised groups, promoting migrant inclusion and integration
<b>Time/Duration</b>	2004 - permanent
<b>Participants/Target groups</b>	Migrants
<b>Aims/Objectives</b>	Closing the gap between migrant citizens and public administration, job market and promoting the full integration of immigrants in the country.
<b>Description of the Practice (processes)</b>	The immigration support centres in Lisbon and Porto seek to provide an integrated and efficient and human response to the integration issues of migrants who have chosen Portugal as their host country. Within this model mediators are employed who have a good knowledge of foreign languages and cultures and who have a good 'know-how' of local public administration services. Civil society institutions are also involved as partners in the management of this project.  Other features of the service include:  <b>Language courses and vocational training</b> in order to facilitate integration into the labour market. Migrants are provided with the necessary employment skills and vocationally-orientated introductory courses.

	<p><b>The National Migrant Support Centre</b>, under the auspices of the Government's High Commission for Immigration and Intercultural Dialogue (ACIDI, IP), runs an Employment Support Office for migrants. This is part of the network of UNIVA (<i>Unidades de Inserção na Vida Activa</i>) job centres, and has seen an increase in the use of its services in recent years. The Support Centre also supports migrant entrepreneurship through partnership with the National Association for the Right to Credit and will in the future collaborate with the General Board of Economic Practice, and the Institute for the Support of Small and Medium Enterprises and Innovation.</p> <p>In addition, in 2007, ACIDI, IP and the Institute for Employment and Professional Training established a network of twenty-five UNIVA job centres specifically for migrants, formed through partnerships with local organisations – principally migrant associations.</p>
<b>Results</b>	<p>Provision of language courses.</p> <p>Provision of vocational training.</p> <p>Provision of vocationally-oriented courses.</p> <p>Network of job centres.</p>
<b>Dissemination of Results</b>	Websites
<b>Documentation used for the Presentation</b> (sources, materials, ...)	Catarina Reis Oliveira, <i>The Integration of Migrants in the Portuguese Labour Market</i> , 2008.
<b>Justification for the Selection</b> (why it is to be considered a good practice)	This project deals with the promotion of migrants' democratic participation and integration. It is an interesting example of a practice aiming both at meeting the gap between migrant citizens and public administration, and helping migrant people access the job market for better societal integration.
<b>Website address/ Contact person</b>	<p><a href="http://www.acidi.gov.pt/es-imigrante/servicos/centros-nacionais-de-apoio-ao-imigrante---cna">http://www.acidi.gov.pt/es-imigrante/servicos/centros-nacionais-de-apoio-ao-imigrante---cna</a></p> <p><a href="http://www.portaldocidadao.pt/portal/pt/lojacidadao/">http://www.portaldocidadao.pt/portal/pt/lojacidadao/</a></p>

## Romania

<b>Country/countries</b> (national/European)	Romania
<b>Name (of project, of programme, etc)</b>	Active Citizens – Education for Active Citizenship
<b>Organiser/Provider</b>	<p>British Council</p> <p>Active Citizens was launched in 2009 in the United Kingdom. It is a Global project and in 2010 was initiated in twenty countries: Denmark, Sweden, Finland, Estonia, Latvia, Poland, Hungary, Czech Republic, Slovakia, Serbia, Bosnia and Herzegovina, Kosovo,</p>

	Croatia, Romania, Ukraine, Armenia, Azerbaijan, Georgia, Macedonia and Israel.
<b>Research Question</b> (relation between practice and project research questions)	What are the most effective drivers and approaches to fostering Participatory Citizenship at different levels? What is the nature of the relationship between Participatory Citizenship and education, lifelong learning and intercultural competence?
<b>Dimension/Area of Active Citizenship</b> (Political participation, Community activities, Political Civil Societies Activities. Values of Democracy, Human Rights, Social Cohesion and Tolerance)	Community activities
<b>Themes/Contents</b>	<i>Training</i> on the topic of active citizenship and informing participants about: identity, culture, intercultural dialogue, local and global active citizenship, project management, lobby and advocacy for community projects.  <i>Social Action Projects</i> are developed and implemented by the participants based on the information they receive during the training sessions.  <i>International Exchanges and Networking events</i> offer participants the opportunity to learn from the experience of similar communities in other countries and develop projects together.
<b>Time/Duration</b>	2009–2011 (international level) 2010–2011 - Romania
<b>Participants/Target groups</b>	Community leaders.
<b>Aims/Objectives</b>	The programme aims at creating a network of active citizens who engage themselves in the development of their communities, both locally and internationally.
<b>Description of the Practice (processes)</b>	<b>Local activities (in Romania)</b> The programme is based on a multitier cascade business model delivered at community level. This is implemented through three different types of training programs:  <i>British Council trains two master facilitators in the context of international training. They deliver training to other facilitators at the national level - Those who have been trained as leaders forward the information gathered during the training sessions to the members of their communities. The communities design and implement social action projects in order to address various needs of their communities.</i>

	<p><b>Extra international activities</b></p> <p>Extra international activities are also carried out and include:</p> <ul style="list-style-type: none"> <li>• International networking events for the community leaders.</li> <li>• Exchanges with communities from the United Kingdom.</li> <li>• Parallel projects in Romania and in the United Kingdom.</li> <li>• Online platforms for all the project participants.</li> </ul> <p>In <b>2010–2011</b> British Council Romania is implementing the project Active Citizens for two groups of beneficiaries, these include: <a href="#">Youth communities</a> (in partnership with the New Horizons Foundation) <a href="#">Multi-ethnic communities</a> (in partnership with the Policy Center for Roma and Minorities)</p>
<p><b>Results</b></p>	<ul style="list-style-type: none"> <li>• Training of trainers on the theme of active citizenship for 15 facilitators (school psychologists, teachers, IMPACT youth clubs coordinators);</li> <li>• 15 facilitators delivered a number of 10 local training sessions attended by 160 participants (teachers, school psychologists, IMPACT club leaders, representatives of non-governmental organisations and of public local authorities). All of them received certificates recognising them as community facilitators.</li> <li>• 52 projects developed at local level</li> <li>• Two international exchange visits in Romania and UK</li> </ul>
<p><b>Dissemination of Results</b></p>	<p>See web-pages below</p>
<p><b>Documentation used for the Presentation</b> (sources, materials, ...)</p>	<p><a href="http://www.britishcouncil.org/romania-projects-society-and-science-active-citizens.htm">http://www.britishcouncil.org/romania-projects-society-and-science-active-citizens.htm</a></p> <p><a href="http://www.britishcouncil.org/romania-projects-society-and-science-active-citizens-youth.htm">http://www.britishcouncil.org/romania-projects-society-and-science-active-citizens-youth.htm</a></p> <p><a href="http://www.britishcouncil.org/romania-projects-science-and-society-active-citizens-multiethnic.htm">http://www.britishcouncil.org/romania-projects-science-and-society-active-citizens-multiethnic.htm</a></p> <p><a href="http://www.new-horizons.ro/impact/moreonsv.asp">http://www.new-horizons.ro/impact/moreonsv.asp</a></p> <p><a href="http://www.policycenter.eu/active-citizens">http://www.policycenter.eu/active-citizens</a></p>
<p><b>Justification for the Selection</b> (why it is to be considered a good practice)</p>	<ul style="list-style-type: none"> <li>– Flexible in adapting strategies, activities and messages to the target group and target communities;</li> <li>– Involves local partnership;</li> <li>– Involves direct and effective actions of beneficiaries.</li> </ul>
<p><b>Website address/ Contact person</b></p>	<p><a href="http://www.britishcouncil.org/romania-projects-society-and-science-active-citizens.htm">http://www.britishcouncil.org/romania-projects-society-and-science-active-citizens.htm</a></p> <p>Alina Constantinescu, Project Manager at <a href="mailto:alina.constantinescu@britishcouncil.ro">alina.constantinescu@britishcouncil.ro</a></p>

## Slovakia

<b>Country/countries</b> (national/European)	European: <i>The Netherlands, Austria, Slovakia, Slovenia, Sweden, Poland, Portugal</i>
<b>Name (of project, of programme, etc)</b>	<p>European Primary Teacher Education (EPTE) Lifelong Learning Programme, reference: 502066-LPP-1-2009-NL-ERASMUS-ECDEM</p> <p>EPTE consisted of seven participating institutions in Europe: HAN University, Hogeschool van Arnhem en Nijmegen (Nijmegen, The Netherlands) – leading institution (organiser), Pädagogische Hochschule Oberösterreich – partner, IPP – Escola Superior de Educação (Porto, Portugal)- partner, Uniwersytet Marii Curie-Skłodowskiej (Lublin, Poland) – partner, Pedagoška fakulteta UL (Ljubljana, Slovenia) – partner, University of Constantine the Philosopher (Nitra, Slovakia) – partner, Umeå University (Umea, Sweden) – partner.</p> <p>All the participants participated in constructing the curriculum that aims at innovating the knowledge and teaching strategies to develop European attitude amongst students. The objective was to bring together teachers and students from 7 TEI to develop a common European curriculum.</p>
<b>Organiser/Provider</b>	<p>The organiser of the project EPTE was HAN University, Hogeschool van Arnhem en Nijmegen (Nijmegen, The Netherlands).</p> <p>The HAN offers students high quality education set in an inspiring, entrepreneurial and innovative environment designed to meet individual needs while catering to a wide range of skill levels and learning styles.</p> <p>The HAN is considered the top academic institution in the region by companies, institutions and individuals, and is a leading centre of knowledge. The HAN offers its students and employees an attractive and professional environment in which to study and work. It places a high emphasis on value development, entrepreneurialism and innovation. The HAN strives to be amongst the best universities in the Netherlands.</p> <p>The partners in the EPTE: Pedagoška fakulteta UL (Ljubljana, Slovenia), Pädagogische Hochschule Oberösterreich (Linz, Austria), IPP – Escola Superior de Educação (Porto, Portugal), Uniwersytet Marii Curie-Skłodowskiej (Lublin, Poland), University of Constantine the Philosopher (Nitra, Slovakia), Umeå University (Umea, Sweden).</p> <p>Programme: Lifelong Learning Programme Subprogramme: Erasmus Action: ERASMUS Multilateral projects Subaction: ERASMUS Curriculum Development Projects</p>

<b>Research Question</b> (relation between practice and project research questions)	What is the relationship between local, national, regional and European forms of participatory citizenship?
<b>Dimension/Area of Active Citizenship</b> (Political participation, Community activities, Political Civil Societies Activities. Values of Democracy, Human Rights, Social Cohesion and Tolerance)	Values of Democracy, Human Rights, Social Cohesion and Tolerance
<b>Themes/Contents</b>	<p>'School Education is increasingly acknowledged as a key area for improvement if Member States are to meet the goals under the Lisbon Strategy.' The quality of education depends on the quality of the teacher. The quality of the teacher is dependent on the education received at Teacher Education Institutes (TEI).</p> <p>The European Primary Teacher curriculum is an agreed and accepted part of the first cycle degree of each TEI. The objective was to develop and deliver a full one year (two semesters) programme for primary teacher education. The curriculum has an agreed European core curriculum for Primary TE, a special European profile and an elective part for the individual student. While dividing the curriculum into 6 areas (language, mathematics, social and natural sciences, arts, pedagogic and didactics, cultural and philosophical studies), experts are involved from all the TEI's and contribute to the development of the shared curriculum.</p>
<b>Time/Duration</b>	Project duration: October 2009 – September 2012
<b>Participants/Target groups</b>	Primary school teacher trainees and university teachers.
<b>Aims/Objectives</b>	The project had two goals. 1) to develop, with European experts and coordinators from seven TEI/countries, a European-oriented curriculum. 2) to use this curriculum and organise a continuous transnational student mobility network within the European Area of Higher Education.
<b>Description of the Practice (processes)</b>	The HAN supported, steered and developed the purpose of the project in full cooperation with all partners involved. The process concerned overall aspects of coordination, project organisation, communication (plan), financial and contractual management. The further planning of meetings, keeping track with all other work packages, monitoring, collecting and keeping data, defining roles and responsibilities, final responsibility for mid-term and end-evaluations was carried out by the HAN.

	The concept and framework was presented at many European and International networks and annual meetings to spread the idea of constructing teacher education with a European perspective. A website was also developed. The EPTe process and outcomes also appeared in national educational papers and journals.
<b>Results</b>	The website provides growing content and the framework for the EPTe course to the general public. Users can download a PDF brochure of the EPTe course and a practical example of designing a one year first cycle degree course in European primary education with integrated transnational mobility.
<b>Dissemination of Results</b>	Conferences; website; peer review sessions.
<b>Documentation used for the Presentation</b> (sources, materials, ...)	<a href="http://www.epte.info/node/5">http://www.epte.info/node/5</a> <a href="http://www.pef.uni-lj.si/">http://www.pef.uni-lj.si/</a> <a href="http://eacea.ec.europa.eu/llp/project_reports/documents/erasmus/multilateral_actions_2009/eras_ecdm_502066.pdf">http://eacea.ec.europa.eu/llp/project_reports/documents/erasmus/multilateral_actions_2009/eras_ecdm_502066.pdf</a>
<b>Justification for the Selection</b> (why it is to be considered a good practice)	Seven TEI's have joined forces to confront national demands and procedures with an ideal to build a 'European Teacher'. They believe that it is possible to depart from the local and national environment and tradition and to use a common European heritage to build a new European citizenship identity.
<b>Website address/ Contact person</b>	<a href="http://www.epte.info/node/5">http://www.epte.info/node/5</a> Jan Pouwels: <a href="mailto:Jan.Pouwels@han.nl">Jan.Pouwels@han.nl</a>

## Slovenia

<b>Country/countries</b> (national/European)	European project described by the Slovenia partners. Other partners include France, Italy, Spain and Montenegro.
<b>Name (of project, of programme, etc)</b>	The <i>Sostenuto</i> Project, the Bunker institute, Slovenia.  <i>Sostenuto</i> is a European project experimenting in using culture as a way of creating economic and social innovation.  <i>Sostenuto</i> consists of seven organisations in the Mediterranean region and is part of the European programme INTERREG IV B MED (Financial instrument of the European Union's cohesion policy) which is financed by the European Regional Development Foundation (ERDF).



<b>Organiser/Provider</b>	<p><b>The following partners are involved in this project:</b></p> <p><b>AMI:</b> Support for Innovative Music, France</p> <p><b>BUNKER:</b> Non-profit organisation for the realisation of cultural events, Slovenia.</p> <p><b>CITEMA:</b> European meeting and exchange centre for arts, crafts and design, Italy</p> <p><b>EXPEDITIO:</b> NGO specialised in architecture, urban planning, and public advocacy, Montenegro</p> <p><b>RELAIS CULTURE EUROPE:</b> resource centre on Europe and culture, France.</p> <p><b>UNIVERSITAT DE VALENCIA:</b> Spain</p> <p><b>ZUNINO E PARTNER PROGETTI:</b> Italy</p>
<b>Research Question</b> (relation between practice and project research questions)	<p><i>Sostenuto</i> aims to reinforce the competitiveness and capacities of economic and social innovation from the cultural and creative sectors in the Mediterranean region. The goal is to assist the regions transformation towards new social and economic models.</p>
<b>Dimension/Area of Active Citizenship</b> (Political participation, Community activities, Political Civil Societies Activities. Values of Democracy, Human Rights, Social Cohesion and Tolerance)	<p>Community activities, Values of Democracy, Human Rights, Social Cohesion and Tolerance.</p>
<b>Themes/Contents</b>	<p>This project focuses on models of solidarity, exchange sources, and the sharing of knowledge, resources, and services among cultural and education organisations and individuals in local communities.</p>
<b>Time/Duration</b>	<p>Project duration: 2009 May – 2012 April</p>
<b>Participants/Target groups</b>	<p>local community, NGOs, the business sector, local citizens and public institutions</p>
<b>Aims/Objectives</b>	<p>The core aims of <i>Sostenuto</i> are to trial innovative methods of organisation and management in the social sector. In Slovenia the aim is to assess the impact of a local exchange trading system. This enables citizens, NGOs and institutions in one of Ljubljana's districts to share know-how ideas, services and competences.</p> <p>Different ways of non-monetary exchanges are presented to local citizens who are often excluded from events and other activities in their community. The project partners try to stimulate non-monetary exchanges in different spheres.</p> <p><i>Sostenuto</i> also aims to encourage the awareness of the needs, wishes and expectations of partners, local community organisations, local residents and cultural workers after finishing a given project.</p>

	<p>The other partners have other objectives:</p> <p>AMI – experiencing an incubator, i.e. a space dedicated to new enterprises and enabling a sharing of services and an assistance to the development of new activities</p> <p>CITEMA – experiencing a cluster, i.e. networks and partnerships enabling to stimulate activities and creativity and to increase the external economies</p> <p>EXPEDITIO in ZUNINO E PARTNER PROGETTI – testing new methods of territorial governance in the cultural and creative sector and at encouraging the public authorities to better take into account this sector in their strategies of development</p> <p>UNIVERSITAT DE VALENCA – realisation of study on behalf of experiences and new practices of other partners</p> <p>RELAIS CULTURE EUROPE – dispersion of results through Mediterranean and European space among economic, social and cultural partners.</p>
<b>Description of the Practice (processes)</b>	<p>Through <i>Sostenuto</i> the Bunker Institute supports different projects for better exchanges of resources, knowledge and services between cultural, educational and other partners in the local community. Workshops, round tables, public presentations, events, artistic interventions in public space are all activities for achieving these goals.</p> <p>The project is in the process of creating a network of partners, increasing community participation between involved partners and providing space for new projects and initiative ideas to be discussed.</p>
<b>Results</b>	<p>Following an evaluation, the Bunker Institute in Slovenia found that collaboration between different partners at the local level was low. While NGOs tended to cooperate at international levels there was a lack of cooperation between local community trading partners, local citizens and public institutions.</p> <p>A detailed evaluation is currently being undertaken by the University of Valencia.</p>
<b>Dissemination of Results</b>	<p>Results of the laboratories' work will be used as examples of good practices for Mediterranean and wider European space.</p>
<b>Documentation used for the Presentation</b> (sources, materials, ...)	<p><a href="http://www.bunker.si/eng/about-sostenuto-project">http://www.bunker.si/eng/about-sostenuto-project</a></p>
<b><u>Justification for the Selection</u></b> (why it is to be considered a good practice)	<p>In the last three years the <i>Sostenuto</i> project has proved that culture has proved to have a potential creative breakthrough and can realise opportunities for cooperation.</p> <p><i>Sostenuto</i> is a way to engage local residents and organisation in their local communities.</p> <p>This is carried out through workshops, round tables, public presentations, events, artistic interventions in public space.</p>

<b>Country/countries</b> (national/European)	Slovenia
<b>Name (of project, of programme, etc)</b>	Peace Institute (Ljubljana)  (The Workers' and Punks' University)
<b>Organiser/Provider</b>	<p><i>The Peace Institute</i> was founded in 1991 by a group of independent intellectuals. Its initial focus was on peace studies and the issues of violence, war and security. In 1994 and 1995 the Institute's field of interest was extended to embrace a wider range of contemporary social and political issues. Among the topics added to its agenda were <b>racism</b> and <b>political conflicts, gender studies, cultural studies</b> and <b>political</b> and <b>social practice</b>.</p> <p>Towards the end of 2000, three additional programmes, formerly conducted by the Open Society Institute in Slovenia were transferred to the <i>Peace Institute</i>. These included programmes on Media, Civil Society and Eastern Europe Co-operation. With the inclusion of these programmes, its area of work was further extended to the fields of human rights, media studies and topics related to the EU and the Stability Pact. Today it continues to devote close attention to marginalised social and political issues that are usually ignored by mainstream institutions.</p> <p>As an institution and through its projects, the <i>Peace Institute</i> is considered an important element in political and civil society. It has played an especially important part in defending the political, social and cultural rights of minorities, of disenfranchised citizens and migrants.</p>
<b>Research Question</b> (relation between practice and project research questions)	Counteracting the destructive social and political effects of capitalism and establishing independent and critical thought.
<b>Dimension/Area of Active Citizenship</b> (Political participation, Community activities, Political Civil Societies Activities. Values of Democracy, Human Rights, Social Cohesion and Tolerance)	Political Civic Society Activities; Values of Democracy, Human Rights, Social Cohesion and Tolerance.
<b>Themes/Contents</b>	-reading seminars (reading Marx, Foucault, Brecht, Freud, Spinoza, Hegel and other classics) -different topics such as biopolitics, gender and family structure, questions in the field of economy, relevant social and political events.
<b>Time/Duration</b>	Ongoing

<b>Participants/Target groups</b>	- young intellectuals - workers (collaborating with trade unions) - artists (collaborating with the Museum of Modern Art)
<b>Aims/Objectives</b>	To develop a civic and social consciousness and political and theoretical engagement as an alternative to established political structures.
<b>Description of the Practice (processes)</b>	The Peace institute supports political civil society activities and has developed a variety of projects. For example, the <i>Workers' and Punks' University project</i> provides intellectual ground to reflect upon various social issues and develop actions to deal with these  Every year <i>Workers' and Punks'</i> organises: 1. five to six reading seminars 2. a film seminar 3. lecture courses 4. a 'spring school'
<b>Results</b>	During its existence WPU has managed to activate a whole generation of young intellectuals by offering them a space to organise seminars, lectures and discussions. It expanded its scope from intellectual circles to the workers by collaborating with trade unions and the Museum of Modern Art.  It has established international collaboration through various projects and has invited lecturers and participants to project events.
<b>Dissemination of Results</b>	Projects, events, internet site, lectures, seminars, books
<b>Documentation used for the Presentation</b> sources, materials, ...)	Interviews with participants, books, websites.
<b>Justification for the Selection</b> (why it is to be considered a good practice)	This is one of the only permanent and organised political and civil society activities that gives citizens the opportunity to participate in politics which is not part of a formed traditional or conventional political establishment.
<b>Website address/ Contact person</b>	<a href="http://dpu.mirovni-institut.si/index-e.php">http://dpu.mirovni-institut.si/index-e.php</a>

## Spain

<b>Country/countries</b> (national/European)	Spain
<b>Name (of project, of programme, etc)</b>	'EL ENLACE'
<b>Organiser/Provider</b>	It is promoted by the Ibero-American Development and Integration Centre ( <i>Centro para el Desarrollo y la Integración Iberoamericana, CDI</i> ), a migrant organisation.
<b>Research Question</b>	What are the most effective drivers and approaches to fostering

(relation between practice and project research questions)	Participatory Citizenship at different levels?
<b>Dimension/Area of Active Citizenship</b> (Political participation, Community activities, Political Civil Societies Activities. Values of Democracy, Human Rights, Social Cohesion and Tolerance)	Community activities; Social cohesion and tolerance, values of democracy.
<b>Themes/Contents</b>	Migrant integration
<b>Time/Duration</b>	
<b>Participants/Target groups</b>	Migrants in the Canary Islands
<b>Aims/Objectives</b>	The objectives of the project are to facilitate and accelerate the process of migrants' social and employment integration, reducing vulnerability caused by ignorance of bureaucratic and socio-economic procedures, providing information on regulations, rights and obligations and on the social, sporting and cultural activities run by the migrant associations on the island.
<b>Description of the Practice (processes)</b>	<p>Enlace is a publication available in written and digital format written by migrants for migrants on the Canary Islands.</p> <p>The project was set up because of the lack of accessible and understandable information for migrants which helps them know about and defend their rights, and comply with their civic duties.</p> <p>The project is funded by members and collaborators of the migrant association which promote it. It is also partially supported by Cabildo Insular (local government corporation at island level) in Tenerife.</p> <p>The bulletin is distributed in key centres, where migrants access information and meet. The coordinating organisation provides:</p> <ul style="list-style-type: none"> <li>- Information on the regulations which in general affect migrants' new lives such as immigration law, social services, employment rights etc.</li> <li>- Legal advice and information about specialised NGOs where necessary.</li> <li>- Free use of office equipment such as photocopier, telephone, etc.</li> <li>- Networking meetings between different NGOs involved in service providing for and by migrants to pool resources and</li> </ul>

	<p>ensure joint action.</p> <ul style="list-style-type: none"> <li>- Campaigning and the encouragement of professional work: migrant and mainstream associations have special coordinators to place migrants efficiently and effectively in the host society.</li> <li>- Social events for cultural exchange.</li> </ul> <p>Enlace has been the only means of written communication, on paper and digital format (on a website), made by and for migrants on the Canary Islands. It uses easy-to-understand vocabulary – and reports to the authorities on issues of exclusion and acts of discrimination.</p>
<b>Results</b>	<p>The attitude of migrant people was enthusiastic and highly dedicated as the participating migrants felt that they made a real change to the lives of their fellow citizens that share similar migration backgrounds. Migrants reported that at first they are concerned with meeting their basic needs, and that volunteering can be seen as something to be considered only when this is done. Other obstacles to participation include difficult and long working hours and the lack of resources (to pay expenses, etc.).</p> <p>The bulletin provided direct support to improve migrants' living conditions, and ensuring that information on regulations reach the communities they affect.</p>
<b>Dissemination of Results</b>	<p>Bulletin Web Networking meetings</p>
<b>Documentation used for the Presentation</b> (sources, materials, ...)	<p>Involve – Involvement of third country nationals in volunteering as a means of better integration – final report Published by the European Volunteer Centre, 2006</p>
<b>Justification for the Selection</b> (why it is to be considered a good practice)	<p>It is an interesting example of activities aiming to develop social cohesion and participation at a local community level</p>
<b>Website address/ Contact person</b>	<p><a href="http://www.cev.be/data/File/INVOLVEreportEN.pdf">http://www.cev.be/data/File/INVOLVEreportEN.pdf</a></p>

### Sweden

<b>Country/countries</b> (national/European)	Sweden
<b>Name (of project, of programme, etc)</b>	'En Peng för demokrati' – 'A Penny for Democracy'
<b>Organiser/Provider</b>	Klippan local council
<b>Research Question</b> (relation between practice and project research questions)	What are the most effective drivers and approaches to fostering Participatory Citizenship at different levels?
<b>Dimension/Area of Active Citizenship</b>	Community activities Political civil society activities

(Political participation, Community activities, Political Civil Societies Activities. Values of Democracy, Human Rights, Social Cohesion and Tolerance)	This project is an example of civic education and an example of a promotion of community activities and political civil society activities among young people.
<b>Themes/Contents</b>	Student participation in decision making processes.
<b>Time/Duration</b>	
<b>Participants/Target groups</b>	School students
<b>Aims/Objectives</b>	Stimulating participation in decision making processes and raising awareness on the impact of participation.
<b>Description of the Practice (processes)</b>	<p>In 2001 Klippan local council decided to spend 200,000 SEK to develop and stimulate work on democracy and influence in schools. Half of the budget goes to a 'democracy penny' and half goes to 'debating penny'. What sets this pot of money apart from the rest of the school budget is that the pupils have full influence over what the money should be spent on.</p> <p>The democracy penny is a sum of about 50 SEK per pupil that the local council distributes each year to the local schools. The money is earmarked to go to an activity to strengthen the cohesion in the class. Each class decides themselves what they want the money to go to through a normal democratic decision making process where suggestions are proposed and a class council decides what decision is the best. This way the pupils do not only gain experience of the decision making process, but they get real influence over something that concerns them. They also immediately see the result of their participation.</p> <p>The debating penny is a pot of money that the local council distribute to local schools every year after a debate and vote among the pupils on wishes and needs from the schools. Each school comes up with a first and second choice of things they need through a vote in the pupils council. The pupils will need to find out what the things they want cost. Representatives from each school then attend a meeting at the local council and argue their case for why their school should be given money. It is only the pupil representatives who have a right to vote at this meeting. Local politicians attend and help out in discussions, but do not vote. The money is then distributed among the schools that get the most votes.</p>
<b>Results</b>	

<b>Dissemination of Results</b>	
<b>Documentation used for the Presentation</b> (sources, materials, ...)	<a href="http://www.skolverket.se/skolutveckling/vardegrund/demokrati_som_u_ppdrag/2.2267/2.2268/pilgardsskolan-norreroksskolan-1.135706">http://www.skolverket.se/skolutveckling/vardegrund/demokrati_som_u_ppdrag/2.2267/2.2268/pilgardsskolan-norreroksskolan-1.135706</a>
<b>Justification for the Selection</b> (why it is to be considered a good practice)	This project is an example of civic education and an example of a promotion of community activities and political civil society activities among young people.
<b>Website address/ Contact person</b>	<a href="http://www.skolverket.se">http://www.skolverket.se</a> <a href="http://www.skolverket.se/skolutveckling/vardegrund/demokrati_som_u_ppdrag/2.2267/2.2268">http://www.skolverket.se/skolutveckling/vardegrund/demokrati_som_u_ppdrag/2.2267/2.2268</a>

### United Kingdom

<b>Country/countries</b> (national/European)	United Kingdom
<b>Name (of project, of programme, etc)</b>	National Citizen Service(NCS)
<b>Organiser/Provider</b>	<p><b>Provider:</b> NCS is a government-backed national initiative. The service is provided by third-party organisations in voluntary, charitable and business sectors.</p> <p><b>Finance:</b> It was announced that overall £50 million would be set-aside by the government to fund NCS. In 2011 approximately £13 million was used to provide 11,000 places. The rest of the budget is dedicated to funding the service this summer (2012) for the provision of 30,000 places.</p> <p><b>Overview:</b> NCS is a key part of the current Conservative-led coalition's Big Society initiative. This initiative promotes the rebalancing of the relationship between the state, society and individuals whereby citizens are entrusted and encouraged to be socially responsible and cohere in their communities in order to lessen the scope of government.</p> <p>NCS aims to create a more responsible, socially engaged and cohesive society. Young people (of sixteen years) are encouraged to volunteer in an eight-week summer programme in their wider communities (for example in schools, neighbourhood groups, businesses and local authorities). The service aims to support young people to develop the attitudes and skills they require to become active and responsible citizens.</p>



	<p><b>Background</b></p> <p>NCS evolved out of a National School Leaver Programme (NSLP) initiative promoted by David Cameron on his election campaign of 2005. NSLP aimed to tackle youth crime, anti-social behaviour by increasing feelings of community belonging, purposefulness and optimism among youth. Following this a pilot programme was undertaken (Young Adult Trust) through an independent charity. From this a two-week residential programme was proposed as well as homecoming celebrations for involved participants. In 2006, the Youth Adult Trust was officially launched and the focus of the initiative moved to placing emphasis on the mixing of young people from different background and classes to address family breakdown and youth crime. By 2007 the name National Citizen Service had evolved and more details were outlined: a six-week programme for every school leaver aged 16 was promoted. This included a one week residential trip, four weeks of community participation and a residential challenge in the final week. NCS was envisaged to address society's moral and social issues and would seek to tackle youth unemployment, mental health issues, low self-esteem, anti-social behaviour and a reliance on welfare.</p> <p>In 2009, a further programme was piloted by the Shaftesbury Partnership: <i>The Challenge</i>. Following this, the length of time proposed for NCS increased to an eight week summer programme which would begin after GCSEs. The residential element was to remain. Participants would spend the first week away from home taking part in outdoor pursuits; the second week would be spent assisting in their local community to learn new skills. In week three a Social Action Project would be of focus; and this would be continued part-time (for at least thirty hours) between weeks four and eight. (For the latest structure of the programme please see the Description of the practice section below).</p> <p>(See Mycock and Tonge (2011) for a fuller background)</p>
<p><b>Research Question</b> (relation between practice and project research questions)</p>	<ul style="list-style-type: none"> <li>• Provides an example of how Participatory Citizenship can be fostered at the local community level.</li> <li>• NCS could be suggested as a way to break down the barriers to participation as it is completely subsidised by the government and any 16-year-old can apply (the <i>ambition</i> is for NCS to become universal and provide access for all 16-year-olds).</li> <li>• NCS could be viewed as a way to encourage responsible Participatory Citizenship as opposed to passive citizenship.</li> </ul>
<p><b>Dimension/Area of Active Citizenship</b> (Political participation, Community activities,</p>	<p>The NCS is based on an organic notion of civil society: there is a high focus on social Participatory Citizenship and voluntarism. There is <u>no</u> attempt to connect volunteering with political citizenship and there are almost no explicit advancements set-out in NCS to improve</p>

<p>Political Civil Societies Activities. Values of Democracy, Human Rights, Social Cohesion and Tolerance)</p>	<p>democratic participation as a part of taking part in community-based activities.</p>
<p><b>Themes/Contents</b></p>	<p><b>Responsible citizenship:</b> NCS helps young people reflect on their responsibilities to their community in the transition to adulthood.</p> <p><b>Common Purpose:</b> Participants come together in teams from different backgrounds (religious, ethnic, and social) to volunteer in their local communities to develop a more cohesive and integrated society.</p> <p><b>Residential trip:</b> The aim of this trip is to team build and give participants the opportunity for personal and social development through outdoor activities. The emphasis is on bonding, building personal responsibility, self-confidence and self-awareness.</p> <p><b>Service and skills:</b> Participants choose an activity (for example business, music, drama or sport). In teams of people with the same interest the participants dedicate their interest and skills in this area towards serving older and younger generations, and their wider communities.</p> <p><b>Social Action Project:</b> The emphasis here is on devising a project to strengthen the local community. Teams are assigned areas in the neighbourhood which they have to take care of. With an understanding of the local area the teams are encouraged to innovate ideas to bring about tangible benefits. Ideas are then presented to a panel of experts (local community experts and business leaders). This presentation marks the end of the full-time part of the program.</p> <p><b>On-going social action:</b> This is the period of time allotted for the participants to carry out their Social Action Project in weeks 4-8.</p> <p><b>Graduation:</b> After the Social Action Project is complete teams have the opportunity to celebrate their success.</p>
<p><b>Time/Duration</b></p>	<p>Eight Weeks</p>
<p><b>Participants/Target groups</b></p>	<p>NCS is aimed at <i>all</i> 16-year-olds: those who have left secondary school, those moving on from GCSEs and those who have decided to leave education altogether.</p>
<p><b>Aims/Objectives</b></p>	<p>The main aims/objectives promoted by NCS are:</p> <ul style="list-style-type: none"> <li>• <u>a more cohesive society</u> by including participants from different social, religious and ethnic backgrounds.</li> <li>• <u>a more responsible society</u> by supporting the transition into adulthood for young people.</li> </ul>

	<ul style="list-style-type: none"> <li>• <u>a more engaged society</u> by enabling young people to work together to create Social Action Projects in their local communities.</li> </ul> <p>Other aims/objectives of NCS:</p> <ul style="list-style-type: none"> <li>• Assists young people in their transition from childhood to adulthood by offering the chance to develop self-esteem and confidence.</li> <li>• Enables young people to help others and learn about life.</li> <li>• Helps to dismantle boundaries of prejudice and class and helps young people feel they belong to their communities.</li> <li>• Supports the learning of new skills for curriculum vitae improvement and provides a key opportunity engage 16-year-olds and signpost them to higher education, training or employment opportunities.(For more details see: <a href="http://www.education.gov.uk/childrenandyoungpeople/youngpeople/nationalcitizenservice/a0075357/national-citizen-service">http://www.education.gov.uk/childrenandyoungpeople/youngpeople/nationalcitizenservice/a0075357/national-citizen-service</a>)</li> </ul>
<p><b>Description of the Practice (processes)</b></p>	<p><b>Phases NCS:</b></p> <p><b>Phase 1:</b> An introductory phase where expectations are set and relationships built between participants and staff.</p> <p><b>Phase 2:</b> (Week1) Full-time residential team building experience away from participants' local community, focussing on teamwork, physical and mental challenges + opportunities for discussion and guided reflection (one week).</p> <p><b>Phase 3:</b> (Week 2) Full-time residential in participants' home community, focussing on developing new skills and serving the local neighbourhood (one week).</p> <p><b>Phase 4:</b> (Week 3) Design a Social Action Project in consultation with the local community (one week)</p> <p><b>Phase 5:</b>(Weeks 4-8) onwards:</p> <ul style="list-style-type: none"> <li>• A period of 30 hours social action on a part-time basis</li> <li>• A fair/event to encourage participants to get involved in on-going social action or volunteering activities in their area</li> <li>• A large celebration and graduation event for participants and their guests. It is anticipated that as a final challenge young people will play a full and active part in this celebration.</li> </ul> <p>(For more details, see <a href="http://www.cabinetoffice.gov.uk/news/national-citizen-service-introduced.">http://www.cabinetoffice.gov.uk/news/national-citizen-service-introduced.</a>)</p> <p>Through each phase of the process participants are supported by a mentor (four mentors to every 12 participants).</p> <p>A <b>senior mentor</b>, who is paid for the full-time role, leads the team and is responsible for the safety of the participants throughout the first three weeks of full time activities. They are to ensure that the programme is accessible yet also challenging.</p> <p>A <b>team mentor</b> is also provided who guides the team, mainly during</p>

	<p>the second week's residential activities. It is suggested that university students may fit this role well.</p> <p>A <b>community mentor</b> works with the teams full-time during the social action week and then part-time in the following month. They (ideally) have good project management abilities. It is envisaged that these roles will be carried out by employees from business.</p> <p>An <b>associate mentor</b>, a young person who has previous participated in the program, will work alongside the other three. They provide full-time support during the social action week and part time in the following month to assist in the development of Social Action Projects.</p>
<p><b>Results</b></p>	<p>At present there is still little evidence on the impact or results of the programme as it is still being expanded and piloted. However, there have been a number of pilots studies carried out which aim to evaluated the effectiveness of the programme.</p> <p>According to independent evaluations carried out by the University of Strathclyde a high level of programme success has been reported from pilot programs undertaken in 2009. It was reported that 100% of participants surveyed would encourage others to participate in NCS. It was also found that the programme had increased participants trust in others and helped participants to feel more engaged in British life. Qualitative interviewing also revealed that the pilot had achieved some of its major aims: social mixing, team-building skills, community engagement, giving ownership over projects, enabling young people to feel more part of their communities, supporting the transition to adulthood.</p> <p>Conversely, it was also found that at times a lack of direction coupled with a lack of sustainability in some team projects and a lack of clear project impact led to some participants feeling demotivated.</p> <p>The University of Strathclyde suggested the following recommendations:</p> <ul style="list-style-type: none"> <li>• The need to look for ways to improve inclusiveness. Some participants needed more support than other and some were more proactive.</li> <li>• To find ways to make the Social Action Projects more sustainable to help improve participant motivation.</li> <li>• Ensuring guidance and independence is balance when developing Social Action Projects.</li> </ul> <p>(For the full report and methodology see:  <a href="http://www.younglancashire.org.uk/webfm_send/151">http://www.younglancashire.org.uk/webfm_send/151</a>)</p> <p>It is important to note that the research produced from these pilot studies by Strathclyde University was based on very small numbers of participants (only 107 16-year-olds). It is therefore difficult to determine the long-time social and behavioural impact of the programs and whether or not they contribute to a civic activism in later years. Questions have also been raised as to whether social mixing continues once individuals return to their communities after spending</p>

	<p>a week on a residential course. It has also been noted that young people from disadvantages backgrounds found it difficult to maintain the impact of the pilots. This begs the question as to the extent NSC really readdresses societal dysfunctions related to economic and social inequality.</p> <p>There are also questions related to cost and with regard to the quality and the scale of NCS. The cost of the programme is highly expensive – David Cameron, for example, envisaged the programme to cost at least £800 million. It is suggested that not all funding will come from the government, and schools and young people themselves might be expected to pay a small cost towards the summer NCS project. This had the obvious disadvantaged that those from less-affluent backgrounds will be less able to reach these costs or may indeed not wish to spend their money in this way. The high cost of the programme also raised question as to the long-term sustainability of NCS, especially in times of economic uncertainty. (For a more substantial discussion on this see Mycock and Tonge (2011)).</p>
<b>Dissemination of Results</b>	<p><a href="http://www.natcen.ac.uk/study/national-citizen-service-evaluation">http://www.natcen.ac.uk/study/national-citizen-service-evaluation</a></p> <p><a href="http://www.younglancashire.org.uk/webfm_send/151">http://www.younglancashire.org.uk/webfm_send/151</a></p>
<b>Documentation used for the Presentation</b> (sources, materials, ...)	
<b>Justification for the Selection</b> (why it is to be considered a good practice)	<p>NCS is a well-structured programme which could potentially include a <b>wide reach</b> of sixteen-year-olds who may/or may not have access to such opportunities. NSC takes an explicit <b>community-oriented approach</b> to Participatory Citizenship in where young people are encouraged to take initiative in their local communities and become active. The structure of this programme is seen a considerable strong point especially in terms of <b>giving young people direction</b> on how to participate in society and having the support from different types of <b>mentors</b> at different stages of the program. Giving young people the chance to participate and work alongside people from <b>different backgrounds</b> and ages is also seen a beneficial.</p>
<b>Website address/ Contact person</b>	<p><b>Website address:</b> <a href="http://www.education.gov.uk/childrenandyoungpeople/youngpeople/nationalcitizenservice/a0075357/national-citizen-service">http://www.education.gov.uk/childrenandyoungpeople/youngpeople/nationalcitizenservice/a0075357/national-citizen-service</a></p> <p><b>Email:</b> <a href="mailto:mailbox.nationalcitizenservice@education.gsi.gov.uk">mailbox.nationalcitizenservice@education.gsi.gov.uk</a></p>
<b>Additional comments/remarks</b>	

<b>Country/countries</b> (national/European)	United Kingdom
<b>Name (of project, of programme, etc)</b>	Post-16 Citizenship Support Programme (PCSP)
<b>Organiser/Provider</b>	<p><b>Provider:</b> The LSN(an NGO focused on making learning work across public and private sectors in the UK and also internationally) runs PCSP for the Learning and Skills Improvement Service (LSIS), the Centre for Excellence in Leadership (CEL) and the Quality Improvement Agency (QIA).</p> <p>Excellence Gateway: <a href="http://www.excellencegateway.org.uk/page.aspx?o=258358">http://www.excellencegateway.org.uk/page.aspx?o=258358</a>  LSN: <a href="http://www.lsnlearning.org.uk/">http://www.lsnlearning.org.uk/</a></p> <p><b>Overview:</b>  PCSP aims to increase participation through citizenship education in all post-16 education and training settings. This has the aim of giving young people the knowledge, understanding and skills they require to play an effective role in society at local, national and international levels. Providing post-16 citizenship education for young people means that they are given the opportunity to build on the citizenship skills and knowledge that they developed at secondary school.</p> <p>PCSP provides a wide-range of free training and supports those who are, or may become, involved in the management and/or delivery of post-16 citizenship education provision. Education and training settings included in the programme are: colleges, work-based learning providers, youth and community groups, school sixth forms and young offenders' institutions.</p> <p><b>Background:</b>  After the successful completion of the Post-16 Citizenship Development Programme (2001–2006) the LSN launched a new programme to support post-16 citizenship education. The aim of the new programme was to build on the outcomes of the last with the purpose of mainstreaming citizenship provision in Post-16 training and education.</p>
<b>Research Question</b> (relation between practice and project research questions)	<p>This practice is seen as an effective driver for participatory citizenship, although much depends on how a particular organisation goes about implementing post-16 citizenship education.</p> <p>This practice encourages young people to become active citizens who take political and citizenship matters into their own hands by working in groups or as individuals (depending on organisational approach).</p> <p>PCSP is one way to overcome the barriers towards participation in</p>

	further education and training settings.
<b>Dimension/Area of Active Citizenship</b> (Political participation, Community activities, Political Civil Societies Activities. Values of Democracy, Human Rights, Social Cohesion and Tolerance)	The type of Participatory Citizenship embedded in PCSP practices depends on the type of post-16 citizenship education programme an organisation wishes to promote. Some organisation may be keen to develop student councils and elect student representatives to place emphasis on democracy and learner voice. Other organisations may hold one of events to inform people about issues that are relevant or of interest to them (for example events on International Women’s Day, World AIDS day or Holocaust remembrance events). In this case human rights would be the emphasis.
<b>Themes/Contents</b>	<p><b>Knowledge and skills for participation:</b> The main theme of Post-16 citizenship is to enable people to develop knowledge skills and understanding that relate to the ways in which young adults participate and engage in society. The key citizenship themes are: Rights and responsibilities, government and democracies, and identities and communities.</p> <p><b>Opportunities within the program:</b> Themes related to opportunities provided within the programme are to help students: Identify, investigate, and think critically about citizenship issues, problems or events of concern to them; decide on and take part in follow-up action, where appropriate; and to reflect on, recognise and review their citizenship learning.</p> <p><b>Other themes:</b> Other themes include: Citizenship ethos (i.e., developing an organisational culture that places values on the involvement of young adults in decision making processes); Learner voice in decision-making processes; co-ordination (it is advised that a person in an organisation is put in charge to oversee citizenship activities); and management (managers are encouraged to be committed as this is deemed an important determinant for active citizenship learning quality).</p> <p>It is important to note that these themes are not considered static or mutually exclusive and are not limited to one learning situation. It is emphasised within the programme that the type of theme covered are dependent on the learners and a particular organisation.</p> <p>See: <a href="http://www.excellencegateway.org.uk/page.aspx?o=258358#MainThemes">http://www.excellencegateway.org.uk/page.aspx?o=258358#Main Themes</a></p>
<b>Time/Duration</b>	On-going but depends on the organisation.
<b>Participants/Target groups</b>	All those enrolled (mainly at ages 16–19) in post-16 further education institutions, including: colleges, work-based learning providers, youth and community groups, school sixth forms and young offenders’ institutions.

<p><b>Aims/Objectives</b></p>	<p>PCSP aims to disseminate and build on the outcomes from the previous development programme (2001–2006) in order mainstream citizenship education provision in post-16 education and training settings.</p> <p>The type of citizenship education PCSP aims to promote is one which emphasises active participation in local communities, political knowledge, and provides opportunities to young people to practice democratic decision-making in the educational organisation they are enrolled at.</p>
<p><b>Description of the Practice (processes)</b></p>	<p>Because the Post-16 sector is extremely diverse, the approach PCSP take largely depends on the organisation. For example, some organisations may wish to place more emphasis on learner and voice representation which includes electing student representatives and/or the establishment of representative structures such as college councils. Other organisations may use group tutorial programmes in which structured activities are delivered through an organisation’s curriculum; qualifications such as AS and A-Level Citizenship studies; voluntary action campaigns; and one-off events linked to particular themes (for example International Women’s Day, or a Holocaust memorial day)</p> <p>In some cases a ‘Citizenship Manifesto’ is drawn up to set out the aims and ethos of an organisation and how they will go about encouraging active citizenship learning.</p> <p>The providers of PCSP (The LSN, the Learning and Skills Improvement Service (LSIS), the Centre for Excellence in Leadership (CEL) and the Quality Improvement Agency (QIA)) offer support to organisation wishing to improve post-16 citizenship education provision.</p> <p>For organisations interested in creating a citizenship-rich environment a toolkit is available online which helps to assess the provision of citizenship in a particular organisation and then provides feedback on how to improve Post-16 Citizenship programme provisions.</p> <p>See <a href="http://www.excellencegateway.org.uk/page.aspx?o=citizenship-etoolkit">http://www.excellencegateway.org.uk/page.aspx?o=citizenship-etoolkit</a></p>
<p><b>Results</b></p>	<p><b>Achievements to date and evaluation of the Post-16 Citizenship Support Programme:</b></p> <ul style="list-style-type: none"> <li>• Curriculum and staff development materials - 58 titles including 6 multimedia resources have been developed.</li> <li>• 27 programme magazines with learning supplements</li> <li>• 30 e-bulletins and 12 learning activities</li> <li>• 600 customised training sessions since 2008</li> <li>• 75 staff accredited on Level 4 post-16 teaching citizenship course</li> <li>• 220 development projects across all settings on range of issues</li> <li>• Over 100 national + regional events – approx 4000 delegates</li> <li>• Over 12,000 citizenship community contacts</li> </ul>



	<ul style="list-style-type: none"> <li>Over 1000 providers accessed programme each year</li> </ul> <p><i>Overall the Programme has been hugely successful in laying the foundations for the development of post-16 citizenship. Above all it has succeeded in showing how the aspirations of the Crick Group on 16–19 citizenship, that citizenship should be an entitlement for all young people aged 16–19....can be developed in practice in a range of post-16 settings and contexts</i></p> <p>NFER, 2004</p> <p>Findings showed an almost universal impact and, in a majority of cases, a strong influence, on respondents' capability to deliver Citizenship in terms of knowledge and understanding. The programme was also reported to have had a major impact on respondents' confidence in their ability to deliver, with, for example, over a third reporting lack of confidence before their involvement and only two individuals reporting this afterwards. The proportion that was very confident also increased substantially. These findings provide evidence that, for these respondents, the key objectives for the support programme had been met and sound foundations were being built for future delivery.</p> <p>External evaluation, 2009</p> <p>Customised in-house training appears frequently to have been successful in extending the 'reach' of citizenship understanding beyond the lone enthusiasts to include other tutoring or teaching staff and even in some cases, senior managers; in enabling staff to look at how citizenship might be embedded more holistically; and in allowing for collective action planning.</p> <p>External evaluation, 2009</p> <p>External professional development and support for providers have been instrumental in bringing about improvement through topical and attractive resources and specialist guidance. The providers in this survey made good use of the Learning and Skills Improvement Service (the former Learning and Skills Development Agency) for resources and professional support. Where they existed, local and regional networks played an important part in supporting learning.</p> <p>Citizenship established? Ofsted, 2010</p>
<b>Dissemination of Results</b>	<p>Ofsted. (2010). <i>Citizenship established?</i>. Citizenship in Schools 2006/09. Ofsted. [Online]. Available from <a href="http://www.excellencegateway.org.uk/page.aspx?o=269523">http://www.excellencegateway.org.uk/page.aspx?o=269523</a>. [Accessed 18.01.2012].</p>
<b>Documentation used for the Presentation</b>	

(sources, materials, ...)	
<b>Justification for the Selection</b> (why it is to be considered a good practice)	<p>The support, training and resources provided by PCSP are seen as a good way to <b>enhance</b> the democratic participation of young people in different Post-16 education contexts. This is important because research shows that democratic participation tends to be particular low in vocational education organisations</p> <p>PCSP is also seen as beneficial because is a way to provide <b>continuity</b> for citizenship education learned at secondary school. Although this is seen as a strong point of the program, it is still a limitation that those young adults not enrolled in further education cannot participate in these types of programs.</p> <p>PCSP is also deemed an important because all vocational courses are affected by public law (namely <b>employment rights and responsibilities</b>). It is therefore a fundamental that learners have the opportunity to learn about and exercise their rights and collaborate with others to change or improve employment law and regulation. PCSP is seen as a good avenue which can potentially help organisations and individuals improve knowledge about their employment rights and how to implement those rights to make changes.</p> <p>The approach PCSP uses is <b>flexible</b>; programs can therefore be tailored to the specific needs of an organisation.</p>
<b>Website address/ Contact person</b>	<p><b>Website:</b><a href="http://www.excellencegateway.org.uk/page.aspx?o=citizenship">http://www.excellencegateway.org.uk/page.aspx?o=citizenship</a></p> <p><b>Email:</b><a href="http://www.excellencegateway.org.uk/page.aspx?o=feedback">http://www.excellencegateway.org.uk/page.aspx?o=feedback</a> need to get email/contact person.</p>

### Pan-European

<b>Country/countries</b> (national/European)	European (Italy, Greece, Germany, Poland, Slovenia)
<b>Name (of project, of programme, etc)</b>	Yourope for Rights: Active Citizenship in Europe, between Human Rights and Migration Policies Programme 'Europe for citizens', project CP-2009-027
<b>Organiser/Provider</b>	Coordinated by an Italian organisation <i>Servizio Civile Internazionale Italia</i> Onlus, involved partner organisations from Slovenia, Poland, Germany and Greece (see below)
<b>Research Question</b> (relation between practice and project research questions)	<ul style="list-style-type: none"> <li>• What is the relationship between local, national, regional and European forms of participatory citizenship?</li> <li>• What are the most effective drivers and approaches to fostering Participatory Citizenship at different levels?</li> <li>• How is it possible to overcome the barriers towards European Participatory Citizenship at various levels taking into account the quantity and diversity of European citizens?</li> </ul>
<b>Dimension/Area of</b>	Community activities; Values of democracy, Human Rights, social

<b>Active Citizenship</b> (Political participation, Community activities, Political Civil Societies Activities. Values of Democracy, Human Rights, Social Cohesion and Tolerance)	cohesion and tolerance.
<b>Themes/Contents</b>	<ul style="list-style-type: none"> <li>• Immigration policy.</li> <li>• Migrants/refugees.</li> <li>• Promotion of volunteering.</li> </ul>
<b>Time/Duration</b>	2010
<b>Participants/Target groups</b>	Several volunteer organisations and migrants.
<b>Aims/Objectives</b>	<p>A general aim was to 1) get opinions among the wider public on the perception of immigration (especially asylum seekers and refugees) - through a survey conducted in five European countries; 2) to foster debate and to formulate recommendations directed to European policy makers; and 3) to create the tools for further awareness raising campaigns and projects.</p> <p>A practical aim was to create opportunities for mutual knowledge and interaction targeting local populations, migrants and refugees.</p> <p>All partners were involved in the creation and dissemination of the survey, in the creation of public events (involving international participants, local communities, migrants, refugees, asylum seekers, and non-governmental bodies and public authorities on the theme of human rights protection), in facilitating the relationship between European institutions and citizens.</p> <p>The aim behind every action was the promotion of volunteering as a method of active participation and citizenship in Europe.</p> <p>New and old EU Member States were involved in the project, to explore a European issue from the Mediterranean and Central European perspective.</p> <p>The groups of participants were balanced and diverse, with the effort to include people with fewer opportunities and with the involvement of migrants in all events.</p> <p>As a long-lasting outcome was the Yourope publication and CD-ROM which included contributions from all partners. A website was also developed and serves as a communication tool towards for the wider public and as a platform for the exchange project partner's ideas.</p>

<b>Description of the Practice (processes)</b>	<p>The project focused on the issue of social cohesion and on the need to manage migration while respecting the human rights of those fleeing persecution, war or violence in general.</p> <p>It tried to address both issues at several levels:</p> <ol style="list-style-type: none"> <li>1) by giving structured opportunities for personal interaction and mutual knowledge for the parties involved (local people feeling threatened by the presence of migrants, asylum seekers, and refugees),</li> <li>2) by stimulating participants to actively engage in finding and creating opportunities for further interaction after the project</li> <li>3) by formulating proposals addressed to EU policy makers dealing with the challenges of migration.</li> </ol>
<b>Results</b>	<p>Survey and several awareness raising events in 5 EU countries involving volunteers, stakeholders, refugees and migrants in a debate which ended with recommendations for EU policy-makers.</p> <p>14 local community roundtables and International advocacy conferences in Brussels which brought together pupils, NGOs, parents association and EU policy-makers.</p> <p>The realisation of the planned products and copy of all items produced: publications, DVD, videos, website.</p>
<b>Dissemination of Results</b>	<p>Publication of the project results, DVDs, several videos, posters and website: <a href="http://www.yourope4rights.eu">www.yourope4rights.eu</a></p>
<b>Documentation used for the Presentation</b> (sources, materials, ...)	<p><a href="http://www.yourope4rights.eu">www.yourope4rights.eu</a></p>
<b>Justification for the Selection</b> (why it is to be considered a good practice)	<p>A clear definition of objectives, activities to be carried out, participants, stakeholders and target groups.</p> <p>Innovative characteristics (in terms of objectives, content and activities).</p> <p>Consistency between set goals and the activities implemented.</p> <p>The active and direct participation of participants and stakeholders.</p> <p>Collaboration between different institutions, associations, organisations.</p> <p>The use of new technologies and new media.</p> <p>The presence of process, outcome and impact evaluation.</p> <p>The availability of information on the results actually achieved and on their impact at local, regional and national levels.</p>

	Impact and dissemination of results.
<b>Website address/ Contact person</b>	<p>Contact: Riccardo Carraro Tel: +39 065580661 Email: <a href="mailto:nordsud@sci-italia.it">nordsud@sci-italia.it</a> Web: <a href="http://www.yourope4rights.eu">www.yourope4rights.eu</a></p> <p>SCI-Servizio civile internazionale via Cruto 43 00146 Roma Tel. 065580644 e 065580661; Fax. 065585268 <a href="http://www.sci-italia.it">www.sci-italia.it</a></p> <p>KMGNE-Kolleg für Management und Gestaltung nachhaltiger Entwicklung gGmbH Reichenbergern Straße 150 10999 Berlin Germany <a href="http://www.kmgne.de">www.kmgne.de</a></p> <p>ANCE-Athens Network of Collaborating Experts Μιαούλη 15Α , 105 54 , Αθήνα, Ελλάδα Τηλ επικοινωνίας / Φαξ:+30 210 8215343 – 044 <a href="http://www.ance-hellas.org">www.ance-hellas.org</a></p> <p>OWA-Stowarzyszenie 'Jeden Świat' Prusa 16A/13 60-820 Poznań Poland Tel: +48.61.8484336 Fax: +48.61.8484337 <a href="http://www.jedenswiat.org.pl">www.jedenswiat.org.pl</a></p> <p>Zavod-voluntariat organizacija za mednarodno prostovoljno delo Resljeva ulica 20 SI-1000 Ljubljana Slovenia tel. +386.1.2391625- Fax +386.1.2391626 <a href="http://www.zavod-voluntariat.si">www.zavod-voluntariat.si</a></p>

<b>Country/countries (national/European)</b>	Pan-European
<b>Name (of project, of programme, etc)</b>	<p>Initiative for Learning Democracy in Europe</p> <p>The Initiative for Learning Democracy in Europe (ILDE) is a two-year project involving a number of foundations and various other partners, with the aim of developing resources to support civic education in schools throughout Europe. The ILDE group has published a Resource Kit (Europe and Me) in various languages, as well as a handbook of ideas for action (Schools for Society) (Source: <a href="http://www.efc.be/News/Pages/InitiativeforLearningDemocracyinEurop">http://www.efc.be/News/Pages/InitiativeforLearningDemocracyinEurop</a>)</p>

	<a href="http://www.efc.be/News/Pages/InitiativeforLearningDemocracyinEurope(ILDE)Resourcekitandhandbook.aspx">e(ILDE)Resourcekitandhandbook.aspx</a> .
<b>Organiser/Provider</b>	The ILDE partners include: Freudenberg Stiftung (chair), Bertelsmann Stiftung, Carnegie UK Trust, Compagnia di San Paolo, Education for Democracy Foundation, Education Reform Initiative, Foundation Bernheim, Joseph Rowntree Charitable Trust, King Baudouin Foundation, Council of Europe, Citizenship Foundation, German Association for Democracy Education (DeGeDe), RAA Berlin (Regional Centre for Education, Integration and Democracy), European Schoolnet, and the Alliance Publishing Trust (source: <a href="http://www.efc.be/News/Pages/InitiativeforLearningDemocracyinEurope(ILDE)Resourcekitandhandbook.aspx">http://www.efc.be/News/Pages/InitiativeforLearningDemocracyinEurope(ILDE)Resourcekitandhandbook.aspx</a> ).
<b>Research Question</b> (relation between practice and project research questions)	
<b>Dimension/Area of Active Citizenship</b> (Political participation, Community activities, Political Civil Societies Activities. Values of Democracy, Human Rights, Social Cohesion and Tolerance)	Learning the values of democracy, social cohesion, tolerance and human rights.
<b>Themes/Contents</b>	Online educational resources
<b>Time/Duration</b>	On-going
<b>Participants/Target groups</b>	Educators and school leaders.
<b>Aims/Objectives</b>	Aims to assist in the development of civic education in European schools.
<b>Description of the Practice (processes)</b>	<p>This transnational initiative involves case studies from Belgium, Bosnia and Herzegovina, England, Estonia, Finland, France, Germany, Italy, Poland, Sweden and Turkey.</p> <p>The <b>case studies</b> are organised along the following themes: 1) Involving the whole school community, 2) Fostering tolerance and awareness of diversity and identity, 3) Developing civic skills and attitudes, 4) Creating a democratic school culture, and 5) Engaging schools in their communities.</p> <p>From these case studies two main resources were developed which are provided below. These descriptions are as they appear on the Initiative for learning democracy in Europe webpage and can be found at:</p> <p><a href="http://www.efc.be/News/Pages/InitiativeforLearningDemocracyinEurope(ILDE)Resourcekitandhandbook.aspx">http://www.efc.be/News/Pages/InitiativeforLearningDemocracyinEurope(ILDE)Resourcekitandhandbook.aspx</a></p>

	<p><b>'Europe and Me'</b> is a new educational resource designed to open young people's eyes in a simple and practical way to the work of the European Union as it affects them and their peers. It does not aim to promote any particular view of the European Union, but seeks to engage young people in an active and critical exploration of some of its major policy areas - such as the environment, consumer protection, employment, minority rights and international aid - and the ways in which these impinge on the lives of young people. It presents young people with some of the practical problems confronting Europe today - such as river pollution, international football hooliganism, disability rights and discrimination at work - asking how they would solve them and the role they see for international co-operation in this.</p> <p>The resource has been created to meet the curricular needs of teachers and other educational professionals working with young people in the 14–19 age group in EU member states and countries in Europe aspiring to become EU members. <b>Europe and Me</b> is free and currently available on-line in several different languages, with plans for further translations in the near future.</p> <p><b>Schools for Society</b> is a handbook which distils best policy and practice drawn from European experience to promote the idea of the school as a democratic space. It focuses on the internal organisation of schools and their relations with neighbouring communities. The handbook is directed primarily at staff working in foundations who are interested in developing a more strategic funding approach in this field, and also at community/school developers, governors and heads of schools. As such, it is deliberately intended to complement the new handbook produced by the Council of Europe which is aimed at the teaching profession and trainers involved in citizenship education. Both publications are available online and can be freely downloaded from the website of the Network of European Foundations <i>for innovative cooperation</i>. These can be downloaded from the website: <a href="http://www.efc.be/News/Pages/InitiativeforLearningDemocracyinEurope(ILDE)Resourcekitandhandbook.aspx">http://www.efc.be/News/Pages/InitiativeforLearningDemocracyinEurope(ILDE)Resourcekitandhandbook.aspx</a>..</p>
<b>Results</b>	
<b>Dissemination of Results</b>	
<b>Documentation used for the Presentation</b> (sources, materials, ...)	
<b>Justification for the Selection</b> (why it is to be considered a good practice)	This is a good example of how a European project can support local school democratic development. This is a network to support educators and those in the field of democratic education and provides online resources.
<b>Website address/ Contact person</b>	<a href="http://www.efc.be/News/Pages/InitiativeforLearningDemocracyinEurope(ILDE)Resourcekitandhandbook.aspx">http://www.efc.be/News/Pages/InitiativeforLearningDemocracyinEurope(ILDE)Resourcekitandhandbook.aspx</a> <a href="mailto:peggy.sailler@nefic.org">peggy.sailler@nefic.org</a>

## Appendix B: Contributors to the Country Fiches and Good Practices

### **Austria**

Georg Heller, BA, Assistant at the Centre for Democracy Vienna (Demokratiezentrum Wien) and Werner Wintersteiner, Professor at the University of Klagenfurt and Founding Director of the Centre for Peace Research and Peace Education.

### **Belgium**

#### *French speaking region*

France Clément, Alain Michel and Luce Pepin, European Institute for Education and Social Policy (EIESP), France

#### *Flemish speaking region*

(FeProf. Dr. Wiel Veugelers, University of Humanistic Studies, Utrecht, Netherlands, Dr. Anton Derks, Flemish Ministry of Education and Training and. Dimokritos Kavadias , Vrije Universiteit, Brussels

### **Bulgaria**

Dr Svetla Petrova, Head of Department 'Analyses and International Projects', Centre for Control and Assessment of the Quality in School Education Ministry of Education, Youth and Science

### **Cyprus**

Bruno Losito, Associate Professor and Paola Mirti, Researcher, Roma Tre University

### **Czech Republic**

Dr. Dana Moree, Assistant Professor, Charles University of Prague, Faculty of Humanities

### **Denmark**

Hans Dorf, Associate Professor, Department of Education, Aarhus University, Denmark

### **Estonia**

Einar Värä. Chief Expert, Department of General Education, Ministry of Education and Research

### **Finland**

Tom Gullberg, Ph.D and Senior Lecturer in didactics of history and civics, Abo Akademi University

### **France and European interviews**

Jean Gordon European Institute for Education and Social Policy (EIESP), France  
Antoine Bevort, National Academy for Arts and Crafts (CNAM), France; and  
Alain Michel, European Institute for Education and Social Policy (EIESP), France



**Germany**

Hermann J. Abs, Professor of Education Research. Institute for School Pedagogy and Citizenship Education, University of Giessen, Germany

Tilmann Kammler, Research Assistant at the Institute for School Pedagogy and Citizenship Education, University of Giessen, Germany

**Greece**

Eleni Kostelidou, MA Education and Human Rights, Institute of Education, University of London & National and Kapodistrian University of Athens, Greece; Bruno Losito, Associate professor, and Paola Mirti, Researcher, Roma Tre University. Italy

**Hungary**

Eniko Pap, Programme Manager, Active Citizenship Foundation, Hungary and Zsuzsanna Szelényi, Foundation Chair; in consultation with Judit Lannert and Annamária Gáti, TÁRKI-TUDOK Educational Research Ltd and Rita Galambos, Foundation for Democratic Youth

**Ireland**

David Kerr, NFER Research Associate and Professor of Citizenship Education, Birkbeck College, University of London

**Italy**

Bruno Losito, Associate Professor, Roma Tre University

**Latvia**

Dr. Paed. Liesma Ose, Associate Professor at the Higher School of Management and Social Work, Attistiba, Riga

**Lithuania**

Hans Dorf, Associate Professor, Aarhus University, Department of Education, Denmark

**Luxembourg**

Prof. Dr. Wiel Veugelers, University of Humanistic Studies, Utrecht, Netherlands

**Malta**

Bruno Losito, Associate Professor, and Paola Mirti, Researcher, Roma Tre University, Italy

**Netherlands**

Prof. Dr. Wiel Veugelers and Drs. I. de Groot, Researcher, University of Humanistic Studies, Utrecht, Netherlands

**Poland**

Professor Marek Kwiek, Centre for Public Policy Studies, Faculty of Social Sciences. Poznan University, Poland.

**Portugal**

Bruno Losito, Associate Professor, and Paola Mirti, Researcher, Roma Tre University, Italy

**Romania**

Monica Maria Dvorski, Executive President of the Foundation Centre of Education 2000+. Romania

**Slovakia**

Marian Kisdurka, Project Manager, Slovak Governance Institute, Slovakia

**Slovenia**

Janez Krek, Associate Professor, and Mateja Peršak, Research Assistant, University of Ljubljana, Faculty of Education

**Spain**

Bruno Losito, Associate Professor, and Paola Mirti, Researcher, Roma Tre University, Italy.

**Sweden**

Emily Rainsford, PhD student, Department of Politics and International Relations, University of Southampton, England.

**United Kingdom**

David Kerr, NFER Research Associate and Professor of Citizenship Education, Birkbeck College, University of London and Lisa Nash, NFER Research Associate

## Other reports from this study

Hoskins, B et al. (2012) **Contextual Report: Participatory Citizenship in the European Union**, Institute of Education report for EU. Southampton: Southampton University, ISBN 9780854329373.

Hoskins, B et al. (2012) **Analytic Report: Participatory Citizenship in the European Union**, Institute of Education report for EU. Southampton: Southampton University. ISBN 9780854329380.

Krek, J. et al. (2012) **Good Practice Report: Participatory Citizenship in the European Union**, Institute of Education report for EU. Southampton: Southampton University. ISBN 9780854329397.

Hoskins, B and Kerr, D. (2012) **Final Study Summary and Policy Recommendations report: Participatory Citizenship in the European Union**, Institute of Education report for EU. Southampton: Southampton University, ISBN 9780854329403.

All the reports for this study are available on the Europe for Citizens website:

[http://ec.europa.eu/citizenship/about-the-europe-for-citizens-programme/studies/index\\_en.htm](http://ec.europa.eu/citizenship/about-the-europe-for-citizens-programme/studies/index_en.htm)

Electronic copies may also be obtained from Dr Bryony Hoskins (B.Hoskins@soton.ac.uk), to whom any queries relating to the copyright of this series should be addressed.