



★ NETWORKING EUROPEAN CITIZENSHIP EDUCATION

# Closing the empowerment gap through citizenship education

## How to address educationally disadvantaged groups

17 - 19 November 2011  
Warsaw, Poland

[www.nece.eu](http://www.nece.eu)

### Conference Location: Art & Cultural Center Fabryka Trzciny

The Fabryka Trzciny is located in an old, re-vamped factory in the Warsaw Szmulki Area of Praga. The Factory building (built in 1916) is one of the oldest post-industrial objects in the right-bank part of Warsaw. Previously the building was used for production of marmalade, canned products, and finally as the seat of the Polish Rubber Industry, with its Polish acronym "PPG" giving the famous name "pepegi" to its sneakers production.

*A European conference organised by*



*In co-operation with*



and the fellowship programme "Shaping Europe – Civic Education in Action" for young Europeans – a co-operation between the bpb and the Robert Bosch Stiftung

supported by



ERSTE Stiftung



## Background and Aims

This year's NECE conference focuses on the complex changes regarding civic participation and its effects on socially disadvantaged groups. All over Europe, citizens tend to refrain from traditional political participation, which is reflected by decreasing turnout rates in elections and a growing disenchantment with politics. One criticism is that – increasingly influenced by private or narrow-topic interest groups – governments and political institutions all over Europe (and in other western democracies as well) are losing legitimacy. Populist sentiments and a general sense of powerlessness are rife as trust in democracy ebbs. 'Post-democratic' tendencies – as described by Colin Crouch – seem to dominate formal institutions of democracy. At the same time new ways of getting involved in politics and society by using social media and digital technologies are gaining importance. This development could be considered a positive one, interpreted as proof that democracy is still alive and kicking. Critics claim, though, that these tendencies can lead to a further weakening of democratic institutions. As regards citizenship education it has to be admitted that these new forms of political participation are to a large extent determined by access to education, and by income and skills. Engagement with the wider public may become dependent on small 'single issue' groups, spin doctors and advertising professionals. A rising number of socially disadvantaged groups and individuals may become excluded from participation in civil society and political processes and suffer from a conspicuous 'empowerment gap'.

Experts and activists in the fields of citizenship and cultural education, youth and social workers, NGO representatives will meet in Warsaw to focus on a central question: How can citizenship education become a suitable tool for closing the empowerment gap?

Conference contributions will include theoretical and practical approaches from Europe concerning formal, non-formal and informal learning environments.

## Programme

### Thursday, 17 November 2011

02:30 pm Registration at the Fabryka Trzciny

03:00 pm **Discovering the neighbourhood: Searching for clues of the past in Warsaw by using the geocaching method** (*optional*)

The conference takes place in the city district "Praga", which is a problematic district of Warsaw, because some parts of its population can be described as socially disadvantaged. Before the beginning of the conference, the participants will learn more about the district and its inhabitants. By using the method of "Geocaching" the participants will discover the district of "Praga" in Warsaw and will experience how they may use this method in their own educational practice. At the end, all participants return to the Fabryka Trzciny.

"Geocaching" is a treasure hunting game where GPS is used to find hidden treasures.

**Conception & Realisation by: Konrad Pruszyński, Expatria Association (Poland) & the Team of Civis Polonus Foundation (Poland)**

05:00 pm Welcome Coffee & Networking Forum



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**Conference moderators:** **Almut Möller**, German Council on Foreign Relations (DGAP)  
**Matthias Haß**, Political Scientist (Germany)

*Theater Hall*

05:30 pm **Opening**

**Jacek Michałowski**, Representative of the Chancellery of the Polish President

**Welcome**

**Thomas Krüger**, Federal Agency for Civic Education (Germany)  
**Alicja Pacewicz**, Center for Citizenship Education (Poland)

06:00 pm **Keynote**

**“Transnationalisation and Post Democratic Structures:  
What does it mean for Citizens’ Participation and Civil Society in Europe?”**

**Benjamin Barber**, Political Theorist (USA)

07:30 pm **Opening Panel**

**Benjamin Barber**, Political Theorist (USA)  
**Barbara Malak-Minkiewicz**, IEA (the Netherlands)  
**Andy Williamson**, Expert & Consultant in Digital and New Media Strategies (UK)

Discussion

*Club Room and Performance Hall*

08:30 pm Reception with light cold and warm snacks & Music programme with the Klezmerband  
“**Transkapela**” at the Fabryka Trzciny

**Friday, 18 November 2011**

*Theater Hall*

09:00 am **Open Forum: Exchange – Encounter – Getting to know**

The ability to experience spaces and opportunities is important for the development of new methods and approaches achieving educationally disadvantaged target groups. The Fabryka is a special cultural and social area and should not only be envisioned as a venue but to be "captured" by the participants independently.

In the “Open Forum” the participants will experience - in a playful manner - a variety of meeting and theme spaces at the Fabryka, in order to getting to know each other, as well as exploring Fabryka Trzciny. You will be directed into different parts of the conference venue to have short, informal rounds of exchange and discussion. Last but not least, the conference hosts are interested in your motivation and expectation concerning the conference and the NECE Network. Therefore, six keywords/questions have been chosen to address in these smaller groups:



- **NECE networking** (What are my needs, what is my experience (if at all)?)
- **Motivation/Expectations** (Why am I here?)
- **Educationally disadvantaged groups** (What is the focus of my work? Which groups are educationally disadvantaged groups in my country?)
- **Contributions** - What do I bring along?
- **Challenges for Citizenship Education**
- **Diversity in Classrooms:** Dealing with different languages, cultures, backgrounds

Subsequently to the Open Forum  
Coffee Break & Networking Forum

### *Theater Hall*

11:15 am Presentation of “**NECE – Networking European Citizenship Education**”

Introduced by  
**Petra Grüne**, Federal Agency for Civic Education (Germany)  
**Tatjana Meijvogel-Volk**, ProDemos (the Netherlands)

#### **Presentation of the Fellowship Programme "Shaping Europe - Civic Education in Action"**

Introduced by  
**Carsten Lenk**, Robert Bosch Stiftung (Germany)  
**Christiane Toyka-Seid**, Programme Manager (Germany)

11:30 am **Access to (Citizenship) Education and its Impact for Political and Civic Participation**

**Erik Flügge**, Sinus Sociovision (Germany)  
**David Kerr**, Citizenship Foundation (UK)

Discussion

01:00 pm Lunch Snack

02:30 pm **Parallel Workshop Session**

How can empowerment of educationally disadvantaged target groups be achieved through citizenship education? This central question will run like a leitmotif through this year's NECE conference.

After the plenary session the subsequent parallel workshop session focuses on educational work in practice in different learning environments. Brief expert presentations and/or presentation of good practice projects from Europe will be the starting point for the debate in the workshops.

At the request of participants at previous NECE conferences the parallel workshop session will be repeated after the break, so that there is the opportunity to attend two different workshops.

**Workshop 1: Learning Environment – School and Quality Assurance**  
*Dressing Room*

**Workshop 2: Learning Environment – School and Practice**  
*Gallery Room*

**Workshop 3: Learning Environment – Community and Urban District Work**  
*Plenary Room*

**Workshop 4: Learning Environment – Media and Social Networks (Web 2.0)**  
*Foyer*

**Workshop 5: Learning Environment – Non-formal Citizenship Education I**  
*Theater Hall*

**Workshop 6: Learning Environment – Non-formal Citizenship Education II**  
*Restaurant*

**Workshop 7: Learning Environment – Vocational Training**  
*Catering Room*

**Workshop 8: Learning Method – a playful Access to Citizenship Education (Outdoor, 2.30 – 6.00 pm) – Meeting Point is in the Club Room**

04:00 pm Coffee Break & Networking Forum

04:30 pm **Rerun of the Parallel Workshop Session 1-7**

06:00 pm Break & Networking Forum

*Theater Hall*

06:30 pm **Impressions and Results of the Day**

*Club Room and Performance Hall*

07:30 pm Dinner buffet with cold and warm snacks

08:30 pm Music Programme with **DJ Kamil Babacz** at the Fabryka Trzciny

**Saturday, 19 November 2011**

09:30  
- 11:00 am

**Parallel Networking Panels**

**I) Advocacy Strategies – Empowering Education for Democratic Citizenship and Human Rights Education by cooperating with European intergovernmental organizations** (*Plenary Room*)

Citizenship and Human Rights Education are crucial for a functioning democratic system. Non-formal education has a core role to play in this context as it offers young people and adults practical training so that they gain civic competences. But when it comes to the question of money, NGOs running EDC/HRE activities all over Europe face heavy budgetary cuts and very often, just lip service from politicians. The Council of Europe Charter for EDC/HRE adopted in May 2011 asks member states of the COE to support EDC/HRE and non-formal learning. In this panel the question will be addressed of how far the Charter has reached the grass roots in the COE member states and what NGOs can do in order to debate the charter on the political level.

**Yulia Pererva**, Council of Europe (France)

**Pavel Chacuk**, The Office for Democratic Institutions and Human Rights, ODIHR (Poland)

**Moderation: Georg Pirker**, DARE Network (Europe)

**II) From Lifelong Learning to Education for Europe - Citizenship Education and Human Rights Education as an issue in the new multi-annual financial framework of the European Union** (*Foyer*)

With European Commission communication of the EU 2020 Strategy as well as with communication of the new multi-annual financial framework (A Budget for Europe 2020, published end of June 2011), "Education Europe", a new major integrated education programme, will replace the existing structure of European programmes and offer various opportunities for EDC/HRE to develop and formulate a participatory European civil society perspective on the process of European integration and put a core focus mainly on mobility issues. The Europe for Citizens programme – so far the only existing programme directly involving citizens – will be further maintained as a small line in the Security and Union Citizenship section of the new budget. This panel aims at delivering information and discussing the future programmes from the perspective of non-formal EDC/HRE.

**Richard Deiss**, DG Education and Culture, European Commission (Belgium)

**Moderation: Györgyi Toth**, Active Citizenship Foundation (Hungary)

### III) Lost mission? The educational role of civil society organisations (CSO) in Central and Eastern Europe (*Theater Hall*)

It seems obvious that CSOs (as an integral part of every modern civil society) should serve as centres of citizenship education – in particular for groups at risk of marginalisation. But, as shown by recent research funded by the CEE Trust, CSOs in Central and Eastern Europe, due to a lack of social embeddedness, do not fulfil an advocacy function and rarely engage in civic education activities. Most of them focus on service functions without contributing to the development of strong social capital. The main questions of this Networking Panel will be: How can CSOs in Central and Eastern Europe become more deeply engaged in educational activities and thereby become more effective in their efforts to close the empowerment gap? Are CSOs in Western Europe doing better in this field? What can we learn from each other?

**Krisztina Arató**, ELTE University (Hungary)

**Matej Cepin**, Social Academy (Slovenia)

**Petia Kabakchieva**, Bulgarian Academy of Science (Bulgaria)

**Grzegorz Makowski**, Institute of Public Affairs (Poland)

**Moderation: Agata Tomaszewska**, Polish Donors Forum (Poland)

### IV) EU Funding – the “Europe for Citizens” Programme (*Gallery Room*)

The EC Programme “Europe for citizens” supports a wide range of activities and organisations promoting “active European citizenship”, especially the involvement of citizens and civil society organisations in the process of European integration. The programme is targeting ‘European’ citizens – this includes citizens of EU-Member States, citizens of other participating countries as well as legal residents in the participating countries. The programme is open to all stakeholders promoting active European citizenship, e.g. local authorities and organisations, European public policy research organisations, citizens’ groups, civil society organisations, non-governmental organisations.

**Marta Dąbrowska**, Europe for Citizens Point (Poland)

11:00 am Coffee Break & Networking Forum

#### *Theater Hall*

11:30 am **Key Lecture** (*in French, simultaneous translation in English will be provided*)  
**“L’UE comme système cosmopolitique”**

**Jean-Marc Ferry**, University of Nantes (France)

12:30 pm Farewell by the organisers  
**Petra Grüne**, Federal Agency for Civic Education (Germany)  
**Tatjana Meijvogel-Volk**, ProDemos (the Netherlands)  
**Alicja Pacewicz**, Center for Citizenship Education (Poland)

Lunch Snack

02:00 pm Sightseeing Tour (*optional*)  
*Please register for the sightseeing tour at the registration desk. Here you will also receive more information about the different tours that will be offered.*

**Parallel Workshop Session on 18 November 2011 (02:30 pm - 6:00 pm)**

**Workshop 1: Learning Environment – School and Quality Assurance**

Co-determination and co-shaping of school development and quality assurance can not only contribute to the democratisation of school as a learning environment, but also promote students' potentials and skills. How can active citizenship be practised and instilled right from school age? What quality level must school as an educational setting maintain in order to exhaust the most of these opportunities, and what positive experience has been gathered in dealings with educationally disadvantaged groups in this context?

**Inputs**

**Calin Rus**, Intercultural Institute Timisoara (Romania)

**Arthur Ivatts**, Senior Consultant to the British Department for Children, Schools and Families (UK)

**Moderation: Yulia Pererva**, Council of Europe (France)

**Rapporteur: Kamila Wieczorek**, Center for Citizenship Education (Poland)

**Workshop 2: Learning Environment – School and Practice**

As a learning environment, school formally affords the opportunity to reach educationally disadvantaged young people with citizenship education. To do this, however, it is necessary to find appealing formats and approaches that are able to generate positive learning experiences in order to discern and promote capabilities and skills of the educationally disadvantaged in schools. The workshop will present good practice projects and invites participants to exchange views and to network.

**Input**

**Marianna Hajdukiewicz**, Center for Citizenship Education (Poland)

**Project Presentations**

**“Transforming children into agents of change”** aims at exploring the effects of learning, on children in state schools, of radical school models of practice based on rights and democratic participation.

Presented by **Michael Newman**, Summerhill School (UK)

**“Youth Religion Democracy - Citizenship Education for young people in a migration society”** aims at mobilising the creative energy of young academics with experiences of migration in their families. They are trained to work as facilitators and moderators in schools, which have a large number of kids with educational and social problems.

Presented by **Christoph Müller-Hofstede**, Federal Agency for Civic Education & **Siamak Ahmadi & Katharina Müller**, Dialog Moderators of the project (Germany)

**Moderation: Alicja Pacewicz**, Center for Citizenship Education (Poland)

**Rapporteur: Kacper Nowacki**, Center for Citizenship Education (Poland)



### Workshop 3: Learning Environment – Community and Urban District Work

How can strategic alliances in urban district work and community development be utilised in order to reach educationally disadvantaged target groups? What opportunities are afforded by the community as an informal learning environment for empowerment, the forging of networks and the strengthening of local communities? The workshop will consider potentials and experiences by means of brief expert talks and the presentation of good practice models.

#### Input

**Gabriele Recknagel**, Goldsmiths College, University of London (UK)

#### Project Presentations

The “**Library Development Programme**” is a nationwide project aimed at strengthening the potential of public libraries located in villages and small towns. Thanks to the programme, modern and active libraries make it easier for residents to participate in social and economic life.

Presented by **Jacek Krolkowski**, Information Society Development Foundation (Poland)

“**The complex support for disadvantaged schools in Warsaw - a Pilot programme**”. The project is addressed to schools acting in societies with big unemployment, social pathologies and families with parental care problems. It assumes formulation of the wide programme of support for the whole school society by the teacher competences training.

Presented by **Katarzyna Zakroczymska**, Warsaw Centre for Socio-Educational Innovation and Training (Poland)

**Moderation: Grzegorz Makowski**, Institute of Public Affairs (Poland)

**Rapporteur: Franco Anzaldi Barrionuevo**, University of Hamburg (Germany)

### Workshop 4: Learning Environment – Media and Social Networks (Web 2.0)

The expansion of digital technologies and the capabilities offered by Web 2.0 for political and civic participation have raised the question of a digital divide, leading to new kinds of social and educational inequalities. Digital technologies present formal and non-formal citizenship education with new challenges. One is how teachers might incorporate new technologies into their teaching in ways that enhance opportunities and capabilities to learn. The second is how to deal with the 'digital divide' inside and outside educational institutions. How can citizenship education reach educationally disadvantaged target groups by using digital technologies and social media?

#### Inputs

**Peter Dahlgren** Professor Emeritus of Media and Communication Studies, Lund University (Sweden)

**Justyna Hofmoki**, Polish Academy of Sciences/ Creative Commons (Poland)

#### Project Presentation

“**Du hast die Macht**” - **An Internet platform for youth empowerment**: The project is a web-based approach to citizenship education funded by the Robert Bosch Stiftung and implemented through UFA Film & TV Production. The project's aim is to connect with educationally disadvantaged groups via new web-based channels.

Presented by **Peter Lange**, Dresden Technical University (Germany)

**Moderation: Jarosław Lipszyc**, Modern Poland Foundation (Poland)

**Rapporteur: Christiaan Baillieux**, NJR het Bureau (the Netherlands)

### Workshop 5: Learning Environment – Non-formal Citizenship Education I

The provision of non-formal citizenship education for young people and adults is based on the principle of voluntary participation. Frequently, the corresponding offerings are attended by those who have a high level of formal education and an interest in political issues. Reaching educationally disadvantaged people is held to be difficult and is regarded as a major challenge. At the same time, the empowerment of educationally disadvantaged groups is of immense significance, in the interest of strengthening cohesion within society. Players in the non-formal education landscape must therefore take up the different dimensions of citizenship learning in everyday life and process them specifically for their target groups. Brief expert talks comprising practice-based presentations will examine what latitudes and access opportunities are opening up for reaching educationally disadvantaged target groups.

#### Input

**Tit Neubauer & Petra Podobnikar**, University of Ljubljana (Slovenia)

#### Project Presentations

**“Civic Money – Participation in budgeting on the local level”**: Aim of the project is to support people traditionally passive and excluded from the civic activities in their villages in the process of the Solecki Fund implementation. The idea is learning by doing – getting civic capacities by discussing and making decisions how the public money for the community should be spend.

Presented by **Barbara Klimek**, The Association of Leaders of Local Civic Groups (Poland)

**"Aktion09 – Gib Deiner Meinung eine Stimme!"** was a project on the occasion of the “Superwahljahr 2009” in Germany. The aim was to promote the political participation of youth and young adults between 15 and 25 with an educational or social disadvantaged background. 60 persons from this target group were qualified as multipliers. They were supported in planning and implementing their own political projects to reach out for other disadvantaged people in their community.

Presented by **Julia Pfinder**, Project Manager “Aktion 09” on behalf of the Federal Agency for Civic Education (Germany)

**Moderation: Gabriella Patriziano**, Volontariato Internazionale per lo Sviluppo, VIS (Italy)

**Rapporteur: Kalle Kosthorst**, Maastricht University (the Netherlands/Poland)

### Workshop 6: Learning Environment – Non-formal Citizenship Education II

Citizenship education offerings will only achieve their aim when they meet the needs and interests of, and strike a chord with, the people they intend to reach. Accordingly, knowledge of values, attitudes, living environments and life circumstances of the different target groups is an indispensable requirement for devising and positioning educational offerings. In this context, life-world and social environment-based approaches will be considered during this workshop, from youth social work on the one hand for example, and as a learning environment on the other hand, in order to determine what contribution these approaches can render to reaching educationally excluded target groups in extracurricular citizenship education.

#### Input

**Christian Spatscheck**, University of Applied Sciences Bremen (Germany)

#### Project Presentations

**“Child Trafficking Response Program (CTRP)**: The overall goal is to establish effective models of support and protection to at risk and trafficked children in order to prevent violence, exploitation and abuse and minimize unsafe child migration.

Presented by **Lora Lalova**, Partners Bulgaria Foundation (Bulgaria)

**“Standing on the threshold of Europe”** was a transnational project to raise awareness on the situation migrants have to face when they settle in a country, and to establish – together with migrants – pedagogical material on trajectories of migrants and new forms of attachment and belonging creating in the ‘arrival country’.

Presented by **Niccolo Milanese**, European Alternatives (France)

**Moderation: Tatjana Meijvogel-Volk**, ProDemos (the Netherlands)

**Rapporteur: Chana van der Velden**, NJR het Bureau (the Netherlands)

### **Workshop 7: Learning Environment – Vocational Training**

Participation in the employment market, the acquisition of basic skills, and access to professional further training constitute a special challenge for the low qualified. Lifelong learning must be made possible for educationally disadvantaged groups as well. Company-run and external further training programmes must be organised in such manner that they are professionally and pedagogically tailored to this group's particular needs. How can the participation of educationally disadvantaged target groups in professional / company-run further training programmes be enhanced? And what opportunities are there for linking company-run and external professional training with citizenship education offerings? Brief expert talks will alternate with practice-based presentations during the workshop.

#### **Input**

**Tony Breslin**, Breslin Public Policy Ltd. (UK)

#### **Project Presentations**

**“VOICE”** - Developing citizens. Innovative strategies for EDC with underprivileged students in vocational schools by using competencies orientated problem-based learning methodology.

Presented by **Elena A. Begant**, Centre for Citizenship Education (Slovenia)

#### **“14 plus”**

21 Schools - with 3.300 pupils living in disadvantaged urban areas and mostly with migration background - cooperate with 11 regional skilled trades vocational training centres.

Presented by **Oliver Steinke**, Organisation for the Economic Development of Skilled Trades SMEs (LGH) in North Rhine-Westphalia (Germany)

**Moderation: Bryony Hoskins**, University of Southampton (UK)

**Rapporteur: Katharina Ludwig**, Freelance Journalist (Germany)

### **Workshop 8: Learning Method – a playful Access to Citizenship Education (Outdoor, 2.30 – 6.00 pm, parallel to the indoor workshop session)**

The participants have the opportunity to participate in an “Urban Game for Citizenship Education”, which aims to show the usefulness of urban games as a method of teaching democratic values and how such a method can support the access of educationally disadvantaged groups to citizenship education.

**Conception & Realisation, Inputs/ Moderation by: Olga Napiontek & Marcin Mitzner**, Civis Polonus Foundation, **Katarzyna Lorenc**, an alumna of the fellowship programme "Shaping Europe - Civic Education in Action" & **Mateusz Fałkowski**, Max-Weber-Kolleg, Erfurt University (Germany)