



EURO SCOUT.Doc

European Citizenship

Introduction

Citizenship is an important Scouting issue already addresses and that is directly connected with its purpose: to contribute to the education of young people and "create" responsible citizens of their local, regional and international community...

Scouting has to do a lot with citizenship, but since Scouting is a movement and we are geographically situated in Europe – we will refer to the more concrete concept of Active European Citizenship.

We would like to stress that by Europe we do not mean the European Union, but the whole European sub-continent (the Council of Europe has 46 European countries); and that European Citizenship is understood as a citizenship from within Europe and committed to the world (that should help us to achieve peaceful and democratic societies all around the world).

We understand European Active Citizenship as dynamic, integral and complex as the nature of our society is. The role of Scouting in facing and promoting understanding of citizenship implies engaging with the permanent challenge of constantly reconsidering the role and potential of young individuals, as citizens in our changing societies.

That is why it is very important that Active European Citizenship (AEC) is integrated in your youth programme, that we are aware when we work on it and know what knowledge, skills and attitudes we want to develop.

In this document you can find the explanation of Active European Citizenship; educational objectives for the last age section, guidelines for integrating Active European Citizenship in your NSO's youth programme and some useful links.

Active European Citizenship

Rather than trying to define Active European Citizenship, we chose to give you some ideas of what we think is beneath the concept and should be pointed out.

European:

- Refers to territory and certain identity but should be independent of nationality and EU territory.
- The sense of belonging to Europe, expressed with all the symbols, is important to our identification as individuals but should not be reduced to it.
- European Citizenship would be both a process and a status that should allow individuals to be an active part of their community/ies all around Europe.



Citizenship:

- There are many different understandings of what it means to be a European Citizen, since traditions and approaches to citizenship vary with time and across Europe according to different countries, histories, societies, cultures and ideologies.
- It is a complex, multidimensional concept consisting of legal, political, cultural and social elements that provide citizens with defined rights and responsibilities, a sense of identity and belonging and social bonds.
- It is a process of becoming responsible for one's surroundings, for other individuals and for the society in which we live, in a wider and more inclusive perspective which goes beyond national and continental limits.
- It is a voluntary commitment to the development of a society rooted in values of respect.
- There are 4 dimensions of citizenship: political, social, cultural and economic dimension.
 - Political dimension – refers to political rights and responsibilities. The development of this dimension should come through knowledge of the political system and the promotion of democratic attitudes and participatory skills.
 - Social dimension - refers to the behaviour between individuals in a society and requires some measure of loyalty and solidarity. Social skills and the knowledge of social relations in society are necessary for the development of this dimension.
 - Cultural dimension - refers to the consciousness of a common cultural heritage. This cultural dimension should be developed through the knowledge of cultural heritage, and of history and basic skills (language competence, reading and writing).
 - Economic dimension - refers to the relationship between an individual and the labour and consumer market. It implies the right to work and to a minimum subsistence level. Economic skills (for job-related and other economic activities) and vocational training play a key role in the fulfilment of this economic dimension.

Active:

- Means to be an active member and participate in society.
- Individuals freely choose to engage in and accept to take their part in building up their society.
- Means that even individual actions can make the difference (think globally act locally)
- Means to avoid the passive attitude



Educational objectives: knowledge, skills, attitudes

There are three interrelated spheres making up the competence needed by citizens to actively participate in European society, and that should be addressed by education for Active European Citizenship.

All of these spheres have political, social, cultural and economic dimensions and necessarily have to be treated on a number of levels and from a variety of perspectives.

Knowledge

Education for AEC should provide knowledge about different relevant themes such as democracy, rights and freedoms, the World, Europe, current affairs and politics.

Skills

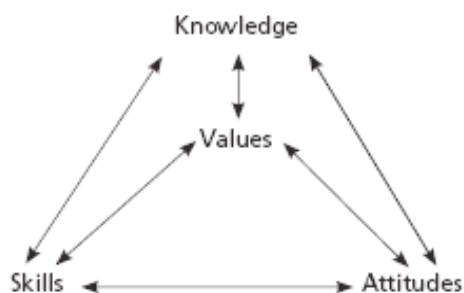
Education for AEC should provide skills such as competence for active participation or intercultural communication skills

Attitudes

Education for AEC should develop attitudes (towards democracy or differences) and should attempt to assist young people to develop their attitudes in line with their values.

However, values should be the “centre of gravity”, the permanent reference of education for AEC where all dimensions and spheres find their sense and balance. Indeed education for AEC should also provide young people with the opportunity to explore their values, identity and sense of belonging to the community or communities of their choice, and should assist young people in becoming active actors, both in defending and promoting their values.

Key competences for Education for Active European Citizenship



(Source: T-Kit No7 Citizenship, Youth and Europe)

Now we suggest you do a small evaluation of your youth programme and the integration of AEC issues, in the form of a short checklist (**annex 1**).

When you have a picture of your actual youth programme in relation to AEC, let's get back to educational objectives and key competences of AEC within scouting.

Even if the interaction between all the elements mentioned above (knowledge, skills, attitudes, values) is not necessarily linear and in practice their relationship becomes more complex. In the following table we identify areas of AEC that we consider relevant and for each one we develop aims and educational objectives through knowledge, skills and attitudes. You can use the table as a guiding document since it is a “living document” and more items can be added..

The identification of concrete objectives of AEC depends on the different age section we are addressing (here we consider them for the rover age section). Even though we are aiming here at last age section, we encourage you to work on education for AEC in all of them (**annex 2**).

In **annex 3** you can find some examples that refer to each of the areas identified before, in order to have some idea how to put this in practice.



Conclusion

All the areas, topics, objectives and values mentioned here are not something new and extra; it is something we develop within scouting, although sometimes unconsciously, when all the elements of the scout method are correctly applied (for example: democracy – patrol system). If you want to have an updated and relevant youth programme in a rapidly changing European society adapted to the needs of young Europeans today you should take this issue into consideration.



Resources on AEC

WOSM – European Region

- [RAP Toolbox.](#)
- [Community Zero – Youth Programme](#)
- Report from the Eurocity, Joint Seminar on Integrating European Citizenship in Non-formal Education. WOSM, European Region, European Region WAGGS.

Council of Europe Publications

- [Council of Europe T-Kits](#)
 - No4 Intercultural learning
 - No7 Citizenship, Youth and Europe
 - No8 Social inclusion
- [Compass - Manual on Human Rights Education with Youth People](#)

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Annex 1 – Checklist on integrating AEC in youth programme

1. Do Rovers have an active role in the decision-making process in your Scout group?
Yes No To some extent
2. Do Rovers do activities in cooperation with external partners from the local community (other NGOs, local authorities, etc.)?
Yes No To some extent
3. Do Rovers do service in the local community?
Yes No To some extent
4. Is your Scout group open to young people from minority groups from the local community?
Yes No To some extent
5. Does your program encourage participation in international Scout activities?
Yes No To some extent
6. Are your Rovers encouraged to invite and host rovers from other regions/countries?
Yes No To some extent
7. Do you run and/or participate in environmental and nature protection activities?
Yes No To some extent
8. Do your Rovers use the project approach, i.e. contribute to the designing, implementing and evaluating of their activities and programme?
Yes No To some extent
9. Is the concept of citizenship directly used in your youth programme?
Yes No To some extent
10. Do you organise a forum for Rovers on a regional/national level on a regular basis?
Yes No To some extent
11. Does your program refer to international Scouting?
Yes No To some extent
12. Does your programme include the concept of intercultural education?
Yes No To some extent
13. Are the educational objectives of your programme based on knowledge, skills and attitudes?
Yes No To some extent
14. Does your youth programme promote educational and working opportunities?
Yes No To some extent
15. Does your youth programme enable Rovers to acquire the necessary skills for life?
Yes No To some extent

Annex 2 – Educational Objectives on AEC for the last age section

Areas	Educational Objectives			
	Knowledge	Skills	Attitudes	Values
Human rights <ul style="list-style-type: none"> To respect and safeguard human rights in daily life in local society 	To understand: <ul style="list-style-type: none"> The rights and freedoms of citizens; the main declarations The legal instruments to protect human rights The role of individuals in creating a culture of human rights 	<ul style="list-style-type: none"> To be able to behave and communicate in a sensitive and diplomatic way 	<ul style="list-style-type: none"> To act in a tolerant way To demonstrate respect for human dignity, needs, rights and differences To show solidarity To be open-minded To help those in need 	<ul style="list-style-type: none"> Tolerance Equality for all human beings Solidarity Care
Democracy <ul style="list-style-type: none"> To recognize and practice the values of a democratic society To develop awareness and competences for active participation in local, regional, national and international society 	<ul style="list-style-type: none"> To know political structures and decision making processes on a national and international level To understand the functioning of democratic regimes, their legal framework and operating mechanisms To be familiar with our rights and responsibilities as citizens To understand security issues 	<ul style="list-style-type: none"> To demonstrate political and social autonomy (thinking, acting and decision-making) To be able to listen to other opinions To have communication and presentation skills To show self organisation To develop democratic leadership To be assertive 	<ul style="list-style-type: none"> To have an active role on a constant basis To participate in the democratic processes in society To “fight” undemocratic situations To encourage social change To have a respectful attitude towards law and order 	<ul style="list-style-type: none"> Democracy Equality Progress Security
Cultural diversity <ul style="list-style-type: none"> To be aware of diversity and pluralism To respect others 	<ul style="list-style-type: none"> To have knowledge of national, European, and global culture, heritage and history To understand different possible types of discrimination: political, religious, gender, sexual orientation, national, etc. To be conscious of current issues related to immigration 	<ul style="list-style-type: none"> To promote intercultural experiences To be able to express and defend their opinion To be able to behave and communicate in a sensitive and diplomatic way To develop and practice team work To be able to use foreign languages 	<ul style="list-style-type: none"> To bring together different groups in society (ethnic, minority groups, etc.) To combat social isolation and social exclusion; to work against racism and discrimination; to act towards integration To be understanding and responsive to different needs To be open-minded To evaluate your set of values and priorities To be curious 	<ul style="list-style-type: none"> Pluralism Freedom Tolerance Respect Empathy
Environment <ul style="list-style-type: none"> To develop environmental responsibility 	<ul style="list-style-type: none"> To understand human interdependence with the environment To know how to protect the environment in everyday life 	<ul style="list-style-type: none"> To be assertive To have skills to educate about environment through example 	<ul style="list-style-type: none"> To be responsible towards the environment To be able to take initiative 	<ul style="list-style-type: none"> Respect of nature Sustainable development Care

<p>Globalisation</p> <ul style="list-style-type: none"> To be aware of the globalisation process and its effects (on economic, social and political life) 	<ul style="list-style-type: none"> To know what globalisation is and how it functions To understand what positive and negative effects it has on the lives of citizens To analyze the interdependence in today's society To understand the role of Europe in the world To understand the role of information technology and mass media 	<ul style="list-style-type: none"> To be able to use new technologies and foreign languages To develop analytical skills, critical and argumentative thinking 	<ul style="list-style-type: none"> To engage with the challenges of globalisation To be interested in what is happening in the world To work towards improvements in society To protect consumers' rights 	<ul style="list-style-type: none"> Sustainable human development Interdependence Progress
<p>Mobility</p> <ul style="list-style-type: none"> To be aware of work, education and service possibilities and opportunities offered 	<ul style="list-style-type: none"> To know opportunities and programs in Europe for voluntary service, education programs and exchanges, for working and travelling To be educated on financial issues 	<ul style="list-style-type: none"> To develop travel skills To develop organisational skills To have communication skills (respect others opinion, listen, react to critics, problem-solving, foreign languages) and presentation skills To develop some leadership skills To be able to anticipate To be able to analyze danger To develop self-confidence 	<ul style="list-style-type: none"> To be open-minded To be able to react, improvise and adapt to unexpected situations To be devoted to and passionate to your goals To be curious To be willing to improve your skills and knowledge To promote self-education 	<ul style="list-style-type: none"> European Citizenship (rights and responsibilities) Volunteering
<p>International Scouting</p> <ul style="list-style-type: none"> To develop a sense of belonging to scouting as a global movement To experience international scout activity 	<ul style="list-style-type: none"> To know about the Scout organisation around the world, particularly in Europe To understand the particularities of different NSO's/groups 	<ul style="list-style-type: none"> To develop organisation skills and the project approach in an international context To have communication and presentation skills To work in a patrol system To develop some leadership skills 	<ul style="list-style-type: none"> To be an "ambassador" of your country, culture, NSO, Scout group, etc. To be open-minded To evaluate your set of values and priorities To be responsible for your own development To be curious 	<ul style="list-style-type: none"> Scouting Unity Friendship Brotherhood Loyalty
<p>Global concerns</p> <ul style="list-style-type: none"> To be aware of global concerns: conflict, poverty, health issues, etc. 	<ul style="list-style-type: none"> To understand causes of conflict, how it escalates and its relation to power To be aware of different global problems in different areas (economic, politic, social) and of their effects 	<ul style="list-style-type: none"> To use problem solving strategies To use non-violent approaches to conflict transformation To develop and practice team work and cooperation 	<ul style="list-style-type: none"> To demonstrate global concern and responsibility To work with communities to help them develop a more sustainable and peaceful environment To be able to take initiative 	<ul style="list-style-type: none"> Peace Non-violence Sustainable development Solidarity

Annex 3 – Examples of activities related to AEC for the last age section

Areas	Activities' Examples
Human rights	- organise a petition with Amnesty International on specific issues
Democracy	- organise debates on democracy-related topics - organise and/or participate in a rover national/regional Forum
Cultural diversity	- organise an international evening/celebration on a seminar/meeting where each participant will represent a different country and express their culture - include young people from minority groups from your neighbourhood in your scout group
Environment	- organise a “reducing, recycling, reusing” session for local community - participate in the “International car free day campaign”
Globalisation	- participate in JOTA/JOTI
Mobility	- organise a session with an explanation of the possibilities and benefits of voluntary service - participate or organise the integration of exchange students into your Scout group (e.g. Erasmus Scout – Belgium)
International Scouting	- receive foreign scouts on your summer scout camp/group activity - participate in Roverway with a Rover group
Global concerns	- participate in ‘stand up against poverty’ - organise a project that “fights” real actual problems of your society (e.g. The “Project Against Corruption” – Lithuania)