



Generation Europe Conference

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*Active European Citizenship:
Input and survey presentation
(University of Applied Sciences Cologne
Research Focus nonformal Education)*

Zijad Naddaf, MA Soziale Arbeit

Institut für Kindheit, Jugend, Familie und Erwachsene (KJFE)

**Technology
Arts Sciences
TH Köln**

1.Presentation Political Education and European Citizenship

Critical European Political Education

Solidarity and Identity

1.Study results (Highlights)

1.Three anchor points

2. Study results

(What is political education ? What is AEC?)

2. Study results

(What is political education? What is AEC?)

Political education does not mean, 'We explain the workings of political institutions to youths'. If they, at some point, develop an interest, we are happy to explain this. But I think this is important: Political education has to mean the ability of orienting, articulating, and participating oneself in a polis, in one's social environment. [Narzisse]

2. Study results

(What is political education? What is AEC?)

The relationship between International Youth Work and political education...

Good international youth work can not fail to be political. Unpolitical international youth work can simply not exist, or it becomes tourism.
[Lavendel]

2. Study results

- There are no fixed definitions of terms in the practice of international youth work.
- The term AEC is increasingly used in an international context, but even there it is in need of explanation and subject to negotiation with the cooperation partners
- Often the uses of terms go hand-in-hand
- A common understanding is necessary
- Their content is determined in the respective practice (specific)

2. Study results

- We were able to find a critical mode of questioning, oriented projectively
- Often there is also a very affirmative understanding of the EU and Europe, which norms (at least in my reading) remain unquestioned
- Europe serves perhaps as a bulwark against antidemocratic tendencies, as an expression of solidarity towards strangers, and thus a counterpoint to right-wing populist and right-wing radical excesses
- There is still a need for political education, irrespective of the current political situation in individual countries (Turkey, Syria, Russia, Hungary etc.)

2. Study results

Europe and lived experience

Perspectives of youths:

*„I liked it very much, participating in this project, and in my everyday life, now knowing a lot about politics, and what is happening in Europe, and how European politics works and I will continue this forever. At home I am watching television, watching the news, and follow it all the time.“
(29:33)*

2. Study results

Methodical and conceptional conditions of success

- first hosting the partner country, so youths can initially act in their familiar environment
- Working across interfaces (e.g. using methods of cultural education etc.)
- Setting an agenda vs. Collaborative identification of topics (also includes personal, temporal, financial questions of resources, as well as flexibility and planning)

2. Study results

Methodical and conceptional conditions of success

Further methodological-conceptional aspects:

- Using the location (Neighbourhood organising, Networking, pre-existing cooperations, relations and partnerships at the location, social space, resources at the location) also with respect to historical topics
- Well-organised exchange of professionals beforehand, Agreement with colleagues in the partner countries!!!
- Development of a shared organisational (structural) understanding, but also and especially commonly working on topics and concepts (“being in line”)
- Partnerships/Partner countries relations are important!!!

2. Study results

Conditions of success (Long-term focus)

- Orientation towards topics → Topics, which manage to spark enthusiasm in youths, which can be expanded upon
This requires a flexible approach and enablement of (also structurally) shifting the topic and enabling changes
- Rhythm of events at the location (every three months)
Structures of partnerships in the other countries
- Powerful structures of cooperation, institutional attachment, Trust
- Structural flexibility (on the side of funding organisations)
- Working across neighborhoods and organisations, diversity of method, cooperation between schools and after-school activities (in the sense of the survey on access)

2. Study results

Good reasons for political education: Voices of youths

„You are getting more confident, you feel more like telling people about it, [...] you can include others, so they develop and interest, and so I think this is quite good and it simply strengthens Europe. Youths have to live with the consequences of what older people are doing now, and we can easily participate with ideas and projects like Pimp my Europe....and they then look at it, saying, well youths are not so ignorant about politics, they really want to achieve something...” (1:42:21).

3. Three anchor points

1. Clarifying concepts with a theoretical basis

2. Critique means living and endure the mode of questioning

3. Education in between conveying and acquiring

Thank your for your attention!

Reading on, reading again, or reading further:

- Balibar, Étienne (1998): Gibt es einen »Neo-Rassismus«? In: Balibar, Étienne; Wallerstein, Immanuel: Rasse, Klasse, Nation. Ambivalente Identitäten. Argument, Hamburg, 23-38
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- Becker, Helle (2017): Der einseitigen Ausdeutung entreissen. Zur fehlenden Kompetenzdebatte in der außerschulischen politischen Bildung. In: Gill, Thomas; Anhour, Sabine (Hrsg.): Was politische Bildung alles sein kann. Wochenschau-Verlag, Schwalbach, Ts., 127-137
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- Lösch, Bettina; Thimmel, Andreas (2010): Einleitung. In: Lösch, Bettina; Thimmel, Andreas (Hrsg.): Kritische politische Bildung. Ein Handbuch. Wochenschau-Verlag, Schwalbach/Ts., 7-10
- Lotz, Mathias (2013): Gemeinsame Arbeit an gesellschaftlichen Widersprüchen. In: Widmaier, Benedikt; Overwien, Bernd (Hrsg.): Was heißt heute Kritische Politische Bildung? Wochenschau-Verlag, Schwalbach/Ts., 180-187
- Manzel, Sabine (2016): Politische Bildung ist keine Feuerwehr! Welchen Beitrag kann die politische Bildung zur Integration in der Einwanderungsgesellschaft leisten? In: Bieber, Christoph et al. (Hrsg.): Regieren in der Einwanderungsgesellschaft: Impulse zur Integrationsdebatte aus Sicht der Regierungsforschung, Springer VS-Verlag, Wiesbaden, 129-134

Reading on, reading again, or reading further:

- Mickel, Wolfgang W. (2005): Politische Bildung in der Europäischen Union. In: Sander, Wolfgang (Hrsg.): Handbuch politische Bildung. BpB, Bonn, 635-651
- Müller, Ingrid (2011): Europäische Bürgerschaft im EU-Programm JUGEND IN AKTION. EU-Programme für die nicht-formale Jugendbildung. In: Widmaier, Benedikt; Nonnenmacher, Frank (Hrsg.): Active Citizenship Education. Internationale Anstöße für die politische Bildung. Wochenschau-Verlag, Schwalbach/Ts., 30-44
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