

Service-Learning,  
European Citizenship Competence  
and the Common Good



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# Programme



	The individual	The common good
1. Service-learning		
2. Reference frameworks on aims of education		
3. European citizenship competence		
4. Cases: social justice and solidarity		

# Service-learning



## Serving

Students 'serve' society through engaging with a community (group) or by dedicating themselves to a specific societal problem.



## Reflecting

Reflection is defined as an intentional consideration of an experience in light of specific learning goals.



## Learning

Learning in Service-learning mainly relates to three domains: academic, personal and societal.

# Impact of service-learning on students



## personal outcomes

- communication skills
- critical thinking
- analytical skills
- ability to create new innovative solutions
- problem-solving skills

## academic outcomes

### Scholars

(Compare & Albanesi)



## social outcomes

- ability to work in independent and collaborative environments
- teamwork
- attitudes towards the population: serving

## citizenship outcomes

- social awareness
- sense of civic responsibility
- civic engagement
- social justice attitudes

# Service-learning: questions today

- Social commitment
- **Theoretical depth**
- **Reflection**



- Theoretical anchoring of service-learning in international and European reference frameworks on education
- Which indications for the common good?

# Reflection & Learning

- In what way does my SL project contribute to the educational aims as defined at UN, Council of Europe, and EU level?
- If all service-learning should be civic learning (scholars), then how does my SL project comply with European standards on citizenship education?

‘All service learning courses, no matter what the discipline, should include the element of purposeful civic learning’ (US, Center for Community Engagement)

How to apply this in an EU Member State?

# Citizenship education?

Which "common good"?



# Citizenship education?

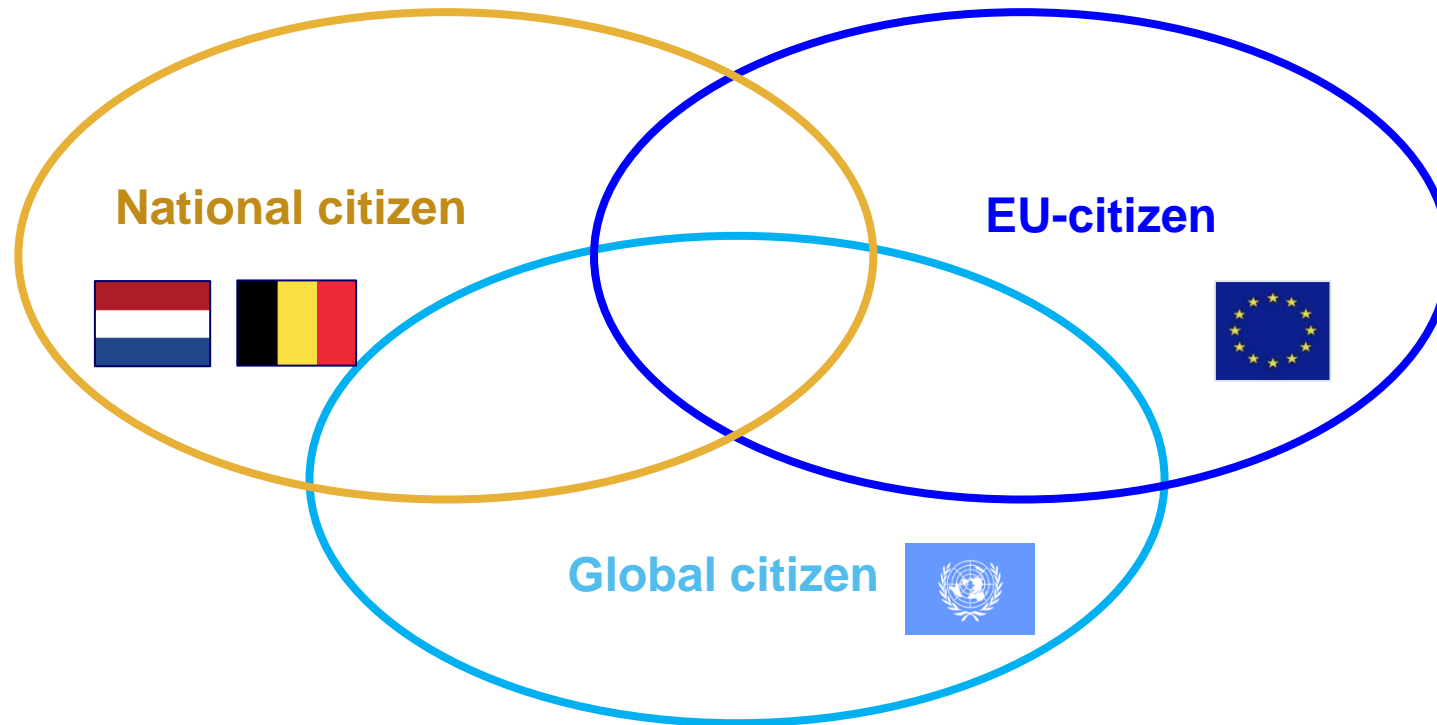
Which "common good"?

Nazist education → WW II





# The individual citizen & the common good

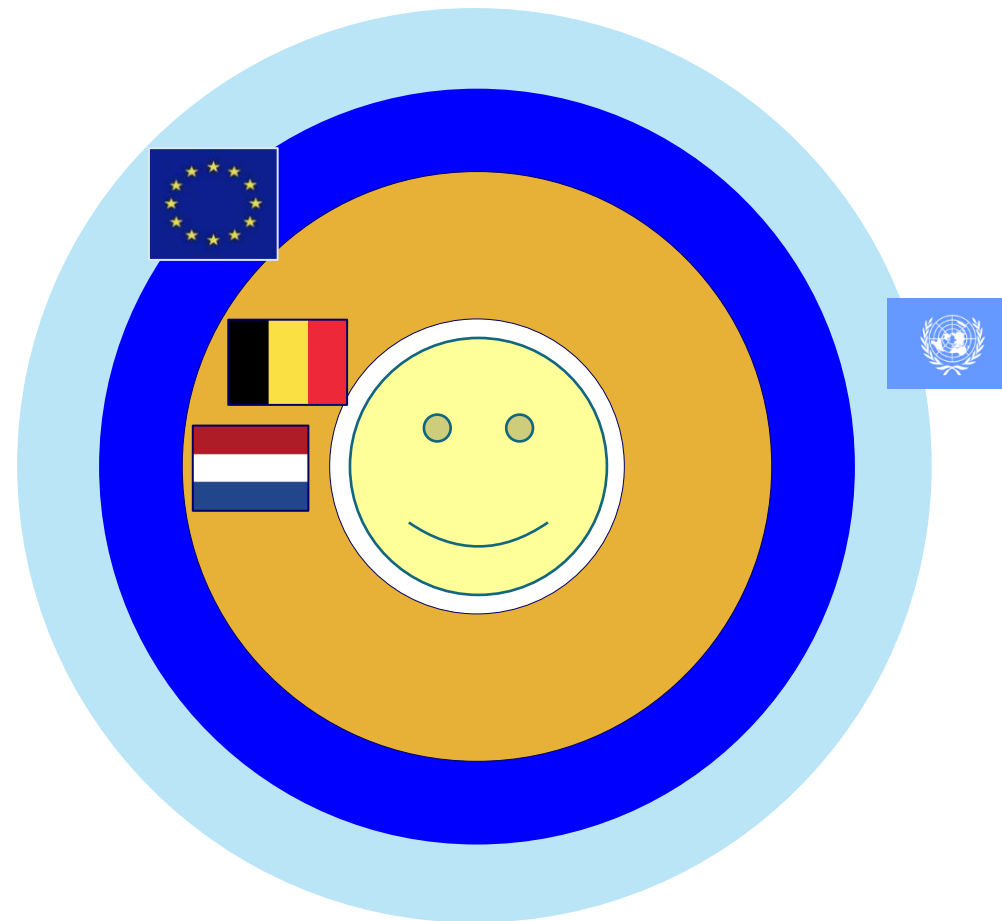


# Layered identity

## National citizenship and EU-citizenship

binding rules  
*hard law*

← democratic input, elections  
→ rights and duties



## World citizenship

aspirations  
mostly *soft law*

← no elections  
→ ideals, inspiration

# Programme



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# Why using European reference frameworks in SL?

For educators

- purposeful planning of a SL project, adapted to HE
- a basis to broaden and to deepen SL in Europe
- reframing as a form of citizenship education, using a common vocabulary
- consensual definitions, education aims, competencies
- careful working with internationally agreed objectives (protecting from historic pitfalls in education)
- setting learning objectives and personal development goals
- listing questions for reflection

# Why using European reference frameworks in SL?

For service-learners

- broadening and deepening reflection
- knowing the system in which they live: their country, EU Member State
- raising systemic questions
- preparing as active citizens for structural action, beyond personal interests, sensitive to the common good

# 1. UN



## Universal Declaration of Human Rights (1948)



‘Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace’



(art. 26)

# 1. UN

International Covenant on Economic, Social and Cultural Rights (1966)



‘... education shall be directed to the **full development of the human personality and the sense of its dignity**, and

shall strengthen the **respect for human rights and fundamental freedoms**.

They further agree that education shall **enable all persons to participate effectively in a free society**,

promote **understanding, tolerance and friendship among all nations and all racial, ethnic or religious groups**,

and further the activities of the United Nations for the maintenance of peace.’  
(art. 13)

# 1. UN

## UNESCO Global Citizenship Education (2015)

### Box 1: Core conceptual dimensions of global citizenship education

#### Cognitive:

To acquire knowledge, understanding and critical thinking about global, regional, national and local issues and the interconnectedness and interdependency of different countries and populations.

#### Socio-emotional:

To have a sense of belonging to a common humanity, sharing values and responsibilities, empathy, solidarity and respect for differences and diversity.

#### Behavioural:

To act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world.



## 2. Council of Europe (46 states)



### Charter on Education for Democratic Citizenship and Human Rights Education (2010)

EDC= knowledge, skills and understanding, attitudes and behaviour



‘to **empower** learners

to exercise and defend their democratic rights and responsibilities in society

to value diversity

to play an active part in **democratic life**

with a view to the promotion and protection of democracy and the rule of law.’

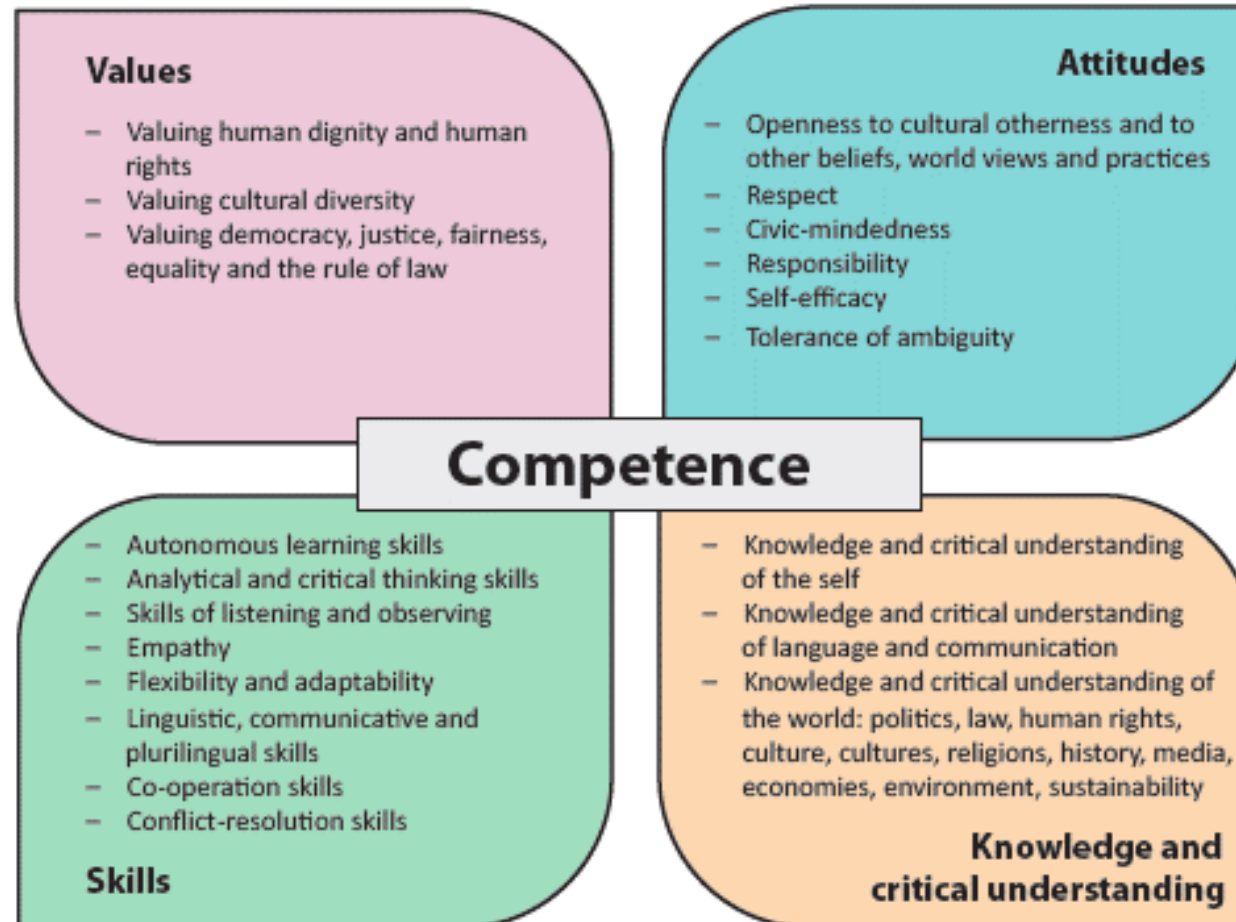
## 2. Council of Europe: RFCDC



### Reference Framework of Competences for Democratic Culture (RFCDC, 2018)

- offers support for a variety of pedagogical approaches, including SL
- subject competences can be treated in clusters together with CDC for the purposes of curriculum planning
- full bank of validated descriptors

# 2. Council of Europe: RFCDC



# 2. Council of Europe: RFCDC

## Reference framework of Competences for democratic culture (2018)

### Attitudes

#### 6. Civic-mindedness

ID	Key No.	Descriptor	Classification
601	Key 33	Expresses a willingness to co-operate and work with others	Basic
602	Key 34	Collaborates with other people for common interest causes	Basic
603		Expresses readiness to contribute to improving the situation of other people in the community	BI
604		Expresses a willingness to participate in collective decision making	BI



## 2. Council of Europe: RFCDC

613		Participates in decision-making processes regarding the affairs, concerns and common good of the community	IA
614	Key 37	Exercises the obligations and responsibilities of active citizenship at either the local, national or global level	Advanced
615	Key 38	Takes action to stay informed about civic issues	Advanced
616		Supports organisations addressing social issues	Advanced



(!) for EU Member States → at national, European (EU) or global level

# 2. Council of Europe: RFCDC

## Reference framework of Competences for democratic culture (2018)

### Skills



#### Analytical and critical thinking skills

‘Can evaluate information critically’ (ID 1124)

#### Conflict resolution skills



‘Can listen to conflicting parties to identify common interests’ (ID 1705)

# Council of Europe (46 states)

## Knowledge

Knowledge and critical understanding of the self



‘Can reflect critically on his/her own values and beliefs’ (ID 1805)

‘Can reflect critically on the ways in which his/her thoughts and emotions influence his/her behaviour’ (ID 1808)

# 3. European Union (27 Member States)



EU-Treaty: Quality education → ‘encouraging the participation of young people in democratic life’

(art. 165 TFEU)

Council Recommendation on promoting common values, inclusive education, and the European dimension of teaching

→ education plays an essential role in teaching **fundamental values** and promoting **social inclusion** in order to strengthening **social cohesion and democratic participation**.

Commission Communications on the European Education Area (2020-2025)

→ at the centre of future initiatives: ‘building citizenship education on **common values**’

European Education Area

→ quality, **equality (inclusion, gender), green and digital transitions**



# European Education Area



## Quality



Fostering **transversal skills** such as critical thinking, entrepreneurship, creativity and **civic engagement** are key for the next generations of students, researchers and innovators to build a **resilient society**

## Inclusion

Higher education institutions as central actors of the “knowledge square”: education, research, innovation and **service to society**

# 3. European Union

## European Pillar of Social Rights

‘Everyone has the **right to quality and inclusive** education, training and life-long learning in order to maintain and acquire **skills that enable them to participate fully in society** and **manage successfully** transitions in the labour market.’ (§ 1)

# 3. EU Reference Framework of key competences

Council Recommendation (2018):

European Reference Framework of key competences for lifelong learning

- competence = combination of knowledge, skills and attitudes
- key competences = needed for personal fulfilment and development, employability, social inclusion, sustainable lifestyle, successful life in peaceful societies, health-conscious life management and active citizenship



- Council =
- a European reference tool for policy makers, education and training providers, educational staff, guidance practitioners, employers, public employment services and learners themselves
- develop key competences ‘from early childhood throughout adult life, and through formal, non-formal and informal learning in all contexts’
- → to lay the foundation for achieving **more equal and more democratic societies**.
- → respond to the need for **inclusive and sustainable growth, social cohesion** and further development of the **democratic culture**



# 8 key competences



1. Literacy competence,
2. Multilingual competence,
3. Mathematical competence and competence in science, technology and engineering,
4. Digital competence,
5. Personal, social and learning to learn competence,
6. **Citizenship competence,**
7. Entrepreneurship competence,
8. Cultural awareness and expression competence.



# Programme



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# European citizen

Who?

What?

So what?

→ film



# Citizenship competence

## Council Recommendation on key competences for lifelong learning

Citizenship competence =



‘the **ability to act** as **responsible citizens** and to **fully participate in civic and social life**, based on understanding of social, economic, legal and political concepts and structures, as well as global developments and sustainability’



(broader than ‘civic education’, which is restricted to ‘knowledge and understanding of formal institutions and processes of civic life’)

→ participation and engagement



# European citizenship competence



## Knowledge & understanding:

- the European common values (art. 2 TEU, CFR)
- European integration,
- social and political movements
- multi-cultural and socioeconomic dimensions of European societies, diversity, European identity...



## Skills

- **engage effectively** with others in **common or public interest**, including the **sustainable development of society**
- **constructive participation in community activities and in decision-making at all levels**

Attitudes: responsible and constructive; willingness to participate

# Search for the common good in the EU

'constitutional core' in the EU

- common EU values: art. 2 TEU – Charter of Fundamental Rights of the EU
- common EU objectives: art. 3 TEU

→ education in the spirit of the constitution

+ critical thinking, open for change

*Should solidarity be national or European?*

→ democratic input: common rules for 450 mio citizens, 27 Member States, ...

# EU values → European identity

‘The Union is founded on the values of **respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights,** including the rights of persons belonging to **minorities.**



These values are common to the Member States in a society in which **pluralism, non-discrimination, tolerance, justice, solidarity and equality between women and men** prevail.’

(art. 2 TEU)



# EU values → Charter of Fundamental Rights of the EU

[eur-lex.europa.eu](http://eur-lex.europa.eu)

→ Treaties  
currently in force

24 languages



## Titles

1. Dignity
2. Freedoms
3. Equality
4. Solidarity
5. Citizens' rights
6. Justice

# EU objectives

- area of **freedom, security and justice**
- combating **crime**
- **internal market, free movement**
- **sustainable** development
- balanced **economic** growth - price stability
- full **employment** and **social progress**
- high level of **environmental** protection
- **scientific and technological advance**
- combating **social exclusion** and discrimination
- promoting **social justice**



(art. 3 TEU)



# EU objectives



## ECONOMIC

- ✓ Internal market
- ✓ Free competition
- ✓ Growth
- ...



## OTHER

- ✓ Equality
- ✓ Social rights
- ✓ Consumer protection
- ✓ Privacy
- ✓ Environment
- ✓ Security
- ...

# Programme

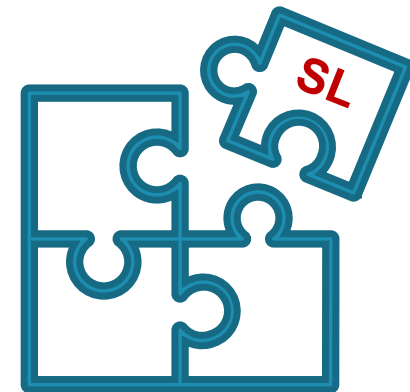


	The individual	The common good
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# Case teaching: the power of stories



- One example is worth a thousand words
- Multi-perspectivity
- Balancing individual interests / common good





# Role of the educator in the 21st century?



- work with the system, not against it
- the real challenge is to be part of the system and change it from within
- root causes of social injustice (no charity)
  
- active European citizens
- reflection: structural approach, systemic action, rights and responsibilities, lobby for change, democratic input
- HE prepares informed, critical and active citizens

# Court of Justice of the European Union Luxemburg



# Social justice & Equality

No discrimination based on



- nationality
- sex
- racial or ethnic origin
- religion or belief
- disability
- age
- sexual orientation

# Defrenne: the story of the air hostess

Gabrielle Defrenne



SABENA (Belgian Airline)

Equal pay for equal work  
EU right to equal treatment  
regardless of sex  
See Treaty!



Treaty: no direct effect

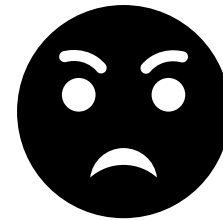


# Empowering active citizens

Gabrielle Defrenne



SABENA (Belgian Airline)



# David and Goliath



# David and Goliath

A single citizen can go to court and

win

of major counterparties, such as

- national governments
- EU institutions
- powerful companies



# Feryn: Vacancies! No Moroccans need apply

Centre for equal opportunities  
and combating racism



Feryn

Discrimination based on ethnic origin  
or race is forbidden.

EU right to equal treatment

I didn't refuse anyone individually.  
EU freedom to conduct a business



# Feryn: Vacancies! No Moroccans need apply

Centre for equal opportunities  
and combating racism



Feryn



# Schmidberger: the story of the environmental protesters on the motorway

Eugen Schmidberger



Austria

free movement of goods

freedom of expression  
right to demonstrate



environment, health

# If you were a judge



free movement of goods

freedom of expression  
environment, health

# Schmidberger: the story of the environmental protesters on the motorway

Eugen Schmidberger



Austria



environment, health



## Restrictions to the EU rights are justified if

- legitimate aim: **objective of general interest**
- **proportional** = measures **do not go beyond** what is necessary to reach the objective

Concrete circumstances!



# Haqbin: the story of the young Afghan

**Zubair Haqbin**  
**unaccompanied minor**



**Belgium - Fedasil**

- **respect for human dignity**
- **best interests of the child**

**sanctions for serious acts of violence**

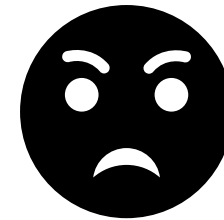


# Haqbin: the story of the young Afghan

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# EU values, objectives, principles, rights



**“Human dignity** is inviolable. It must be respected and protected.”

**“The rights of the child”**

(art. 1 and 24 Charter of fundamental rights of the EU)

✓ Housing

✓ Food

✓ Clothing

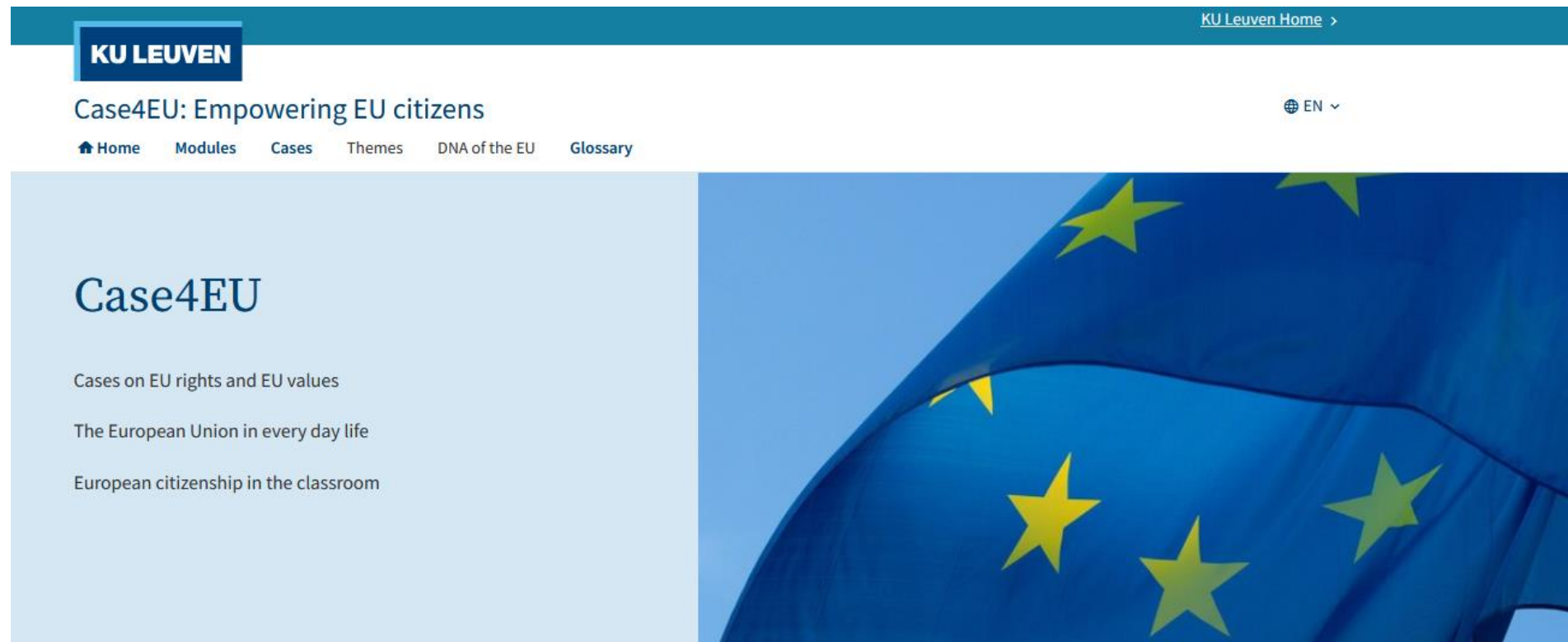
✓ Personal hygiene

Absolute right – basic needs

Proportionate sanctions



[www.kuleuven.be/case4EU](http://www.kuleuven.be/case4EU)



The screenshot shows the top navigation bar of the Case4EU website. On the left, the KU LEUVEN logo is displayed in white on a dark blue background. To the right of the logo, the text "Case4EU: Empowering EU citizens" is visible. Further right, there is a language selection menu showing a globe icon, "EN", and a downward arrow. Below the main title, a horizontal menu contains the following items: Home (with a house icon), Modules, Cases, Themes, DNA of the EU, and Glossary. The main content area is split into two columns. The left column has a light blue background and contains the heading "Case4EU" in a large, dark blue font. Below this heading, there are three lines of text: "Cases on EU rights and EU values", "The European Union in every day life", and "European citizenship in the classroom". The right column features a large, high-resolution image of the European Union flag, showing the blue field with twelve yellow stars arranged in a circle.

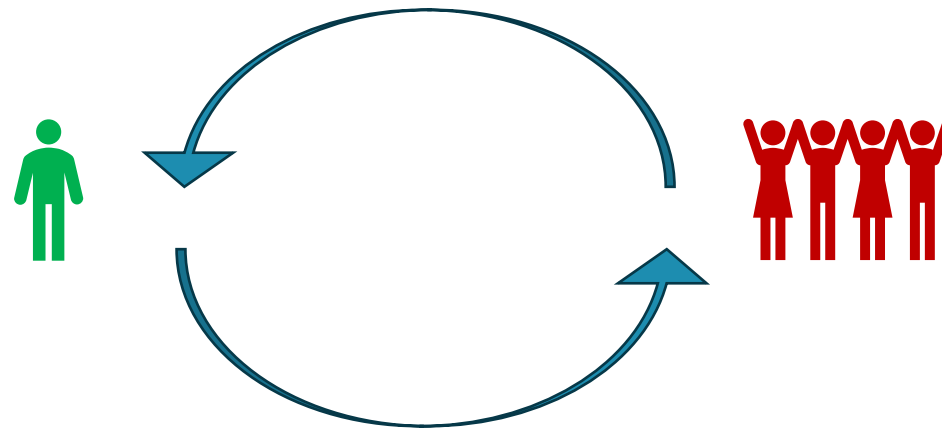
# Conclusion



	The individual	The common good
1. Service-learning	X	X
2. Reference frameworks on aims of education	X	X
3. European citizenship competence	X	X
4. Cases: social justice and solidarity	X	X

# Conclusion

Service-learning =  
a valuable pedagogy  
to strengthen European citizenship competence,  
looking from two perspectives





## Beneficial for the individual: his learning objectives, his personal development goals

empowers the learner

- knowledge
- skills
- agency
- employability
- defence of the own rights



## Beneficial for society: the common good

- feeling of belonging, identity
- attitudes - awareness of the common good
- respect the rights of others
- value diversity
- play an active part in democratic life,
- emancipating for action
- may empower communities (cases)

Questions?

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Thank you!

Source of pictures:  
see book *Europees burgerschap in de klas*, [www.kuleuven.be/case4eu](http://www.kuleuven.be/case4eu)

