

First European Community College



Contents

Preface	4
This publication	4
Preparatory	5
Summary	6
What is the idea?	6
Who is behind the idea?	6
Where the First European Community College should be situated?	6
Background	7
FECC the way we see it	7
The inside story	8
FECC - characteristics, challenges and stakeholders	9
FECC in a European context	10
FECC - multiplier effect	10
What would the European Citizenship Education be like?	13
Historicity	13
A deliberative approach	14
Bottom-up democracy	14
A European public sphere	15
Knowledge & Contents	15
Skills & Contents	15
Types of knowledge	16
Examples of four-week courses	17
Other activities	19
Staff	19
From the consultations on European values and Citizenship Education 2004	19
Target groups	20
FECC- organisational	21
Board of representatives	21
Board	21
Broad support in Denmark	22
Board- working group on behalf of 500 Europeans	23
Network- partners	24
Approval	26
Mission Statement and Bylaws (Basic paper 01)	27
Article 1	

Home, mission and value basis	27
Article 2	
General Assembly and the Board of Representatives	27
Article 3	
Operation of the school	28
Article 4	
The General Assembly	28
Article 5	
The composition of the Board	29
Article 6	
Tasks and responsibilities of the Board	29
Article 7	
The working of the Board of Representatives	29
Article 8	
Leadership of the school	30
Article 9	
Employees Council	30
Article 10	
Honorary Board	30
Article 11	
Accounts and auditing	30
Article 12	
Signature of subscription	31
Article 13	
Revision of the statutes	31
Article 14	
Dissolution of the school	31
Initial Expenditure	32
Annual school plan and budget (example)	33
The Year- Annual Plan	34
The Week- 12week Courses	36
Nordic Spring & Community Multiplier	36
Themes and types of knowledge	38
Budget	39
Budget- comparison	41

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Preface

This publication

This publication is the result of the project First European Community College - network, seminars and publication on European values".

The main objective of *First European Community Colleges -network, seminars and publication* has been to establish a network of European non-formal trainers, educators and organisations and - through this network - to establish an arena for **debate and reflection on the values that secure the links between the Active European Citizenship, European Governance and the European Political Institutions**. The target group towards which the debate has focused comprises adults in all EU member states and in the new EU-states.

The project, moreover, proposed the existing organizational framework of ACC as a useful point of departure for the network. It has the establishment of (a) European Community College(s) as its final aim.

To achieve these aims, the project framed a series of distinct but interrelated activities:

- a) A number of meetings in which core partners prepared the seminars.
- b) A series of web seminars (25-31/10, 15-21/11, 6-12/12) in which aspects of links between Active European Citizenship, European Governance and The European Political Institutions were discussed - among these in particular ways forward for a common political identity (Demos) / a European citizenship education.
- c) A number of consultations among partakers in European Community College events throughout Europe (*Rural Development Community College* at Rites Tautskola (LV), July; *Challenges of Enlargement Community College* in Trieste (I), July; *Europe of Rights Community College* in Reggello (I), September).
- d) Networking among European adult educators and organisations through partaking in conferences and debates.
- e) A concluding session of drafting a forward action plan in the format of an organizational model for European Community Colleges - an institution aimed at preserving the values agreed upon.
- f) Dissemination of this very result and the establishment of a project web site (<http://www.acc.eu.org/SEEEMS/1381.asp>).

With this project we focused on the establishment of a **network** of European non-formal adult educators. This network made up the debaters within the three web-**seminars**. The aim of the seminars and consultations was to discuss a range of themes included in the ambition to create a European citizenship education: common political identity, European demos, the concept of dialogue, processual rationality etc.

As preparation and main inspiration was released the Journal of World Education, ed. "Youth2002" for everyone in the network.

This very publication is first released at the ACC-Site www.acc.eu.org primo 2005.

The purpose of *First European Community College - network, seminars and publication* is in continuity with the ACC's overall objective to (a) contribute with a new initiative for permanently discussing how to link the Active European Citizenship, European Governance and The European Political Institutions and (b) to take a step forward in establishing a *First European Community College* on the background of thorough considerations of the nature and sources of a probable European demos.

Preparatory

The project is first of all concerning the realization of a network of non-formal adult educators and organisations, but at the same time it has a long-term perspective, as the overall objective is to establish (a) European Community College(s).

The ambition has turned up time and again since the ACC was founded in 1999 that it should aim at creating a model-example of how schools for Europe could be realized. A real European Community College and a real European Citizenship Education!

The ACC General Assembly 2002 encouraged the board to give it a try and to work for establishing a model First European Community College. Since it was most likely realizable in Denmark, where the tradition of Folk High Schools is well established, it considered Denmark the place for the establishment of the First European Community College.

The project Youth2002 together with the European Community College events carried out by the ACC from 1999 created a huge number of young people all over Europe supporting the idea. These are considered the best "ambassadors" for our project of creating a First European Community College.

Following up on the Youth2002 the ACC International Programme Office made a consultation among the Youth2002 participants in particular. They were asked if they could imagine themselves in the role of facilitators or teachers of such a school. They were also asked to give ideas and proposals on topics that could become included in a future school-plan or plan for courses. Many replies, ideas and solid support made it possible to construct a description and a first model on how the First European Community College could function with the help of our many ambassadors and members.

In December 2002 the ACC board together with an enlarged working group had a very fruitful seminar in which the aim of founding a First European Community College was included in the working plan for the years 2003-2005.

In February 2003 a group of 30 young Europeans met at the "Schools for Europe Community College II" in order to edit the spring issue 2003 of the Journal of World Education. The "Journal" can be seen as a compilation of preparatory and PR-material in order to prepare the founding of a First European Community College and a European Citizenship Education. This step in the process was especially important since a group within the group of 30 were working on a proposal for a set of bylaws for the First European Community College. The "Journal" including the first proposal for bylaws was first time released in April 2003.

The project, *First European Community College - network, seminars and publication on European values*, has now enlarged the network of people, organisations, adult educators and others dedicated to the idea of working of a European Citizenship Education and for the establishment of a European public sphere by the help of new institutions like the model First European Community College.

The organisational model for the *First European Community College* is a result of the enhanced network established by the help of the three web-seminars and three consultations during summer and autumn 2004. It is based on the preparatory work described upon and revised after including replies, suggestions, comments and critique within this process.

Summary

What is the idea?

The Association for the Community Colleges (ACC) is an international non-governmental organization working for the development of a European public sphere. The main idea of the ACC is that a unique way of promoting this objective would be through establishing Community Colleges on a common European level.

As an important step in reaching our aim we see founding and developing of the First European Community College, a model European Community College which could be developed later in other countries. The idea is:

- To give all Europeans a forum for **learning and living together**
- To use at a full potential the residential school format inspired by the **Grundtvigian Folk High Schools**
- To create among students sense of responsibility for Europe and the World as a whole and at the same time a sense of diversity
- To take concrete action on the background of recommendations from the **Nice-protocols**, the EU **Whitepapers** on Youth policy and European governance, the **EU-Enlargement** process and the ambitions to create a European **participatory democracy**
- To create **Active European Citizenship** experiences
- To develop knowledge, skills and competences for the **European job market**
- To develop knowledge, skills and competences for the European multicultural reality
- To be a forum for the (future) network of people carrying common values agreed upon as the result of debates of European histories, cultures and politics
- To develop schools "governed by culture" in the sense that life at the individual schools should be influenced by local traditions and culture
- To contribute to the development of a **European public sphere**

Who is behind the idea?

The First European Community College and debates is in general on how to create a European public sphere and a European Citizenship Education is a process generated by the ACC:

- The Association for Community Colleges is an organization with members in 36 European countries. The ACC works for the establishing of a European public sphere and considers the residential school format an outstanding tool for this purpose
- The ACC is lead by a board / working group of 9 persons from all over Europe
- The group is known in Europe as initiators of the project Youth2002
- A network of partners and co-debaters among European NGO's and adult educators have been established during the project First European Community College - network, web-seminars and publication (please cf. chapter 8)
- A supporting body has been established in Denmark (please cf. chapter 8)

Where the First European Community College should be situated?

A municipality or area seeking to emphasise its mixed identity profile and that identifies itself within the "new" economy with keywords like "knowledge", "creativity", "networks", and "international" would be a natural choice. It would be natural to situate the first European Community College in Denmark, where the tradition for Folk High Schools is well-known.

Background

The First European Community College is an idea, which naturally follows up on the activities and initiatives of the Association for Community Colleges.

During recent years the **ACC has proved the viability** of the concept and the popularity among European youngsters of gathering in the projects that fall under the definition of European **Community Colleges**¹.

The idea of European Community Colleges is inspired by the Nordic concept of **Folk High Schools**, the format of **Grundtvigian** residential colleges, the so-called minority courses at the Højskolen Østersøen² (Aabenraa, Denmark) and are defined in the ACC statutes as schools (a) taking as their point of departure an idea and an object defined by a non-governmental group of people (this could be interpreted as a principle of subsidiarity), (b) having as their ideal long lasting (preferably minimum one month) boarding-school courses, (c) organizing courses on topics of common (European) interest, (d) "governed by culture" in the sense that life at the school is characterized by local traditions and culture, and (e) having adults as their target group; adults having the will to learn and who for that reason are paying part of the courses themselves.

It belongs to the very point of our endeavors to work on a new format for constructive political debate on our common future. The establishing of Community Colleges and Community College courses should be seen as an **alternative to the confrontational parliament of the streets** as it has been developing in recent years.

We would like the non-elitist format of Community Colleges to be developed into a system independently working on a regular base, as it has proven to be difficult to reach **all social strata** of especially European youth, when organizing common events of all kinds.

We believe that the current academic programmes providing young people with exchange opportunities could be one of the main beneficiaries of the European Community Colleges. As the current university programmes are most often not providing students with the transcultural skills, which can be learned much more easily by sharing the same experiences in the residential school format, the European Community Colleges could be a valuable supplement of the formal education.

We also believe that the European Community Colleges could provide the space for the international non-governmental organizations for their activities in the sphere of promotion of participation, understanding and dialogue.

During the summer 2002, the ACC has carried out the **Youth2002** in cooperation with 13 Danish Folk High Schools and 4 European and Danish associations. Almost 1000 young people from 33 different states were present in 14 days Commu-

¹ Reports and documentation: (1) The Transylvania Community Colleges 2001 and 2003 (<http://www.acc.eu.org/SEEEMS/128.asp>); (2) Transylvania Community College video (<http://www.acc.eu.org/SEEEMS/1038.asp>), (3) Schools for Europe Community Colleges I & II (<http://www.acc.eu.org/SEEEMS/128.asp>), (4) Act on European Community Colleges (www.acc.eu.org/uploads/REVISED_ACT04.pdf), (5) Campaigning for Community Colleges (<http://www.acc.eu.org/SEEEMS/136.asp>), (6) Youth2002 Declaration on European Community Colleges (www.acc.eu.org/uploads/DeclarationYouth2002.pdf), (7) Das Haus La Maison The House" (<http://www.acc.eu.org/SEEEMS/1038.asp>).

² Reports; (1) The minority course 1997 (www.johnp.dk/Tekst/Report%20The%20Minority%20Course%201997.pdf), (2) The minority course 1998 (www.johnp.dk/Tekst/Report%20The%20Minority%20Course%201998.pdf)

nity College courses (Folk High School courses) and worked on a common European topic within the special concept of **learning and living-together**. The topic of the courses was drafting of a proposal for the European Constitution as an inspiration to the IGC 2004 and the current discussion of the Convention on the future political architecture of Europe.

There is no reason to consider the First European Community College as also the only one. This prediction gives reason to the small word "first". We hope there is going to be many more of the same kind throughout Europe. The word "community" has two meanings, since it refers both to the European Communities but also to the fact, that what is created during a Community College course is in fact a small community, which in itself guarantees the quality and significance of the concept. We consider the concept of **community** to be an inclusive one in terms of the debate of systems on identification.

Our perception of Europe in dialogical. In opposition to claiming a pre-defined European culture, only which should be presented, propagated and re-played. We do not see the European culture as being uni-polar and we do not believe that there is only one history of Europe. Therefore, we would like to involve ourselves and the course-participants in the discussions on current political and daily problems to be solved rather than claiming a renaissance of some hidden European destiny, history, culture or the like. We believe that by the help of the European Community Colleges we can develop this common discussion.

The ambition of creating a model-example of how Schools for Europe could be realized has turned up time and again since the Association for Community Colleges (ACC) was founded in 1999. The First European Community College!

The ACC General Assembly 2002 encouraged the board to give this idea a try and to work on establishing the First European Community College. Since this project is most likely to be realized in Denmark, where the tradition of Folk High Schools is well established, we are considering Denmark to be the place for the First European Community College.

It may be that the interest is comparatively higher in those countries, where this idea could be linked up with progression rather than with tradition. Therefore, no possibilities are excluded.

The project Youth2002 together with the Community College events we have carried out starting already in 1999 has created a great number of enthusiasts of this idea all over Europe. We believe they are the best "ambassadors" for our project of creating the First European Community College.

Following up on the Youth2002 the ACC International Programme Office made a consultation among the Youth2002 participants. We asked them if they could imagine themselves in the role of facilitators, teachers or if they had certain topics, that would need to be included in a future Community College school-plan or plan for Community College courses to be carried out? A huge number of replies, ideas and support made it possible to construct an approximate model for and description of how the First European Com-

³ Journal of World Education vol.33, no.1, Spring 2003 (<http://www.acc.eu.org/SEEEMS/1038.asp>)



munity College could function by the help of our many supporters and members.

In December 2002 the ACC board/working group had a very fruitful seminar in which the aim of founding a First European Community College was included in the working plan of the ACC for the years 2003-2005.

In February 2003 a group of 30 young Europeans met at the Schools for Europe Community College II in order to edit the Spring issue 2003 of the Journal of World Education. The Journal can be seen as a compilation of preparatory and PR-material in order to set the scene for the founding of the First European Community College³. This step in the process was especially important since a group within the group of 30 were working on a proposal for a set of bylaws for the First European Community College. The Journal including the first proposal for bylaws was first time released in April 2003.

The ACC working group aims at opening a European general education institution - First European Community College (FECC) - that is going to have the following characteristics:

- The FECC deals mainly with European and global topics
- The FECC employs a staff composed as diverse as possible (measured on national, cultural and other identities)
- The FECC groups of participants and students are composed as diverse as possible (measured on national, cultural and other identities)
- The FECC language is international English

We consider our time of globalization and Europeanization a **challenge** for general educational endeavors:

- Because there is a gap between the citizens and the European politicians
- Because there is a lack of space and forums for discussion among common citizens at European level
- Because Europe will not ever work without a public sphere
- Because we as citizens need to know about what and with whom we are dealing
- Because as a complement to the institutionalized-bureaucratic the political realm has to be developed
- Because knowledge, skills and competences are necessities to act in today's Europeanized and globalized world
- Because somebody has to provide Europe with a model-example of how to meet all these challenges

We consider the following to be **stakeholders** of the FECC:

- European citizens
- The European Union
- Defenders of the Nordic dimension in the European Communities
- Baltic partners
- The Danish State
- The municipality and local surrounding of where the FECC is placed
- Private and public enterprises established in more countries
- The European labor market
- The youth of Europe

⁴ COM (2001) 428, 25.7.2001

⁵ COM (2001) 681 final, 21.11.2001

⁶ COM (2001) 80, 10.3.2001 (Nice Treaty Protocols)

The EU-commission Whitepapers on **European governance**⁴ as well as the one on **youth policy**⁵, the **Nice-protocols**⁶, reports and memoranda en masse all describe a very crucial and basic problem within the European integration process, namely that of a gap between the institutions materializing the European integration on the one side and the citizens of Europe on the other. The political identification is missing the European dimension, whereas national and local level identification to a much larger extent is a fact. This has been met by a range of endeavors to propagate, to inform, and to involve citizens. In our opinion the main challenge of peoples enlightenment in a time of European and global integration should be met by the simplest mean of them all, namely to situate the debates about concrete political and common questions among common Europeans. The lack and problem of European integration is not mirroring a lack of information but a **lack of space and forums** to discuss issues together with those who are affected by the concrete questions. The concept of **dialogue**, understood as a cultural, philosophical and political-institutional concept should play a major role in establishing the First European Community College.

The fact that is often forgotten is that the structural problem of Europe - the lack of a vision for a common endeavor of modern political enlightenment is two-dimensional. Citizens of Europe do not know the people with whom they share the same political system but - what is even more important - the representatives of different states, regions and people, meeting in the political-institutional forums do only very seldom have the opportunity to meet a "purely" **European live audience**. What do the Europeans believe and think in common? All this has to do with elaborating the **civil society** of Europe just as it has to do with qualifying both the European politicians and the **citizens of Europe to take part** in the political life at the European level.

The main purpose of establishing the First European Community College is to contribute to the **development of a European public sphere** as a necessary complement to the institutionalized-bureaucratic political realm.

It is our utmost hope that the First European Community College can pave the way in the above-mentioned direction as a model for the future and taking its point of departure in the **Danish/Nordic system of Folk High Schools**.

As we expect the First European Community College to be placed in Denmark, it is obvious, that the local/Danish public realm is going to be the first to harvest the benefits of an institution that should be in close and active contact with its surroundings. The First European Community College is thought of as a residential school, and at the same time an active place, which is in close contact with its surrounding functioning as a dialogue center not only for participants of courses, but also for the citizens living in the surroundings of the FECC. Through conferences and public meetings the First European Community College should serve as a **local and cultural center as well as a European one**.

It is very important especially now as the discussions on the Future of Europe are reaching their final point and it is very important to bring them from the level of the common people to the political corridors in Brussels and Copenhagen. By sharing the experience, knowledge and expectations of common Europeans with other Europeans, the discussion on these issues can become much more fruitful and lively also when brought back home, to the study and workplace.

Uniqueness of the First European Community College. There are several institutions in Europe working with students in multicultural settings. Just to mention some of the examples:

- The European Schools are official educational establishments controlled jointly by the governments of the Member States of the European Union. In



Organising individual community college courses has given many of the organisers valuable know-how about such activities. This guarantees the success of a future European Community College. Having a permanent space with bricks and walls framing our work will give us a better chance of optimising our educational activities - instead of dealing with funding and logistics most of the time.

Erik Jentges, ACC board member, responsible for Representations Community College, Berlin

all these countries they are legally regarded as public institutions. Their task is to provide a multicultural, multilingual and multi-denominational education for nursery, primary and secondary level pupils⁷

- The European University Institute was founded in 1972 by a range of European states. Its main objective is to provide advanced academic training to PhD students and to promote research at the highest level. It carries out research in a European perspective in history, law, economics, political and social science⁸

The differences with the idea of creating the First European Community College are quite obvious as our idea to work in the non-formal education setting with people above 18 years. Moreover, the deliberal approach preconditions a trans-national and trans-cultural point of departure.

There is a reason to believe strongly in the concept of learning and living together as a mean for the purpose described. The committees of the ACC and especially the board of the ACC have time and again, inspired by the mentioned Nordic Folk High School concept, carried through Community College courses with great success.

This has even been proved one more time within the Youth2002 project. At many occasions the ones who had previously taken part in similar courses were leading the Youth2002 events and with very high quality. There is a reason to believe that the layer of young people created through events like the Youth2002 organized by the ACC and other partners is the one which is going to form the non-formal educators of tomorrow. The enthusiasm emerging from these events is the driving force in the establishing of the First European Community College.

A more permanent and physical course frame would mean a chance for many more people to participate. The duration of the courses is also important; the longer they are, the closer and more intense the experience you get. A First European Community College will clarify both what the courses offer and what the outcome will be for you.

Arevik Arakelian, course participant, Schiedam



⁷ http://www.eurisc.org/SE/htmlEn/IndexEn_home.html

⁸ <http://www.iue.it/About/>

That is why we want to develop further this multiplying effect. **We would like young people, who have experienced the concept of the Community Colleges, to become the personnel** of the First European Community College.

Young people should be the facilitators of young people's endeavors to become European citizens qualified and encouraged to make a difference in nowadays Europe. We may even give them the title "*community multipliers*".



What would the European Citizenship Education be like?

It is a challenge to make citizens of Europe aware of and capable to take part in the political realm they are part of.

Key concepts like Europeanization, globalization, migration, multiculturalism, mobility, networking, mono-polarization as well as institutions, public entities and states carrying the changed meanings of these concepts find themselves facing citizens who did not necessarily catch up with developments.

In Europe the political map has changed and another layer has added itself to the hitherto dominating states. The EU as well as other European political-institutional units and its citizens face a challenge.

"I would like to express my support for this great initiative which is the First European Community College (FECC). [...] such an initiative could constitute an extremely fruitful and useful alternative educational tool." (Amana de Sousa Ferro, Amnesty International - Portugal)

The main endeavor of the FECC is going to be to face the challenge the introduction of new realities and to make citizens in Europe aware of their rights, duties and possibilities they have together with other European citizens.

A key concept within this endeavor should be the concept of **citizenship** (*medborgerskab*¹).

The question participants and organisers of FECC-courses will have to ask themselves and each other is: what would we like to include in a European citizenship education? Accordingly, **what would the basic education on the European citizenship issues be like?**

The answer to this question can be divided in three parts. (a) What should ideologically define a citizenship education, (b) what would be the contents of the courses and (c) which methodologies are appropriate in the context.

(a) Ideological frame

1) Implicitly we hope for approval among participants of contingency or historicity of identities through the face-to-face meetings and dialogues:

We will try to mediate an increased understanding for the supposedly necessary international dimension of a contemporary European. It is necessary in this day and age for Europeans to know each other better since it seems that borders are being diluted for various reasons. We do likewise consider that the increased international dimension in human self-understanding may do more damage than good. The uniqueness of identities and local elements (diversity) and the international (common) level we all share are mutually dependent on each other. We mean for example that a Nordic identity does not exclude a European one or a Breton identity, a French one, etc. We consider it the way it is and should be. This is in particular

"I'm very glad to hear from you. I'd like to say that my organization - ADISAD Law Company is always ready to collaborate with ACC. We receive your invitation and are ready to become part of the network of supporters of the First European Community College (FECC)." (Ms Selcan Mammadli, Azerbaijan)

valid for a Europe in movement. When it comes to surrendering the romantic access to identity and making linguistic, cultural or national belonging something inbred, then the residential school format has especially

¹ Danish language

good preconditions. We consider that group identity or the feeling of belonging to a group which inevitably arises at a school in which everyone eats, lives, works and sleeps under the same roof can, if properly shaped, result in the participants putting their sense of belonging in perspective without rejecting it. It is our opinion that just such a school will be able to contribute to the participants being able to focus on the historical content of their identity.

By this also to pave the way for understanding that individuals can hold a political European and/or global identity and at the same time consider they to be part of a local or national, cultural and/or political belonging².

"I would like to use this opportunity and congratulate you on the wonderful initiative, and would like to inform you that we also believe that the Nordic Folk High School system might be very useful for the region we are coming from..." (Albert Musliu, Exec.Dir., Association for Democratic Initiatives, FYR Macedonia).

2) The aim is European Citizenship education (Deliberative/Communicative). The idea of a deliberative/communicative approach is thoroughly described in the thesis of Lucie Cížková finalised during the *FECC Networks, seminars and publication: "Learning for European Co-Citizenship - Danish Contribution to the Educational Aspect of Post-National Identity Formation"*³

a) Citizenship Education is political. It introduces the policies, legal entities, political forums and powers, "Landeskunde"⁴, etc., necessities for acting as an Active European Citizen.

b) Knowledge about the multicultural (multi-individual) reality and diversity through personal meetings.

c) We abstain from authoritatively to take part in any cultural dimensioning of a European identity.

d) A European cultural identity is as legitimate as any other cultural identity - not more, not less. The FECC wishes to "allow" space to life (culture) without allowing cultural identification systems to conquer the political space. The FECC wishes to "allow" space to life (culture) without allowing cultural identification systems to conquer the political space.

3) We are in favour of a development of democracy and of a Europe of welfare that grows bottom-up, meaning from social movements belonging to civil society. This bottom-up democracy is a model to strive for of the FECC. Since democracies growing out of social movements have established themselves as characteristically for the Nordic countries' histories, it is natural -insofar as the FECC establishes itself in a Nordic country- to make the particular Nordic development a permanent subject of investigation and inspiration.

It has been a traditional aim of the Nordic Folk High Schools and the movement surrounding it to make citizens develop self-confidence (myndighed⁵) and frankness. As this aim goes hand in hand with the aim of developing the skills and qualifications necessary to act as an active European citizen, it serves naturally as inspiration as well.

"I am very glad to hear about such initiative and I am very interested to become part of the network of supporters of the First European Community College (FECC). Thank you for your invitation." (Vugar Ahmadov, Azerbaijani-American Youth Social Association)

² The minority course 1997, page 5-6 revised, (www.johnp.dk/Tekst/Report%20The%20Minority%20Course%201997.pdf)

³ Download from:

<http://www.acc.eu.org/SEEEMS/124.asp>

⁴ German language

⁵ Danish language

A European public sphere

4) Ultimately the FECC wishes to develop a European public sphere through common non-formal education.

The FECC is though considering itself a living experiment, which probably needs revision of ideology even within the first years of its existence.

“It would be a sin not, which couldn't be forgiven me, not to support such a great initiative as FECC is...” (Martina Cujova, Centro Andaluz de Iniciativas Internacionales)

It should be said, that the aim of so to say cleansing the political space for any cultural influence is probably impossible, but the process of a *dialogue* and of *arguing* are probably only fully to be understood if considered *both* bound to *and* free from culture and contingency.

This probably provides our ambitions with a link to the Hegelian “Identität der Identität und Differenz” and at least to the EU vision of “Unity in Diversity”.

The pedagogical space has to be staged as both bound to and free from culture and contingency. The bonds are given with the cultural identities of the participants in courses. Independent become the groups of participants by the fact that everyone is in minority. The “choreography” of the FECC should try to avoid the particular historical naturalization of the concept of nation - that nation has a privileged status when talking about identification.

We consider politics to be conditioning culture rather than culture to be conditioning or framing politics.

The mean of the residential school format includes a mean of avoiding majority of any identity. This is though considered being a mean rather than being part of an aim or an ideology. The mean serves what is mentioned in subparagraph (1).

(b) Contents of the courses

We see the contents of the courses to be twofold, including aspects on knowledge and skills/behaviour.

The following are the keywords for the contents concerning the knowledge aspects for the longer lasting courses (12 weeks):

1. Composition of Europe
2. The histories of Europe
3. Europe's identities and belongings (presented to a high extent by the participants themselves)
4. The political powers of Europe - the elected and the marketplace
5. The political forums of Europe, CoE, EU, parliaments, NATO etc.
6. Europe as a player in the world
7. Organization of the civil society

“From the beginning I would like to congratulate to everybody that is working on this concept of European Community College. The reasons I like this initiative are: I would like to be part of a broader picture of EU and commit some time on it and for it...” (Albert Hani, Center for Management of Conflicts - FYR Macedonia).

The following are the keywords for the contents regarding the skills the participants will be able to acquire

1. Organisational skills (preparation, implementing, evaluation events and activities, fundraising)
2. Communication skills (verbal and non-verbal communication, rhetoric, active listening)

Knowledge & Contents

Skills & Contents

3. Intercultural skills (stereotypes, prejudices)

"...I would like to state the support of EEE-YFU for the First European Community College, and wish you all the best in the preparations" (Åsa Söderström, Director of EEE-YFU)

Information and debate about these contents can be organized in four types of knowledge (partly mirrored in the schedule of the annex).

- I. What is Europe?
- II. What does Europe do?
- III. What should Europe do?
- IV. How to operate as a European Citizen?

These questions could be schematized within for example courses (horizontal in the annex schedule A-E):

- A) Europe - the unity
- B) Europe - the diversity
- C) Active Citizen - skills, tools and competences

The following themes would be on the schedule in accordance with the vision expressed in key-element 4 described upon

- D+E) Nordic Perspectives / Community Multipliers

(c) Educational and Methodological approach

The FECC will promote a unique educational methodology based on a combination of the formal and non formal traditions as well as informal elements given with the residential school format.

This pedagogical approach will gather on the one hand the dimension of transmitting facts and knowledge together with the promotion of the development of skills and abilities of the individual.

It will combine the listening dimension from the formal education tradition with the active participation and 'doing' of the non formal schemes.

Due to the international dimension of the FECC the educational methodologies will be very much focused on the dialogue and the exchange of experiences among participants. It will promote the living and experiencing learning.

We would like to congratulate you on your venture to establish the First European Community College (FECC). We were not fully aware of this effort and are tremendously excited to see it materialize" (Cypriot Students and Young Scientists Organisation, www.isxys.org)

In this sense we can foresee that the teachers employed will have both the

role of teachers and facilitators or it could also mean that there could be two "types" of educators hired, this will depend mainly on the profile of the applicants.

Students will share responsibilities on the learning outcome together with the teachers/facilitators by participating actively in the educational process.

Concepts of four-week courses to a large extent have been developed already. The headlines of the enclosed annual plan are just examples. We do have very well elaborated four-week courses already and facilitators who developed these courses themselves for implementation in different European countries. These courses can be transferred directly to a Danish context and/or elaborated easily.

Examples of four-week courses

These are the examples of courses which have been already developed and carried out. There are many more projects written already, but they have not been implemented yet.

1) Editing the youth magazine Das Haus - La Maison - The House:

"We surely wish to participate... We think your initiative is great" (European Extension, Bernd Radtke, Belgium)

The ACC International programme office organized the Final Editorial Conference (FEC) of the youth magazine "Das Haus - La Maison - The House" Winter edition 2000.

Young Europeans representing an equal number of countries were invited to be part of the editorial staff in the FEC.

The aim of the FEC and of the theme issue was, in accordance with the general aims of the ACC, to stimulate a common European debate on questions and political problems shared by the Europeans.

The theme issue was followed-up by the "Schools for Europe Community College" in which an Act on European Community Colleges was composed.

The concept of the FEC could easily be transferred into a regular course to be repeated. The ACC board is already discussing to start up a new European magazine -The ACC Extra- which could function as the "Das Haus" -magazine did previously.

2) Transylvania Community College 2001 and 2003

From June 24th to July 8th, 2001 and again from August 3rd to 13th 2003 ACC carried out two-week Community College (CC) for 50 young Europeans, engaged in NGO's relevant for the topics of the event.

The aim of the CC's is in accordance with the general aims of the ACC to stimulate a common European debate on questions and political problems shared by the Europeans.

The Transylvanian Community Colleges deal with the future perspectives of the Central-Eastern-European minorities in the context of the EU-Enlargement. The event developed for Transylvania is a showcase of the general strategy of the ACC, creating more Community Colleges for an inclusive Europe.

3) Schools for Europe Community College I and II

The ACC International Programme Office organized the Schools for Europe Community Colleges I and II in order to (1) discuss and promote European General Education (2) to write a concrete proposal for the "Act on European Community Colleges", (3) to release an issue of the "Journal of World Education" with the Youth2002 event as a main topic, (4) focus on the Danish public as a discussion "partner", since it bears latently a heritage to be exploited for the common best of Europeans.

"We received your kind email and would be very happy to cooperate with you and be the member of the Network." (Guria Youth Resource Centre, Georgia).

4) Youth 2002

In the first two weeks of July 2002, almost 1000 young Europeans from 33 states stayed at 13 Danish Folk High Schools.

The theme of the two weeks stays was the future of Europe. One very concrete

task was common for the participants, as they were all working on a proposal for a future European Constitution.

The almost 1000 participants were a living example of a (small-scale) European public sphere. The example is still alive as the bonds knitted at Folk High Schools (Community Colleges) tend to stay for life. This due to the residential school format!

"...we look forward to the successful evolution and realization of your concept of a European Community College..." (R.Sampatkumar, Secretary General, International Society for Human Values - Switzerland).

The "1000 Young Europeans Constitution" formulated, is the compromise made out of 13 groups (schools) individual results.

At one of the schools the programme was carried out solely by ACC board members.

5) Founding "The Bumball Club"

This project was originally carried out together with Idrætshøjskolen i Århus and LetsPlay.

The idea is to present "how to found an organisation" to the students at the NGO Youth Leadership Education at Idrætshøjskolen i Århus.

Prior to this programme, Bumball was demonstrated to the students by Søren Maribo from LetsPlay.

Bumball was the case and the idea, which then the students had to create formal frames around. The task was to debate the mission, the vision, the structure, decision-making bodies and other formalities and to put the result into a set of statutes/bylaws for the Bumball Club. The founding of the Bumball club was, as mentioned, a case study, which easily can be transferred to a programme on how to found civil society organizations.

6) Europe of Rights Community College

The Europe of Rights Community College took place last time on September 14th-23rd, 2004 at the retreat and group meeting center Casa Cares in Reggello (Florence).

40 young Europeans attended this Community College exchange, concerning the importance of fundamental human rights for the implementation of intercultural dialogue and mutual understanding in our societies.

"I would like to express my support to your effort and also our willingness to join the community." (Sulev Valdmaa, Jaan Tõnnison Institute, Estonia, www.jti.ee)

The Council of Europe's European Convention on Human Rights and the European Union's European Charter of Fundamental Rights will offer a point of departure for the discussion.

Moreover, particular attention was devoted to the Charta Œcumenica, signed in Strasbourg on April 22nd 2001 by the Conference of European Churches (CEC) and the Council of European Bishops' Conferences (CCEE), and to its role in the process of defining a "European identity". This part of the project was carried through by

ACC partner, the World Student Christian Federation - Europe Region (WSCF-ER).

Other activities are to be further elaborated, depending on the exact location of the FECC and European Community Colleges in general.

The FECC employs a staff composed as diverse as possible (measured on national, cultural and other identities). We do have the necessary competences and resource-persons ready.

Other activities

Staff



"We strongly believe that the First European Community College could be a platform for building a culture of understanding and mutual respect in order to build our European future." (Edlira Xhafa group consultation at the Europe of Rights Community College, Reggello/Tuscany, September 2004)

"...we just want to point out that the people of Europe should be involved in creating the European public sphere much more actively..." (Tanja Wolf during consultation at the Challenges of Enlargement Community College, Pliskovica/Trieste, July-August 2004).



"... we came to the conclusion that we have to learn from the past. So, we shouldn't make the same mistake twice..." (Rural Development Community College, Rite/Jekabpils, July 2004)

Rite Group in front of the door

Target groups

European Community College Courses are addressed to everyone interested in the common matters. Courses with subsidies are opened for adults more than 18 years of age.

As a beginning we aim at targeting the groups that know about the format of Community Colleges / Folk High Schools. These are mainly to be found among the NGO´s with whom we have built close contacts since we founded the ACC. The networks and contacts are present in more than 35 European countries.

In the longer perspective it is of utmost importance to widen the scope and to target all age groups and all social classes.

It is expected to be necessary for the longer lasting courses to operate within the Danish Act on Folk High Schools. It means that a larger PR-endeavor is needed in Denmark. Since the school profile is appealing probably mostly to citizens interested in societal matters and in more than just individual development, we will target the age group between 25 and 30. In the rest of Europe (except the Nordic countries) the profile is believed to appeal to age groups from around 18.

The activities, which are opened to the local surroundings of the school will be open to any age or social class group. These activities should be open to all citizens.

Facility let out is most probably going to target those who feel addressed by a European Community College.

As far as it is possible, each participating group should be put together of Europeans as varied as possible. There should be representatives from North and South, from East and West, from city and countryside, from center and periphery and from different social layers, just as there should be a good gender balance.



ACC-organisational

It is foreseen, that the working body of the ACC is going to be active and employed in the preparatory phase as well as in the first years of the existence of the First European Community College.

It is a task of the ACC to act "... as a General Assembly (alone or together with other organizations) of concrete community college(s)." (§3 statutes) This was approved by the General Assembly 2003.

This opens for the possibility that the ACC could simply be identical with the General Assembly. Members of the ACC are automatically members of the General Assembly of the First European Community College as well.

In this model example we count on a board of representatives in stead of a General Assembly consisting of a number of organizations throughout Europe each represented by a number of representatives appointed by the organizations themselves. The model example is described by the help of the partners that took part in the project *FECC - networks, web-seminars and publication* in autumn 2004.

I am pleased to inform you that the Youth Forum considers your initiative a valuable one and are pleased that you include us as one of the supporters of ACC's project for a European Community College. We wish you the best success for this initiative and please keep us informed of the developments (Ana Felgueiras, Head of the Policy and Youth Work Department of the European Youth Forum).

The First European Community College would consist of a board elected among the members of the board of representatives that again consist of different organizations throughout Europe. In the model example we would demand a majority of board members to consist of members of the ACC. This would give a majority to an organization dealing with the interest of the European common, and this could be considered model for future European Community Colleges. A minority of the board can consist of representatives of other organizations.

In case First European Community College, if it is going to be situated in Denmark, and in case at the same time it is going to be working within the Act on Danish Folk High Schools: previously there has been a clause that board-members have to be living in Denmark. This is already administered differently, and will probably be changed by the next revision of the Act on Danish Folk High Schools. In other countries taking the First European Community College as a model, country-specific demands might alter this model accordingly.

Broad support in Denmark

A range of Danish “names” are supporting the idea of running a European Citizenship Education by means of a First European Community College
A range of supporters representing different political parties, movements, organisations as well as people from business life and arts, have recommended the ideas of the FECC

ANNEGRETE HOLMSGÅRD (Member of Danish Parliament, Socialistisk Folkeparti)
 ANDREAS ÅBLING (Farmer, Project-coordinator)
 ASGER BAUNSBÅK-JENSEN (Autor)
 BJØRN NØRGAARD (Artist)
 BERNHARD BRAUMANN (Former Minister Councillor, German Embassy, Copenhagen)
 BERTEL HAARDER (Danish Minister for Education, Venstre)
 BRITTA SCHALL-HOLBERG (Member of Danish Parliament, Venstre)
 CHRISTINE ANTORINI (Member of Danish Parliament, Socialdemokraterne)
 CLAUDS LARSEN-JENSEN (Member of Danish Parliament, Socialdemokraterne)
 ERIK BOEL (President, Danish European Movement)
 GRETHE ROSTBØLL (Former Danish Minister for Culture, Konservative)
 FREDERIK CHRISTENSEN (Former FFD Chairman & Principal)
 HANNE DAHL (Spokesperson, Junibevægelsen)
 HANS ANDERSEN (Businessman)
 HELLE THORNING-SCHMIDT (Member of the Danish Parliament, Socialdemokraterne)
 H. E. HELLE DEGN (Former Minister/Commissioner, Socialdemokraterne)
 HENRIK DAM KRISTENSEN (MEP, Socialdemokraterne)
 JAN IFVERSEN (Associate Professor, University of Aarhus)
 JAKOB ERLE (Director, International Academy for Education and Democracy)
 JØRGEN OLSEN (Chairman, Nordic Academy initiative)
 KIRSTEN GOMARD (Associate Professor, University of Aarhus)
 KNUD-ERIK THERKELSEN (Secretary-General & FFD Vice-Chairman)
 LARS KOLIND (Director)
 LISANNE WILKEN (Associate Professor, University of Aarhus)
 MARGRETHE AUKEN (MEP, Socialistisk Folkeparti)
 MARGRETHE VESTAGER (Member of Danish Parliament, Radikale Venstre)
 NASER KHADER (Member of Danish Parliament, Radikale Venstre)
 NIELS HELVEG PETERSEN (Member of Danish Parliament, Radikale Venstre)
 NIELS HØJLUND (Author, debater)
 OVE KORSGAARD (Professor, AWE-president, Danish University of Education)
 POUL ENGBERG (Author)
 UFFE ØSTERGÅRD (Jean Monnet Prof. Dir., Dept. Holocaust & Genocide Studies)
 VILLY SØVNDAL (Member of Danish Parliament, Socialistisk Folkeparti)

Board-working group on behalf of 500 Europeans

Join our network - your support counts too
We need your moral support and your good advice
Contact us at eurocitizen@acc.eu.org



Conchi Gallego, Madrid, deputy chair (elected 2004). Conchi Gallego studied Journalism in the Universidad Complutense (Madrid) and has worked in different fields specially related to the NGO sector. For more than 10 years she was involved in the Youth work and youth organisations at the local, regional and national level, carrying out the representation of these organisations and platforms at European level. Her main area of speciality has been training and Intercultural Education. Since the beginning of 2004 Conchi is the Director of the Participation Department in the Town Hall of Algete (small city situated in the north of Madrid) dealing with the development of the NGO sector in the town and specially working for the establishment of permanent consultation structures between the citizens and the local administration.



Dasa Bolcina, Trieste (elected 2003). Dasa Bolcina belongs to the Slovene minority in Italy. She has been studying communication and journalism in Slovenia and Croatia. In 2002 she did her European Voluntary Service in Denmark at one of the 13 folk high schools involved in the Youth2002. Involved in many different cross-border projects, especially in the field of education social inclusion and youth, she is currently working for the Slovene vocational training institute in Trieste, where she is responsible for Interreg educational projects.



Emma Yeoman (elected 2004, board 11/10-2004-GA 2005) completed her BA in Law and German at the universities of Sheffield and Regensburg this summer. She specialised in medical law, in particular in the maintenance of autonomy for elderly patients. Currently she is studying on a pre-medical course in King's Lynn, preparing for medical school in 2005. She has been involved in work for the ESG in Germany and is now an active member of the Altvilligster network of Evangelisches Studienwerk Villigst. Having been a prep-com member of ERCC II and thoroughly enjoyed it, she is now working on the ACC Berlin project for next summer.



Erik Jentges, Berlin, (elected 2004, substitute). Erik has been living, working and studying in the USA, Israel and France for one year each. He is currently studying social sciences at Humboldt-University at Berlin. Lately, he has focused on the development of European integration, with interests in identity, the public sphere and organised civil society on a European level. He has worked with the student group on cultural sensitization at the Department of Comparative Education at Humboldt-University, now named Indik e.V. (Institute for Didactics of Intercultural Actions), and has been a volunteer with the German Youth for Understanding (YFU), promoting one year student exchanges. He is now also engaged with the European Educational Exchanges - Youth for Understanding (EEE-YFU), supporting the German volunteer network. Erik is working on the ACC Berlin Committee, aiming at establishing the Representations Community College in summer 2005.



Eva Valvo (elected 2003) comes from an Italian-Danish family and lives in Italy. She is one of the founders of the ACC and is the leader of the Europe of Rights Community College project, which took place in Florence in August 2003 and September 2004. She belongs to the Waldensian Reformed religious minority in Italy, and is actively engaged in ecumenical and inter-religious work both on national and international level. She has represented the Federation of Protestant Youth in Italy at the Italian Youth Convention on the Future of Europe. She has taken a PhD degree in Latin Philology at the University of Pisa and is currently working in the media office of the Federation of Protestant Churches in Italy in Rome.



Jan-Christoph Napierski, treasurer, Haan (elected 2004). Jan-Christoph specialised in his studies on identifications of national and ethnic minorities in Europe as well as the political relations between the Nordic countries, Germany and Poland. He studied History, Political Sciences and Polish language at the universities of Duisburg (D), Surrey (UK) and Cracow (PL) and has taken an MA degree in European Studies at the University of Aarhus (DK). JC has been involved in the political work of the German minority in Denmark and the European Movement. He is an active member of the German "Aktion Gemeinsinn e.V." promoting active citizenship. After his studies, he was awarded a scholarship by the German government for an internship as Carlo-Schmid-Fellow at the Secretariat of the Commissioner of the Council of the Baltic Sea States, Copenhagen. He is the treasurer of the ACC.



John Petersen (elected 2003) is an executive leader of the ACC International Programme Offices as well as founder and Chairman of the ACC. John is a central person for the ACC from its very beginning. John Petersen has a background as organiser of international events and teacher at a number of Danish Folk High Schools. Alongside occupations at the ACC International Programme Office, he initiated and coordinated the organisational life of the association and project Youth 2002. Countless European projects, events, publications and ideas within or outside ACC stems from the work of John Petersen.



Linda Jakobson has studied International Relations - Political Science at the University of Latvia as well as she has a Master degree in European Science from the University of Applied Sciences, Bremen, Germany. Currently she is completing her Master degree in Organizational Management at the School for International Training, Vermont, USA. For the last years she has been involved in coordinating the government communication on Latvia's membership in the European Union. Currently she works in the Communication Department of the State Chancellery, Latvia. For many years she has been active in various NGOs working on the European issues including among others European Movement and Young European Federalists in Latvia. Linda left the board on 11/10-2004 due to heavy work pressure.



Mjellma Mehmeti, secretary, Skopje (elected 2003). Mjellma Mehmeti holds a degree in Classical Latin and Old Greek from the University "Ss Cyril and Methodius" in Skopje, and is currently a student on her Master Degree Programme on European Studies at the Aarhus University. She is one of the founders of the ACC and the founder of the Association for Emancipation, Solidarity, and Equality of Women, a women's NGO that addresses conflict transformation and the promotion of inter-ethnic dialogue through different women's programmes in FYRMacedonia. As a member of the Bureau of the Council of Europe's Youth and Sport Directorate in Strasbourg, France, she helped promote human rights values, participation and equality among young Europeans. A tireless advocate for human and women's rights for over a decade, Mjellma was awarded Young European of the Year 2002.

Network-partners

These are some of our new partners that took part in the webseminars on European values as preparing a European Citizenship Education and the First European Community College.

 Aman de Sousa Ferro, Rua Fialho de Almeida, N°13, 1070-128 Lisboa, Portugal, www.aman-de-sousa-ferro.org
 Amnesty International, Exec. Dir., Association for Democratic Initiatives, ADI, B. Jovanichanska St.61, 1200 Gostivar, Macedonia, www.adi.org.mk
 Albert Han, Center For Conflict Management, Boro Menkov 6-2/20, 1000 Skopje, FYR Macedonia, www.cmc-ngo.co.nr
 The Youth Resource Center of Guria, Koba Gvazava St.#3, 3500, Ozurgeti, Georgia, www.yrcg.org
 European Extension, Bernd Radtke, Belgium, Ms Selcan Mammadli, Azerbaijan, Stoyka Bakalova, Bulgaria, Vugar Ahmadov, Azerbaijani American Youth Social Associatio, Alex Tanase - Project Manager - MCC-BSUF - Romania, Meeting and Conference Center, PO BOX OP30 - CP 93, www.cre-mcc.ro
 Centro Andaluz de Iniciativas Internacionales Sulev Valdmaa, Jaan Tõnnison Institute, Estonia, www.jti.ee, JTI Kodanikuhariduse keskus, Tallinn, Pikk tn 7 Nous Temps, Joan Masferrer Oliveras, Cypriot Students and Young Scientists Organisation, www.isxys.org, Thomas VOLLMER, Youth and European Social Work - Y.E.S. FORUM (EEIG), Youth and European Social Work - Y.E.S. FORUM (EEIG), Wagenburgstr. 26-28, 70184 stuttgart, Germany, www.yes-forum.org, Åsa Söderström, Director of EYEG, Lemnögatan 21, SE-112 26 Stockholm, Sweden, Chairman of the Board, Vladen Jeremic, The Timok Club, Hajduk Veljkova 2, 19350 Knjaževa, Serbia and Montenegro, R.Sampatkumar, ISHV Secretariat, 54-56, Rue de Montbrillant, 1202 Geneva, Switzerland, Sergei Stafeyev, Development director, Russian Community Education Development Centre (RCEDC), www.communities.org.ru/rcedc, RCEDC, 27 Mayakovskogo str., 2nd Floor, Saint-Petersburg, 191023 Federation of Young European Greens FYEG Secretariat, European Parliament, ASP 08C 138, Rue Wiertz, Brussels, B-1047, Belgium, Young European Media Professionals (YEMP), Kunsill Studenti Universitarjii, Students' House, University of Malta, Msida, Malta, MSD 06, Natur og Ungdom (www.nogu.dk), Klostermøllevej 48A, 8660 Skanderborg, Denmark Institute for International Assistance and Solidarity (IFIAS), www.ifias.net, 81a Avenue Jan Stobbaerts, 1030 Brussels, Belgium, Coordination Committee of Iliosporoi, Young Europeans for Security, Tommesalen 3, 1614 Copenhagen V, www.yes-dk.dk, Kestavaa Kehitystä Biologisesti, Belzarte Foundation, Bucharest, Romania

"We have read with interest the description of the network of supporters of the First European Community College (FECC). As shown.., we send you enclosed our logo ...to show our support." (Alex Tanase - Project Manager - MCC-BSUF - Romania)

"we are happy to support your initiative for European Community Colleges. We believe that it is vital for all young people to experience 'Europe' and much can be gained if they learn and live together" (Thomas VOLLMER, Youth and European Social Work - Y.E.S. FORUM (EEIG)).

"After reading the papers You have sent to us, we think that the opening of the FECC is going to bring progress to civil society. That is why we are fully supporting your action and hope that it will be successful. Chairman of the Board, Vladen Jeremic. The Timok Club"

" Of course, we would be glad to assist you in this important initiative if we can" (Sergei Stafeev, Development director, Russian Community Education Development Centre (RCEDC, www.communities.org.ru/rcedc))

Europe of Rights Community College II Fundamental Rights, Citizenships and Identities In Changing Societies Final Document

Preamble

A group of young Europeans, between the ages of eighteen and thirty, coming from seventeen countries, met for a two-week community college on human rights at Casa Cares, Reggello (Florence), Italy. This event, named the Europe of Rights Community College, was organized within the framework of the European NGO Association for Community Colleges. This document is an expression of the ideas shared by the participants.

The aim of this declaration is to clarify concepts and themes discussed during the lectures, workshops and debates. These topics were European identity, the role of religions in human rights and new rights, specifically focusing on sexual identity and bioethics.

The participants worked in three groups and each took one chapter to express, in the form of articles, the principles they considered most important.

The articles were then exchanged and discussed in the groups and proposals for amendments were presented by group representatives at a plenary session. Each proposal was discussed by all participants and a compromise was reached using the consensus method. In the end the whole document was one by which every participant could feel represented.



"..thank you for your invitation to become part of the network of supporters of the First European Community College (FECC). We will be happy to help you for development of this idea." (Stoyka Bakalova, President of the National Forum API, Bulgaria)

Chapter 1: European

The following articles of the citizens of the EU of the fact that citizens share this identity.

Art. 1 – For democratic function effectively it is shared by the citizens sphere. This identity shows common values and principles freedom, equality in freedom based on the European Community.

Art. 2 – European identity through a democratic system adherence to the rule of law.

Art. 3 – The concept of identity and in the process of development fulfilled and should bring solutions. The identity of a reserved to a small group available and spread to all are on the margins of society.

Art. 4 – The idea of Europe as a unit in community shall be no place for xenophobia that we are more worthy.

The goal of European identity excluded, rather it aims to include them in our community.

"Your project sounds quite interesting, of course we are going to support it." (Nous Temps, Joan Masferrer Oliveras)

Europe.

This policy should be considered due regard to the danger of society, i.e. the risk of towards the concept of possible harm that can be the national identities preserved.

Art. 6 – It should be stated European identity is dynamic expressed above shall be for future debate.

Approval

In order to be able to function it is necessary for the First European Community College to be approved by the Danish administration. In the example drafted within this very description we have counted on dispensation from the Act on Folk High Schools from the 50%-rule in 2 x 4 weeks + 3 weeks + one week.

Approval under the Act on Danish Folk High Schools would allow the school to function with permanent state subsidies insofar as it could obtain a permanent exception from the rule, that more than 50% of participants should be Danish citizens.

In the longer perspective, other countries should be encouraged to follow the example and establish similar institutions.

It should be investigated, if the First European Community College could get status as an approved institution within the European countries' systems of subsidizing general education abroad.

It should be investigated, if the First European Community College could get status as approved one way or the other within the EU educational and/or Youth Programmes.

We have proposed to the EU a concrete system of scholarships for Community College Courses. The idea needs to be supported by governments just as it is necessary to set up certain criteria for what we have called "Action 6" (1) of the Youth Programmes

Within EU-budgets of 2007-2013 we have as well proposed to a larger extent the promotion of transnational projects and educational events, allowing citizens of the EU to meet as citizens - and not necessarily identified in advance as belonging to any national, cultural, religious or other identification system.

(1) Cf. Journal of World Education, vol. 33, no.1, Spring 2003



Mission Statement and Bylaws (Basic paper 01)

These bylaws have been composed by 30 young Europeans taking part in the *Schools for Europe Community College II* in Aabenraa, Denmark, February 2003. The mission statement (basic paper) has been revised as a consequence of three web-seminars taking place at the acc-site (www.acc.eu.org) within the project *FECC - webseminars, network and publication* - especially influenced by the declaration of the *Europe of Rights Community College II* participants: "Fundamental Rights, Citizenships and Identities in Changing Societies" and by the thesis of Lucie Cížková: "Learning for European Co-Citizenship". All contributions to be found at the acc-website, www.acc.eu.org

Article 1

Home, mission and value basis

1. The College is a private, independent educational institution
2. The institution is founded at [...] and is domiciled at [address]
3. The institution owns the property [...] which is situated at [...]
4. The **purpose** of a European Community College (ECC) is to facilitate the creation and development of a common European public sphere.

The **value basis** of the European Community College is as follows:

To encourage the principles of cultural diversity by increased interaction and understanding between diverse individuals, in order to foster a common European awareness. Knowledge of the other cultures leads to respect. There will be no discrimination on grounds of religion, race, age, gender or qualifications in the European Community College. Every student will have equal opportunities. The school will help to create a new generation that harbours a desire for peace, tolerance and a respect for Human Rights. Learning and living together in a non-formal framework creates a motivation through an inspiring and challenging environment. The European Community College has exclusively educational aims and so is void of political and commercial interest. A deliberative approach to learning for a European public sphere is acknowledged without denying the continuity with and ratio within the contingency of histories, values and debates we are a part of.

Article 2

General Assembly and the Board of Representatives

1. The following can become members of the General Assembly and of the board of representatives: persons of age, associations etc., and public authorities having bonds to the school and who are willing to contribute financially to its founding and operation costs.
2. Private persons, not public authorities, should make up the majority of the General Assembly and Board of Representatives.
3. The following associations can become members of General Assembly and the Board of representatives with the following number of members.
4. Name _____ Number of members _____
5. Membership is subject to approval by the General Assembly
6. A fee is charged at the founding of the school and an annual fee thereafter. Members' contributions do not give do not guarantee the right to share of the surplus from the school. Members are not liable in person for debts of the school.
7. Membership allows the right to sit in the General Assembly with one vote. Letter or letter of attorney cannot represent a vote.

8. The annual accounts are sent over, or handed over, at least fourteen days before the General Assembly. Members have the right to view the operational costs, construction costs and liquidity, building accounts, information to use for calculation of subsidies, which are sent to public authorities. The employees at the school have a right to view the aforementioned material.
9. The General Assembly appoints and dismisses the principal following the recommendation of the Board of Representatives.

Article 3

Operation of the school

1. Public subsidies, student contributions and contributions from the General Assembly or Board of Representatives finance the running of the school.
2. Assets are the exclusive use of the school in regards to educational purposes.
3. Any surplus from the activities of the school should be put aside for further deficits and for the benefit of the school, e.g. for the purchase and maintenance of educational material, buildings etc.

Article 4

The General Assembly

1. The General Assembly consists of all the members.
2. The General Assembly decides upon changes to the statutes, in accordance with article 13, and decides upon the closure of the school, in accordance with Article 14.
3. The General Assembly employs and dismisses the principal following the recommendation of the Board of Representatives.
4. The Annual General Assembly takes place before the end of... The Board must announce it in writing to the members and in the local press, at least fourteen days in advance. The minimum agenda must be:
 - i. Election of a chair
 - ii. Statement by the board
 - iii. Statement by the principal
 - iv. Approval of the revised accounts
 - v. Decision about the fee/contribution
 - vi. Election of the Board and Substitutes
 - vii. Election of treasurer
 - viii. AOB (Any Other Business)
5. Issues to be addressed at the General Assembly must be given to the board at least ...days before the General Assembly. Issues are announced to the members at least... days before.
6. An Extraordinary General Assembly is called when a majority of the Board or twenty five percent of the General Assembly demands it. It is called as an ordinary one, with an agenda- Where the agenda includes an evaluation of the school's financial situation, extraordinary accounts must be made available for scrutiny.
7. Decisions are taken by majority vote. The General Assembly is decisive regardless of attendance.
8. Members can demand secret ballot.
9. Minutes are taken at the General Assembly and are signed by a chair of the meeting. They are to be kept at the school.

Article 5

The composition of the Board

1. The Board consists of minimum five members. Each member has the right to vote with the exception of the representative of the Employees Council. The majority are elected at the General Assembly. Other members can be appointed from associations by the General Assembly.
2. Board members are elected for one year. Re-election is permitted.
3. If a member no longer fulfils the conditions of membership (according to the law) he must withdraw from the board. A new member will then be appointed for the rest of the period
4. Employees and students at the school cannot become members of the General Assembly or take part in elections of the Board members. The representatives of the Employees Council will sit on the Board of Representatives without the right to vote.
5. Board members have to be of age.
6. The board elects its own chairman and vice-chairman.

Article 6

Tasks and responsibilities of the Board

1. The Board of Representatives takes responsibility for the leadership of the school and its finances. The Board shall manage the school for its benefit. The Board is responsible to the General Assembly. It also ensures that conditions and rules for allocation of subsidies are met.
2. The Board for Representatives employs and dismisses the teachers following the recommendation of principal.
3. The Board decides about the sale, purchase and mortgaging of property.
4. The Board sets the student fees.
5. The Board approves a plan for the overall running of the school with an "education plan" for each individual course.
6. The Board is responsible for keeping correct running costs records and balance sheet/status (Article 11.1).
7. The Board approves a plan for the annual evaluation of the operations in keeping with the value basis and statement of purpose.
8. The Board informs the appropriate authorities regarding the closure of the institution.

Article 7

The working of the Board of Representatives

1. The Board meets when the chairman or a quarter of its members find it necessary
2. The chairman calls in written for a meeting, enclosing an agenda.
3. The chairman leads the meeting and voting, whilst ensuring that procedure is followed.
4. The Board is decisive when half the members are present. Decisions are taken by majority of vote. The chairman has the casting vote where there is parity of votes.
5. A qualified majority is required on matters concerning the sale, purchase or mortgaging of property.
6. A member of the Board of Representatives must be made exempt from a vote in which is his objectivity brought into question.
7. The members of the Board of Representatives are subject to rules regarding confidentiality.

8. In specific circumstances the Board can keep information confidential where it concerns the private matters of employees.
9. Voting Board members cannot be personally held responsible for the debts of the school and may not receive a salary from the school.
10. The board decides upon its own procedures.
11. Members of the Board of Representatives will be reimbursed at least fifty percent of their travel expenses to the General Assembly and official meetings of the Board of Representatives.

Article 8

Leadership of the school

1. The principal takes charge of the daily running of the school having moreover the pedagogical responsibility.
2. In situations where the principal is absent for more than one month, a principal should be substituted.
3. The principal can authorise a substitute to act inside the field of the day-to-day leadership of the school
4. The principal employs and dismisses employees with the exception of teachers.
5. The principal must adhere to rules of confidentiality concerning disqualification and professional silence.

Article 9

Employees Council

1. The Employees Council consists of the principal and the permanent staff.
2. The employees must adhere to the rules of confidentiality about disqualification and professional silence.
3. The Employees Council elects a representative to sit on the Board of Representatives.
4. Students may establish a Student's Council to which a sum of money must be provided to run initiatives to foster the inner democracy and social life in school.

Article 10

Honorary Board

1. An Honorary Board should be created by the Board of Representatives, consisting of well-known and established people.

Article 11

Accounts and auditing

1. The running costs accounts and the balance is elaborated every year before ... The accounts are composed and audited in accordance with valid rules about accounts and auditing.
2. The auditing shall be concluded every year before ..., and thereafter sent to the chairman of the board. All members of the board shall sign the revised accounts before it is presented to the General Assembly. Members shall at the same time declare to fulfil the preconditions for membership of the board (Article 7).
3. "Annual accounts" represents the accounts for that calendar year.
4. Extraordinary accounts must be made available when the board so requires, or in the instance of an Extra General Assembly being called (Article 4.6).

They must show the finances of the college to within two months of there being required.

Article 12

Signature of subscription

1. The school is represented by the chairman of the Board together with [number] members of the Board.
2. A qualified majority is required, as well as the chairman's signature, on matters regarding the sale, purchase and mortgaging of property.

Article 13

Revision of the statutes

1. The authorities must approve statutes and changes in the statutes.
2. Revision of the statutes is subject to approval by an absolute majority in the General Assembly.

Article 14

Dissolution of the school

1. Decisions about the closure of the school shall made by the General Assembly with a two-third majority of all members. If such a majority cannot be reached, the decision about the closing down can be taken at yet another General Assembly at fourteen days after and with an absolute majority of the members present.
2. If the school ceases to carry out its mission in accordance with its statements of purpose, it will be closed.
3. If the institution is closed, the Board shall continue to function until financial statements have been finalised and handed over to either the court of probate or a bankruptcy court recognised by the appropriate authorities.
4. The Board of Representatives is responsible for the preservation of all records of the institution and for financial statements, done for making use of the net capital, in accordance with subparagraph 5.
5. Surplus means can be used with the recognition of the appropriate authorities for purposes of school.

As decided at the General Assembly _____

Signed:

Initial Expenditure

[This chapter will have to be further elaborated.]

In general it is a challenge, that no running costs subsidies can be allocated to schools functioning within the Danish Act on Folk High Schools, unless they own their own buildings.

This means it is not possible to borrow buildings in an test period.



Annual school plan and budget (example)

This annual plan is based on 2 x 12 weeks courses (Nordic Spring and Community Multiplier carried out with a majority of Danish Citizens (fulfilling criteria of the Act on Danish Folk High Schools). This until eventually a permanent dispensation becomes possible. These two courses alone would count 36 subsidies units.

The plan is moreover built on two courses of 4 weeks, one on three weeks and a one-week course. These courses would depend on a dispensation from the so-called 50%-rule and make it possible to carry out "real" European Community College Courses in which no identity is in majority.

A medium size Folk High School would have from 20-50% of its income deriving from short-courses of whatever topics. This would usually amount to e.g. 15-30 subsidies units ("årselever").

Taking into account the members profile, ACC ideas and main priorities, an obvious way to support the FECC financially would be to arrange English language courses. English is the way into a lot of markets, which for the local individual would mean access to a larger labor-market (Anglosaxon world, EU, international organizations). For private enterprises in the local surroundings of the school it would be a way to qualify the existing labor-force. The emphasis would have to be on culture, history and the like.



First European Community College

The Year - Annual Plan

Course	Week	Time	Participants	Guest lecturers/ different persons	Facilitator 1	Facilitator 2	Facilitator 3	Facilitator 4	Facilitator 5
Holidays	1	-3/1							
Current Matter	2	4/1-10/1	60	x	x	x	D	D	
Current Matter	3	11/1-17/1	60	x	x	x	D	D	
Current Matter	4	18/1-24/1	60	x	x	x	D	D	
Current Matter	5	25/1-30/1	60	x	x	x	D	D	
Planning and meetings/let out/etc	6	1/2-7/2			D	D	x	D	
Planning and meetings/let out/etc	7	8/2-14/2			D	D	x	D	
Planning and meetings/let out/etc	8	15/2-21/2			D	x	D	D	
Planning and meetings/let out/etc	9	22/2-28/2			D	x	D	D	
Nordic Spring	10	29/2-6/3	30/30	Iberia (example)	x	x	x	x	x
Nordic Spring	11	7/3-13/3	30/30	Security (example)	x	x	x	x	x
Nordic Spring	12	14/3-20/3	30/30	Benelux (example)	x	x	x	x	x
Nordic Spring	13	21/3-27/3	30/30	Foreign Affairs (example)	x	x	x	x	x
Nordic Spring	14	28/3-3/4	30/30	The churches (example)	x	x	x	x	x
Nordic Spring	15	4/4-10/4	30/30	Russia (example)	x	x	x	x	x
Nordic Spring	16	11/4-17/4	30/30	Central Europe (example)	x	x	x	x	x
Nordic Spring	17	18/4-24/4	30/30	Art (example)	x	x	x	x	x
Nordic Spring	18	25/4-1/5	30/30	Italy (example)	x	x	x	x	x
Nordic Spring	19	2/5-8/5	30/30	Turkey (example)	x	x	x	x	x
Nordic Spring	20	9/5-15/5	30/30	Poland (example)	x	x	x	x	x
Nordic Spring	21	16/5-22/5	30/30	Media (example)	x	x	x	x	x
Planning and meetings/let out/etc	22	23/5-29/5			D	D	D	D	
Planning and meetings/let out/etc	23	30/5-5/6			D	D	D	D	
Planning and meetings/let out/etc	24	6/6-12/6				x	x	D	
Planning and meetings/let out/etc	25	13/6-19/6			D	x		x	
Multiculturalism	26	20/6-26/6	60	x	x		x		
Multiculturalism	27	27/6-3/7	60	x	x	D	x		
Multiculturalism	28	4/7-10/7	60	x	x	D	x		
Multiculturalism	29	11/7-17/7	60	x	x	D	x		
Media Europe	30	18/7-24/7	60	x		x	x	D	
Media Europe	31	25/7-31/7	60	x		x	x	D	
Media Europe	32	1/8-7/8	60	x		x	x	D	
Media Europe	33	8/8-14/8	60	x		x	x	D	

First European Community College

Course	Week	Time	Participants	Guest lecturers	Facilitator 1	Facilitator 2	Facilitator 3	Facilitator 4	Facilitator 5
Status Europe Dialogue	34	15/8-21/8	60	x	X		D	x	
Planning and meetings/let out/etc	35	22/8-28/8			D		x	x	
Europe and Globalisation	36	29/8-4/9	60	x	X			x	
Europe and Globalisation	37	5/9-11/9	60	x	X			x	
Europe and Globalisation	38	12/9-18/9	60	x	X	D		x	
Planning and meetings/let out/etc	39	19/9-25/9			D	D	D	D	
Community Multiplier	40	26/9-2/10	30/30	Environment (example)	X	x	x	x	x
Community Multiplier	41	3/10-9/10	30/30	France (example)	X	x	x	x	x
Community Multiplier	42	10/10-16/10	30/30	Minorities (example)	X	x	x	x	x
Community Multiplier	43	17/10-23/10	30/30	Germany (example)	X	x	x	x	x
Community Multiplier	44	24/10-30/10	30/30	The churches (example)	X	x	x	x	x
Community Multiplier	45	31/10-6/11	30/30	Multinationals (example)	X	x	x	x	x
Community Multiplier	46	7/11-13/11	30/30	Central Europe (example)	X	x	x	x	x
Community Multiplier	47	14/11-20/11	30/30	Art (example)	X	x	x	x	x
Community Multiplier	48	21/11-27/11	30/30	Italy (example)	X	x	x	x	x
Community Multiplier	49	28/11-4/12	30/30	Turkey (example)	X	x	x	x	x
Community Multiplier	50	5/12-11/12	30/30	Brussels (example)	X	x	x	x	x
Community Multiplier	51	12/12-18/12	30/30	Summary	X	x	x	x	x
Holidays	52	19/12-25/12							
Holidays	53	26/12-1/1							
				40	36	36	36	18 and administration	

D=Disposal
Black=Holiday
Cross=work

Themes and types of knowledge

Courses according to timetable						
		A	B	C	D- Spring	E - Autumn
		Europe - the Unity	Europe - the Diversity	The Active Citizen Skills, tools and competencies.	Hordic perspectives	Community Multiplier
I	What is...?	- Europe's past, present and future (history, culture, geopolitics, aesthetics) - European values and identity? - European institutions and actors. (1) The public sphere (media), (2) the political-institutional sphere (parliaments and councils) and the (3) marketplace (private sphere, companies).	About the units in the unit and/or other subjects. Their states, their cultures, their people and themes for common debate. Lectures taught, "facilitated" or presented through a variety of methods and focuses by guest teachers from all over Europe. E.g. Latvia, Transylvania, Paris, Andalusia, Toscana etc.	1) Ability to Communicate and play 2) Ability to Navigate - where to go and how to approach, - find your way in politics (webs and ways). 3) Ability to Organise - how to found an organisation, (vision, mission, institutionalising, process), - how to make a project (description, budget, accounts, fundraising, group dynamics, tools), - events and happenings.	Inspiration from Grundtvig, Kierkegaard and Løgstrup for the development of authoritativeness and frankness of the Active European Citizen.	Develop a (a B-course for the next participants, a project somewhere in Europe, an exhibition or whatever the participants may come up with) -- Inspiration from Grundtvig, Kierkegaard and Løgstrup for the development of authoritativeness and frankness of the Active European Citizen.
II	What does...?	Europe and the wider world. Policies of the EU, the CoE, OSCE, NATO (trade, minorities, human rights, culture and youth, agriculture, consumer and food etc.)	Ditto.	Presentations by participants		
III	What should...?	Case studies. Methods: games and simulations	Case studies, Methods: games and simulations	?		

The residential school format:

It is extremely important for the school that the format of the residential school

in itself is a mean but it is also a part of the aim.

It is important not only what is learned but also with whom it is learned!

This also points at what cannot be put into the timetable, namely the lessons learned outside lessons. This could be described as learning the "art of living together".

Budget

First European Community College						
Operational budget/running costs per year						
	Income		Description	DKK	EUR	
		85	State subsidies	7.650.000	1.026.846	
		85*40*1000	Participation fee	3.400.000	456.376	
	SUM			11.050.000	1.483.221	
Expense						
1.	Administration	Staff	Description	Costs/DKK	Costs/EUR	
			Communication			
			Marketing	500.000		
			Copying, Stationary			
			Library			
			Travel			
			Meetings			
			IT			
				450.000		
			Subtotal	950.000		
2.	Personnel	Staff	Description	Costs		
		1	Principal (F4)	400.000	53.691	
		3	Permanent teachers (F1,F2,F3)	1.000.000	134.228	
		1	Other teachers (F5)	12.000	1.611	
		29	Guest teachers (40 weeks)	80.000	10.738	
		29	Guest teachers (travels)	60.000	8.054	
			Presenters	250.000	33.557	1.802.000
		1	Office assistant	240.000	32.215	
		1	Secretary/bookkeeper	240.000	32.215	480.000
		1	Housemaster/garden	240.000	32.215	
		1	Assistance, Housemaster	200.000	26.846	440.000
		1	Cleaning/matron	240.000	32.215	240.000
			Subtotal	2.962.000	397.584	
3.	Building					
			Building maintenance			
			Garden maintenance			
			Kitchen maintenance			
			Other maintenance			
			Subtotal	1.000.000		

4.	Heating/electricity	Heating		
		Electricity		
		Water		
		Subtotal		
5.	Cleaning etc.	Bed linen etc.		
		Cleaning detergents		
6.	Catering		3.400.000	
		Food and beverages		
		Maintenance		
7.	Organisational	Board meetings		
		Other meetings		
		Representation		
		Transport		
		Courses		
8.	Depreciation			
TOTAL			8.312.000	1.115.705

Preconditions				
4 week courses need an exception from the 50%-rule, Danish legislation				
European youth will have to pay 4000 DKK+travel=around 800 EUR				
12 week courses will run with a majority of Danish citizens				
The foreign students will need to pay 12000 DKK+travel=around 1800 EUR				
No income is counted on for short courses/let out				
In the 2004 example: weeks 6,7,8,9, 22,23,24,25,35,39				
No excursions in the FECC are needed				
Few teachers in the FECC, no choices, only one "product"				
No short term courses included yet (moneymachines, englishcourses)				
Students travels to and from the school not included				

First European Community College

Comparison												
		First European Community College		The Nordic Academy		Højskolen Snoghøj 2002		Vallekilde Højskole 2001				
		85 subsidies units/årselever		57 subsidies units/årselever		50-52 subsidies units/årselever		53 subsidies units/årselever				
Expense												
		DKK	EUR	DKK	EUR	DKK	EUR	DKK	EUR	DKK	EUR	
Personnel Costs				3.640.000	488.591							
Administration Costs				655.000	87.919							
Building Maintenance				405.000	54.362							
Energy Costs				525.000	70.470							
Cleaning Costs				75.000	10.067							
Catering Costs				550.000	73.826							
Other Expenses				310.000	41.611							
Taxes				2.000.000	268.456							
Reserve, consolidation				300.000	40.268							
Teaching												
Teachers		1.802.000	241.879			2.309.038	309.938	3.206.521	430.406			
Teaching, other						1.179.211	158.283	443.232	59.494			

Budget - comparison

First European Community College

Building											
Salary		440.000	59.060				534.860	71.793		440.228	59.091
Cleaning salary		240.000	32.215								
Long Term Interest										207.750	27.886
Taxes, insurance										230.727	30.970
Maintenance										322.435	43.280
Heating, electricity, water, cleaning										592.365	79.512
Other		1.000.000	134.228				1.078.115	144.713			
Catering											
Salary		1.700.000	228.188				970.836	130.314		1.438.259	193.055
Provision										906.340	121.656
Other		1.700.000	228.188				1.114.903	149.651		127.026	17.050
Administration											
Salary		480.000	64.430				685.281	91.984		407.480	54.695
Other		450.000	60.403				974.180	130.762		448.897	60.255
AOB											
PR		500.000	67.114							276.334	37.092
Interest										109.125	14.648
Depreciation										233.264	31.311
Other										50.656	6.799
Total		8.312.000	1.115.705		8.460.000	1.135.570	8.846.424	1.187.439		9.440.639	1.267.200

First European Community College

Income													
					DKK	EUR		DKK	EUR		DKK	EUR	
Longterm students													
2 courses, 60 students, 16 weeks at 1500 DKK					2.880.000	386.577							
6 academy weeks, 60 students, 2000 DKK					720.000	96.644							
Renting out facilities													
6 weeks, 60 persons, 1000 DKK					360.000	48.322							
Renting out accomodation, 8 appartments at 3500 per month					336.000	45.101							
Subsidies necessary (47 units)					4.164.000	558.926							
Long- and shortterm students, subsidies	7.650.000	1.026.846						4.165.494	559.127		4.445.048	596.651	
Long- and shortterm students, fee	3.400.000	456.376						2.732.649	366.799		2.137.897	286.966	
Other income								1.592.139	213.710		1.744.732	234.192	
Interest											23.217	3.116	
Total													
Surplus	2.738.000	367.517						-356.142	-47.804		-1.089.745	-146.274	