Osman Titrek (Ed.)

Entrepreneurship via Creativity for European Citizenship in Education

Osman Titrek (Ed.)

Entrepreneurship via Creativity for European Citizenship in Education

LAP LAMBERT Academic Publishing

INDEX

PART I CREATIVITY, ENTREPRENEURSHIP AND EDUCATION

PART II   EUROPEAN CITIZENSHIP AND DEMOCRACY

INTERRELATIONSHIPS BETWEEN FORMAL EDUCATION AND NON FORMAL EDUCATION IN THE TRANSMISSION OF EUROPEAN VALUES

(INTERRELACIONES ENTRE LA EDUCACIÓN FORMAL Y LA EDUCACIÓN NO FORMAL EN LA TRANSMISIÓN DE VALORES EUROPEOS)

Dr. Alfonso CONDE LACÁRCEL

Granada University, Spain - alfcon8@ugr.es

Dr. Mohamed EL HOMRANI

Granada University, Spain

University of Granada

Faculty of Sciences Education

Department of Didactics and School Organization

España

Abstract

The development of European citizenship is a constant concern perceived by different educational systems of the 25 countries in the European Union. Not only as a way to unite and promote democratic values, social inclusion and participation, but as an element of economic growth and development. However, today's high unemployment rates and rising inequality, an aging population and the difficulty to face the new challenges of globalization require redoubled efforts to be able to respond in a coordinated manner with quality education. A key element intertwined with the formal educational system believes it is the non-formal education as a complement to these policies will develop common social values, cohesion and combat exclusion agent.

Throughout this paper, we present a brief review of the relationships and current state established between the formal and non-formal education, along with its influence in the transmission of European values and citizenship development. Also, we provide data relating to some of the most recent and significant developments in the Third Sector in Social Action Research. That are working in many non-governmental and non-profit organizations (NGOs and NPOs) and related to non-formal education, the differences between countries in respect, and its development and employability.

Following the data analysed as a fundamental conclusion, we need clear coordination between formal and non-formal education to achieve all the goals from a given in educational -training and level of development.

Keywords: citizenship education, non-formal education, skill development, Third Sector.

Resumen

El desarrollo de la ciudadanía europea es una preocupación constante percibida desde los distintos sistemas educativos de los 25 países que integran la Unión Europea no solo como una manera de cohesionar y favorecer los valores democráticos, de inclusión social y de participación, sino como un elemento de crecimiento económico y de desarrollo. Sin embargo, hoy día las tasas de paro elevado y el aumento de las desigualdades, el envejecimiento de la población y la dificultad para afrontar los nuevos retos derivados de la globalización hacen necesario redoblar los esfuerzos para ser capaces de responder de manera coordinada con una educación de calidad. Un elemento decisivo interrelacionado con los sistemas educativo formales creemos que es la educación no formal, como agente complementario a estas políticas que desarrollan valores sociales comunes, de cohesión y lucha contra la exclusión.

A lo largo de este documento, presentamos una breve revisión del estado actual y las interrelaciones que se establecen entre la educación formal y no formal, y su influencia sobre la transmisión de los valores europeos y el desarrollo de la ciudadanía. Igualmente, aportamos los datos referidos a algunas de las investigaciones más recientes y significativas en el espacio del Tercer Sector de Acción Social en el que trabajan muchas de las organizaciones no gubernamentales y no lucrativas (ONGS y ONL) relacionadas con la educación no formal, las diferencias entre países al respecto, y como factor de desarrollo y empleabilidad. A raíz de los datos analizados y como conclusión fundamental, vemos necesaria una clara coordinación entre agentes formales y no formales para alcanzar entre todos los objetivos propuestos a nivel educativo –formativo y de desarrollo.

Palabras clave: educación ciudadana, educación no formal, desarrollo de competencias, Tercer Sector.

Education and European Citizenship

Since the signing of the Treaty of Rome in 1957, the European Economic Community, or better said the European Union has developed a whole series of policies (Maastricht Treaty 1992, Treaty of Nice, 2001, the Constitutional Treaty, and the Treaty 2004 Lisbon, 2007) with the aim of promote social cohesion and economic development of all the countries that are members, as well as those new states are joining.

In the case of education, training and the youth, we can find numerous general and specific directives and programs in favour of these policies on school education; higher education; mobility; e-learning and learning different languages or on-going training throughout life.

Without saying, the implementation and prioritization by the different member states combined with resource allocation has not always been the most appropriate. It was between 1985 and 1992 when education began to be recognized, with the creation of various programs to promote the European dynamics in schools, or groups for enhancing mobility in transnational programs such as Erasmus (higher education), Petra, Lingua, Force, Tempus or Comett (Pepín, 2007).

The development of the European citizenship identity is part cooperation between schools (Comenius Programme among others), and continues throughout all the levels of education, reaching the levels of Higher Education in Europe.

Translating to Karlsen (2002) cited by Agirdag, Huyst and Van Houtte (2012, p 202.): "The EU has spent millions of euros on education, training and youth programs in an attempt to encourage young people to enter the European professional market and prepare them for their roles as European citizens. "

As for the European framework in education, it today focuses on the development of key abilities, the quality and equity of both individual learning and the teachers who try to reduce educational disadvantage social groups at risk both individually and in groups. At the same time, empowers European citizens need to function in society, at a social, educational and professional level (Web Europe, 2014) competitions.

Within this brief introductory overview, the development of a European mentality on the part of the citizens, although the various studies conducted so far have yet to be implemented and reinforced by different enterprises.

This way we can see, for example in the program "Europe for Citizens" 2014-2020 approved by the European Commission with a budget of 21 million euros and whose general objectives are:

- To contribute to a better understanding of the Union, their history and diversity.

- Promoting European citizenship and improving conditions for active participation in civic and democratic life in the Union (Web Consulta Europa S.L., 2014).

The main points of research based on the education of European identity of its citizens have been primarily referred to factors such as gender, age or socioeconomic status (Shore and Black, 1994; Majone, 1998; Medrano and Gutierrez, 2001; Rise, 2005; Bruter, 2008; Agirdag, Huyst and Van Houtte, 2012).

However, other factors such as religion, ethnicity or the educational context have hardly ever been taken into account, showing, individual variables, influential in developing this identity (Agirdag, Huyst and Van Houtte, 2011).

The context is dependent on ethnic diversity and or the individual characteristics of the members. These groups should be taken into account when designing and carrying out the various activities such as teaching and learning; in order to promote the development of the European stature in the educational curricula of different countries.

Equally in these studies, the influence of the socioeconomic status with the presence of a greater or lesser identification as European citizens among children aged 10-14 is evident; i.e., children from families with high social status identity feel more European than those from a lower socioeconomic group (Fligstein, 2009 cited by Agirdag, Huyst and Van Houtte, 2011, p. 209).

But, what is the meaning of "European identity"? We can find various theories for this purpose and each will enhance and or highlight different aspects. However, we agree with the author that follows the European identity is: "A set of values shared by all citizens of the European Union" (Patrutui, 2013, par. 3).

The European Commission's report "Orientation of Young Men and Women to Citizenship and European Identity" (2007) presented in respect a number of recommendations obtained by different research groups. Focusing on issues related to governance, citizenship and European dynamic integration; including education, training and new forms of learning.

One of the most important conclusions to note in this regard was complementary discovery by a researcher after an extensive literature review and researcher's findings not excluding the differences between given national identities and European identity (Ruiz, 2005, European Commission, 2007). (Ruiz, 2005; European Commission, 2007).

These recommendations, as well as many others, have continued to develop until today, although there is still little research related to both formal contexts as non-formal and citizenship education.

Besides all this, we want to present our vision for the acquisition of key competencies and learning throughout life, enterprises developed by different members of the Third Sector Social Action and to develop educational and training activities from Non-Formal Education, that are wholly consistent with and complement both formal educational systems in different countries as to programs and projects developed in Europe from childhood, through youth and reaching adult education.

Key Competencies & Lifelong Learning

The development of education and citizen participation according to authors such as Johnson and Morris (2010) is related to aspects such as thinking and critical pedagogy. So over the last 20 years it has undergone a series curricular reforms focused on democratic education, social justice, linking multicultural national identity and supranational elements. That

way in the future European citizens (children, youth, and adults.) will be able to participate actively in their daily life.

In this sense, the development of key competencies and lifelong learning play a crucial role, as states seek to strengthen their competitiveness in the global economy with a workforce that is creative, thoughtful, innovative and independent.

The Council and the European Parliament in late 2006 made a number of recommendations regarding the development of the key competences throughout life, In order to respond to changes in society and promote the acquisition of knowledge, abilities and skills necessary to properly incorporate young people into the labour market, and to encourage professional development and adaptation of those already in it. (European Commission, 2007).

These sets of skills are equally important, as they contribute to personal and community success, along with the creation of a knowledge society (Gordon, Halász, Krawczyk, Leney, Michel, Pepper, & Wisniewski, 2009). At the same time, constitute a set of learning tools that promote problem solving; the ability to take risks, decision-making and affective-emotional development in a constructive way.

Either way, we want to emphasize here, that whichever produces a more obvious impact on the development of citizenship and responsive to civic and social skills. According to the European Reference Framework for the learning of key competences throughout life, social and civic competences are defined as:

Social and civic competences includes the personal, interpersonal and intercultural competence and cover all forms of behavior that enables individuals to participate in an effective and constructive way in social and working life way. Particularly in the social diversity and resolution conflicts when necessary. Civic competence allows individuals to fully participate in civic life, based on knowledge of social and political concepts and structures and a commitment to active and democratic participation (EU, 2007, p.9).

It aims to develop community participation in activities through the decision-making, development of tolerance, empathy, negotiation or the expression and understanding of different points of view. A notable example in this regard related to the development of key skills and learning and teaching and responsible global citizenship is made by HMIE (2010) by the Scottish government to youth. To do this, and with the help of teachers, conducted a set of good educational practices in order to develop interdisciplinary experiences in different areas of the curriculum:

- Exchanges between schools.
- Projects networking between different educational centres.
- Creating blogs, forums, diverse educational material related to international education.
- Learning 2nd languages.

This coincides with other authors as Kaya (2014) to say that lifelong learning has become the guiding principle for a generation of new community education and training programs; in which "people are the main asset of Europe." However, citing the same author is also presented as an opportunity and not as a right, so those who cannot access these continuing education programs will be relegated to the background.

Also from UNESCO (2014), in its report "Teaching and Learning: Achieving quality for all", we were warned of the need for quality teachers is recognized and in constant training, research, explore new ways of responding to urgent educational needs in relation to the proposed agenda for governments 2015.

Thus, we can see that the formal educational systems of different countries in the European Union individually and in a coordinated fashion, attempting to create a common educational framework that is useful to its citizens. But ... does it always work? What can they do about it and how will they influence other educators outside the regulated systems and suppliers of a degree or certification to favour the development of an exemplary citizenship and committed to the good of all?

Here is where the informal educators and the Third Sector Social Action as elements of cohesion and development come into play.

Non Formal Education and Third Sector Social Action: elements of social cohesion and economic development

Non-formal education from a community partner view and the relationship with formal educational systems could be defined by us as:

The attempt by man to respond to the sphere of education, to all social demands and needs of the education system as a formal means and fails to respond completely and integrate. Through non-formal education it can be reconstructed and complements the knowledge offered by formal means, in a meaningful and functional manner to the complexity of the situations with which we are immersed. (Conde, 2013).

This definition tries to bring together the various authors, collected by international organizations throughout history (Coombs et al, 1974; Faure et al, 1983; Trilla, 1998, Pastor 2001; Torres, 2007). Unesco, in 2006 defined it as a factor of development of people, and tool so people who find difficulties of various kinds to access education and training as well as achieving acceptable levels of labour training that allow them live with dignity (Unesco 2006 Office of Public Information Non-Formal Education).

Terms such as non-formal education, informal, extracurricular ... they are analysed investigated thoroughly and discarded until reaching common definitions by all the scientific and educational population, the a few of them reinforcing the idea of non-formal education as an ongoing process of learning throughout a lifetime.

Since 2000 until today, after a confusion about what to call non-formal education has returned to the international stage. According to the World Bank (2001) over this period of time, have increased the number of countries preparing projects on non-formal basic education partly funding this and other agencies. Primarily for developing countries and for a very specific population (mainly children at primary school, youth groups at risk of exclusion and less educated adults).

In specific contexts, it is used as an alternative to primary schools, the development of basic life skills, specific programs for women, training for working life, local community development etc. In other countries

(mostly developing) is has created specific departments and official organisations that coordinate and complement the formal education; this is the case for example, Philippines and Botswana.

In Europe and in Spain, the reality is quite different. It is mainly and widely focused on a range of labour training to leisure and free time courses, along with working with specific groups. We can cite for example, Baraibar, J. (2003) carried out a study on the construction of learning processes in non-formal education.

The Community in seeks a real purpose and usefulness for society, based on four fundamental pillars that seem to be paramount, according to Dominguez, Lamata and Baraibar (2003, pp. 53-54):

1. The relationship with community associations and the real needs of
      society.
2. Relationship between education and quality.
3. Relationship with public and private entities as potential allies and partners.
4. Relationship with the official education system.

Trilla et al. (2003) we offer based upon reflection and analysis, an eminently practical proposal for the different areas in which to conduct educational activities in non-formal education:
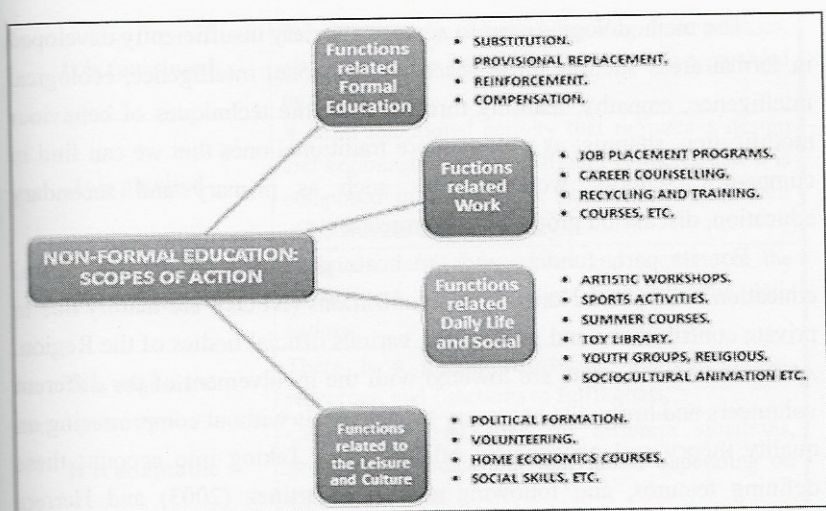
Figure 1: Functional motion of the various educational Areas of Non-Formal Education

(own elaboration based upon Trilla et al, 2003.)

Hoppers, meanwhile, presents (2006, p.24) later classification focused on 7 major types of ENF:

1. Para-formal education.
2. Popular education.
3. Personal development.
4. Professional and vocational training.
5. Literacy with skill development.
6. Supplementary NFE programs.
7. Early childhood care and education.

Most definitions developed by these authors agree systematic, organized and functional characteristics of non-formal education and its application outside the formal framework of the educational systems of different countries. Equally, another feature of identity is the contextualization and specification for specific groups and contexts of the objectives, content and methodology to be used.

The methodologies used to answer a variety insufficiently developed in formal areas such as those based on emotional intelligence, ecological intelligence, empathy, learning through play, the techniques of behaviour modification, shaping; as well as more traditional ones that we can find in companies, schools, workplaces ... such as primary and secondary education, discussion groups, work projects, etc..

For its part, funding and the costs generated by the non-formal education NGOs and Non-profit Organizations (NPOs), are mainly due to private contributions and grants from various official bodies of the Region. At the same time, costs are lowered with the involvement of the different volunteers and hiring the necessary professionals without compromising on quality theory and pedagogical effectiveness. Taking into account these defining features, and following authors; Martinez (2003) and Herrera (2006), we can establish the following characteristics of Non Formal Education:

Table 1: *Characteristics of Non-Formal Education*

CHARACTERISTICS OF NON-FORMAL EDUCATION	
It takes place outside the formal framework	Does not have fundamental objectives or ability to provide titles, but learning contexts that supplement and or complement the formal educational systems.
Allows positive climates for learning	Promotes learning from "conduct" such as social relationships, teamwork and creativity, etc. in a relaxed and confident atmosphere.
Uses a variety of methodologies	Is multidisciplinary, using methods, resources, and ways to work in all areas and climates, not only that of education but also of psychology, medicine, economics, ecology, etc...
Facilitates specific learning	Prioritise learning that can help improve the quality of life and social participation, avoid pockets of exclusion, acquire professional skills, enjoy leisure ...

It is functional	Prioritise purely practical learning in academics, giving users the resources they need on a personal or group level.
It is planned	It is an intentional activity that requires a design and organization of the different elements that it is composed of, as well as an assessment of their effectiveness and efficiency.
It is systematic	Follow a defined functional and accurate in the design and implementation processes for their actions.
It is organised	There is a proper structuring between means, resources, and functions to fulfil goals.
It is adaptable	Can change and adapt to different situations, problems, contexts and individuals depending on what is required.
It is voluntary	Individuals and groups participate freely and may abandon it when they see fit.
It is active	Encourages and requires active participation of users.

(own elaboration based upon Martínez, A. 2003; p.35-39   y Herrera, M. 2006; p.18-22)

From 1998 paraphrasing Vazquez in the play "Informal Education", has spoken of the importance of non-formal education and lifelong learning (now Education during life) as a complement to the existing educational system. Related to the social context, in which the individuals are inserted, with direct link to the self-training and requires a rigorous analysis based on the real needs of users.

The difficulty and variety of designs in terms of activities to be developed, and its difficulty to be formally evaluate in terms of efficiency and performance, has caused many of these actions to be aimed at obtaining a hardly measurable results in the long term.

However, bringing to the forefront a Colom (1998a, 1998b, 2005) responds to a set of variables of social engineering (effective, sectorial planning, referring to specific groups, and compensatory) looking to

"improving the quality of life of citizens and deepening democratic values "(p. 169, para.2).

For all this, we believe that NFE has a relevant role in the European Union and needs to be taken into account when establishing channels for collaboration within the formal education system and specifically the various structures involved and defined as third Sector. This has shown to be for years as a generator of jobs and economic wealth in the different European countries.

All the aspects mentioned in non-formal education can be developed from business areas and profit (schools, institutions, etc...). Or in our case we want to highlight those organizations that are included within and referred to as Third Sector Social Action.

Following the International Classification of Non-Profit Organizations (ICNPO), by Solomon and Sokolowski (2004) is organised into 11 areas of activity that we see in the diagram below:
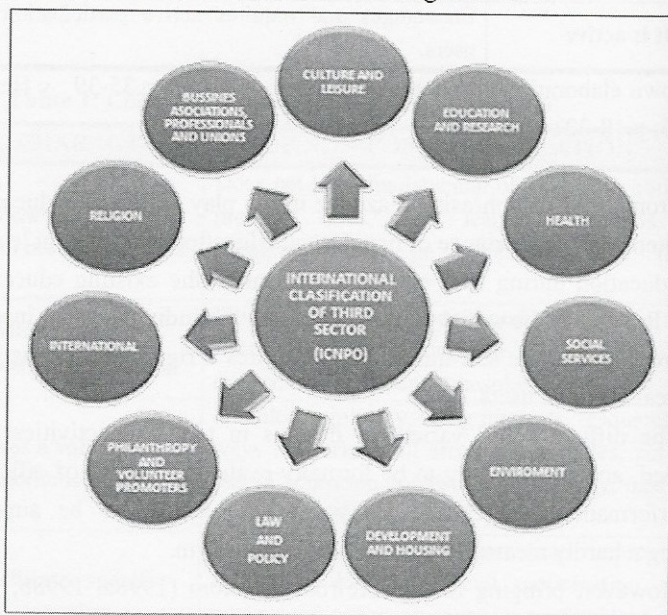

Figure 2: International Classification of Third Sector ICNPO
(Prepared by Conde, 2013 starting from Solomon and Sokolowski, 2004)

In Spain, the term Third Sector used to identify currently to all those organizations that throughout history have participated in actions based in Charities. The social economy or the non-profit sector, as defined in the Anglo-Saxon, in order to ensure that the help of the State or outside of it. Some basic rights and values of citizenship are centred on democracy, participation of the people, willingness to help, care for and the promotion of groups for the disadvantaged (Conde, 2013).

This field, along with the public sector and the private sector is configured into three sectors of the economy, making us realise that it is an asset increasingly both in gross domestic productivity and economic wealth of the country, and in terms of employability (Pimentel, 2013).

Escobar (2010) refers to the organisations and their influence on societies, defining them as follows:

Organisations (...) have a very strong impact on the societies in which they are inserted (...) manage to affect the social dynamics but also are affected by it. (...) Form small social systems within larger social systems. (...) authors such as Amitia and Etzioni (1961 and 1964) see the organisations as the only medium through which ends are achieved as desired peace, prosperity and social justice (p.124).

The different organisations which belong to the Third Sector are characterised as being complementary government actions. Social peace, the idea of mutual support and assistance are present in their intentions. According to the most commonly accepted orthodoxy Anheier and Salamon (1997), these types of organisations that are part of Third Sector are characterised by:

_Are formally organized.

_Are private.

_Are non-profit sharing between owners and managers.

_Are independent.

_Have significant degree of voluntary participation.

The idea of active citizenship began to emerge from the handful of critical social movements. While the growth of legislation related to social organisations, the development of the welfare state reform, or to

decentralise social and health services. It has favoured the provision of social services increasingly proportion by the organisations in the Third Sector.
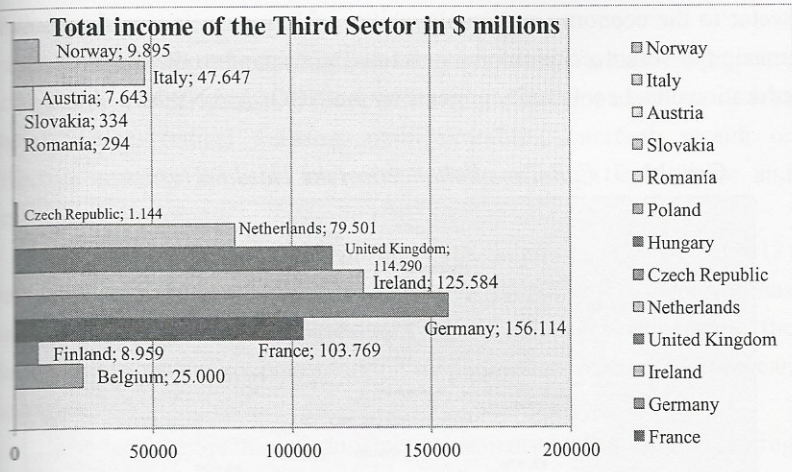
However, following the crisis suffered so far in Spain and the rest of Europe, we are facing a dismantling and privatization in many of the achievements achieved so far (German, J., 2013) due to inappropriate policies focused on deficit reduction, and profitability of public funds and private donors Through the reduction in funds for social policy and development cooperation, a the braking of dependency laws and in many cases are not applied due to lack of public resources. In turn effecting and causing privatization of health service, attention to marginalized groups etc. This has all diminished because of reductions in budgetary allocations of the various NGOs, associations, foundations, etc.

This is why the Third Sector Social Action, despite their difficulties to be finalized, defined or studied, takes on a remarkable relevance; (Olabuénaga Ruíz, J. I., 2006). Their flexibility to adapt to different situations, their creativity in providing solutions, and its proximity to the different groups, make them a consultative agent and action necessary for economic growth and wealth of countries and a prerequisite for a skilled workforce and responsible citizenship.

For guidance, we provide data in economic terms, employability and volunteering (Salamon and Anheier, 1994, 2004). As of 2004, the third sector generated 1.3 trillion worldwide; 45'5 million employing full time staff including volunteers and religious organisations.

The 2020, for example (European Commission, n.d.) seeks to develop a growth of smart, sustainable and inclusive economy through a series of goals that the representatives of the Third Sector have a lot of responsibility.

Graphic 1: *Total income of the Third Sector in $ millions*

Total income of the Third Sector in $ millions

- Norway; 9.895
- Italy; 47.647
- Austria; 7.643
- Slovakia; 334
- Romanía; 294
- Czech Republic; 1.144
- Netherlands; 79.501
- United Kingdom; 114.290
- Ireland; 125.584
- Germany; 156.114
- Finland; 8.959
- France; 103.769
- Belgium; 25.000

Legend: Norway, Italy, Austria, Slovakia, Romanía, Poland, Hungary, Czech Republic, Netherlands, United Kingdom, Ireland, Germany, France

(Prepared by Conde, 2012 starting from Salamon, L. y Anheier, H. 1999; 2004)

Graphic 2: *Facts employability Third Sector.*

Facts employability Third Sector

- Norway; 163.000
- Italy; 950.100
- Austria; 184.300
- Slovakia; 16.200
- Romania; 37.353
- Poland; 98.387
- Hungary; 42.000
- Czech Republic; 74.200
- Netherlands; 652.000
- United Kingdom; 1.473.000
- Ireland; 150.300
- Alemania; 1.440.000
- France; 975.000
- Finland; 62.848
- Belgium; 468.764
- Spain; 475.179

Legend: Norway, Italy, Austria, Slovakia, Romania, Poland, Hungary, Czech Republic, Netherlands, United Kingdom, Ireland, Germany, France, Finland, Belgium, Spain

(Prepared by Conde, 2012 starting from Salamon, L. y Anheier, H. 1999; 2004)

As we can see in the graphs and the map below, the importance of the third sector to the economy and employability of European is significant; even among the volunteer workforce generated to respond to the different socio-educational and community projects by the NGOs and NPOs.

Graphic 3: *Full-Time Volunteers of the Third Sector.*
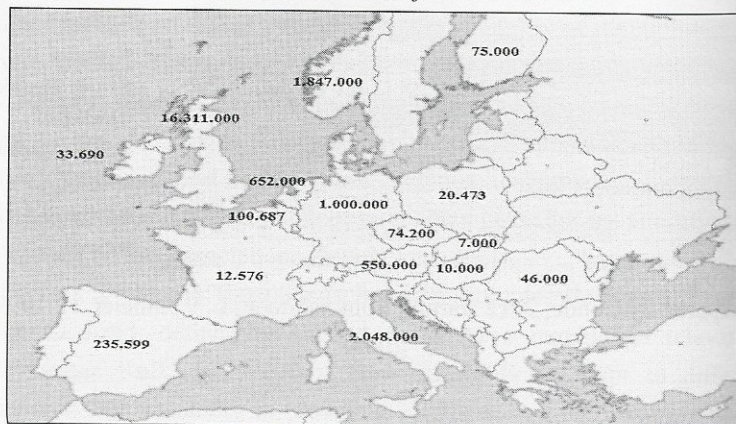
(Prepared by Conde, 2012 starting from Salamon, L. y Anheier, H. 1999; 2004)

CONCLUSIÓNS: THE EDUCATIONAL-TRAINING PROJECTS FOR CITIZENS FROM NO FORMAL EDUCATION

After this brief survey conducted, in which we wanted to show the possible relationships between the development of community educational policies from formal systems focus on European citizenship education; non-formal education; Third Sector and Social Action, we conclude this paper contributes to our conclusions.

According to various documents and information obtained contrasted to the Third Sector Social Action, and based on employability and economic importance of this sector, we believe that non-formal education developed in NGOs and NPOs is a necessary complement to the

educational policies based on the development of an engaged educated and skilled society.

From non-formal education, and through various initiatives, projects, activities or workshops may be supplemented and developed values such as social justice, critical thinking, multiculturalism, interfaith wealth or effective equality between men and women, through an eclectic and practical methodology.

According to the "Citizenship Education in Europe" (2012) published by Eurydice Report "Education for Democratic Citizenship has incorporated all European educational system at all stages. Meanwhile, the human rights content are present in the curricula of more than 20 European countries. "

The level of Spain, unfortunately we actually have a setback scoring within the educational system and relegating it to a point of dubious accomplishment.

That is why we find in the complaint made by more than 60 NGOs, Spanish and European platforms working on the development of global citizenship-oriented values. These can be found in numerous online media sites such as the Network of Educators, Educators for global citizenship etc. (http://www.ciudadaniaglobal.org/) or Intermón Oxfam, amongst others   (http://www.oxfamintermon.org/es/sala-de-prensa/nota-de-prensa/espana-debe-formar-en-ciudadania-democratica-derechos-humanos-desde-es).

However, we continue to count on the unselfish, collaborative and networking of a good number of organizations focusing on this common good. As a guide, we list a few of these organisations that can be found operating in the case of Spanish, at a European level:

- Fundación Cives.
- Amnistía Internacional.
- Intermon Oxfam.
- Confederación Española de Asociaciones de Padres y Madres de Alumnos (CEAPA).
- Fundación Cultura de Paz.

- Asociación Pro Derechos Humanos de España (APDHE).
- Proyecto Atlántida.
- Educación y Cultura Democráticas.
- Movimiento Contra la Intolerancia (MCI).
- Liga Española de la Educación y la Cultura Popular.
- Movimiento por la Paz (MPDL).
- Federación de Mujeres Progresistas.
- Coordinadora de ONG para el Desarrollo.
- Periódico Escuela.
- Seminario Galego de Educación para la Paz.
- Hegoa -Instituto de Estudios sobre Desarrollo y Cooperación Internacional.
- Confederación Estatal de Movimientos de Renovación Pedagógica.
- Educación Sin Fronteras.
- Plataforma Ciudadana contra la Islamofobia.
- Instituto de la Víctima de Odio.
- Discriminación e Intolerancia.
- Institut de Drets Humans de Catalunya.
- Sección de Educación del Ateneo de Madrid.
- Fundación IPADE
- Federación de Asociaciones de Defensa y Promoción de los Derechos
- Humanos –España.
- Asociación para las Naciones Unidas en España (ANUE).
- Asociación para la Defensa de la Libertad Religiosa (ADLR).
- Comisión Española de Ayuda al Refugiado (CEAR).
- Instituto de Estudios Políticos para América Latina y África (IEPALA).
- Justicia y Paz.
- Liga Española Pro Derechos Humanos.
- Paz y Cooperación.

- Mundubat.
- UNESCO Etxea.
- Plataforma de Mujeres Artistas contra la Violencia de Género.
- Coordinadora Estatal de Asociaciones Solidarias con el Sáhara).
- Red Europea Contra los Crímenes de Odio.
- Citizens for Europe (incluye a 197 organizaciones europeas).
- Foro Cívico Europeo (incluye a más de 100 organizaciones de 27 países).

REFERENCES

Agirdag, O., Van Houtte, M. & Van Avermaet, M. (2011) 'Ethnic School Context and the National and Sub-national Identifications of Pupils'. *Ethnic and Racial Studies*, v.32, n.2, 357–78.

Agirdag, O., Huyst, P., & Van Houtte, M. (2012). Determinants of the Formation of a European Identity among Children: Individual-and School-Level Influences. *JCMS: Journal of Common Market Studies*, v.*50*, n.2, 198-213.

Alemán, J.J. (2013). De la sociedad del riesgo al desmantelamiento del estado de bienestar. *Dilemata,* (11), 139-147.

Baraibar, J.M. (2003). Análisis de necesidades formativas. En Lamata, R. y Domínguez, R. (Coord.). *La construcción de procesos formativos en educación no formal* (pp. 111-128). Madrid: Narcea.

Bruter, M. (2008) 'Legitimacy, Euroscepticism and Identity in the European Union: Problems of Measurement, Modelling and Paradoxical Patterns of Influence'. *Journal of Contemporary European Research*, v.4, n.4, 273–85.

Conde Lacárcel, A. (s.f.). *Eficacia de los estándares de calidad educativa en la Educac. No formal: estudio sobre el grado de implantación del modelo EFQM y la norma ONG con calidad en ONGs y ONLs que*

desarrollan actividades educativas en la provincia de granada (Tesis Doctoral inédita). Facultad de Ciencias de la Educación. Granada.

Colom, A. (1998a). Planificación y evaluación de la educación no formal. En Sarramona, J.; Vázquez, G. y Colom, A (Ed.) *Educación No Formal*. (pp. 168-200). Barcelona: Ariel.

Colom, A. (1998b). Estrategias metodológicas en la educación no formal. En Trilla, J. (Coord.). *La educación fuera de la escuela. Ámbitos no formales y educación social*. (pp. 52-73). Barcelona: Ariel.

Colom, A. (2005). Continuidad y complementariedad entre la educación formal y no formal. *Revista de Educación* (338), 9-22.

Comisión Europea (s.f.). *Documento de Estrategia Europa 2020*. Recuperated from http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2010:2020:FIN:ES:PDF

Coombs, P.H. & Ahmed, M. (1974). *Attacking Rural Poverty: How Non-Formal Education can help*. Baltimore: J. Hopkins University Press. (Castellans version. Madrid: Edit. Tecnos, 1975).

De Coster, I, Borodankova, O, De Almeida Coutinho, A.S., & Paolini, G. (2012). *Citizenship Education in Europe*. Education, Audiovisual and Culture Executive Agency, European Commission.

Domínguez, R., Lamata, R., y Baraibar, J.M. (2003). *La construcción de procesos formativos en educación no formal*. Madrid: Narcea.

Escobar, R.A. (2010). Las ONG como organizaciones sociales y agentes de transformación de la realidad: Desarrollo histórico, evolución y clasificación. *Diálogos de Saberes: Investigaciones y Ciencias Sociales* (32), 121-131.

European Commission. (2007). *The Key Competences for Lifelong Learning – A European Framework*. Luxembourg: Office for Official Publications of the European Communities. Recuperated June, 30th, 2014 from http://www.britishcouncil.org/sites/britishcouncil.uk2/files/youth-in-action-keycomp-en.pdf

European Commission (2007). *Orientations of Young Men and Women to Citizenship and European Identity.* Luxemburg: Office for Official Publications of the European Communities.

Faure, E., Herrera, F., Kaddoura, A.R., Lopes, H., Petrovski, A.V., Rahnema, M. y Champion, F. (1983). *Aprender a ser. La educación del futuro.* Madrid: Alianza. Recuperado de http://unesdoc.unesco.org/images/0013/001329/132984s.pdf

Gordon, J., Halász, G., Krawczyk, M., Leney, T., Michel, A., Pepper, D., & Wiśniewski, J. (2009). Key competences in Europe: opening doors for lifelong learners across the school curriculum and teacher education. *CASE Network Reports*, (87).

Herrera, M. (2006). La educación no formal en España. *Revista de estudios de juventud.* (74), 11- 26.

Hoppers, W. (2006). *Non-formal education and basic education reform: a conceptual review.* Paris: UNESCO: International Institute for Educational Planning.

HMIE (2010). *Learning Together: International education: responsible, global citizens.* Recuperated June, 30th, 2014 from http://www.educationscotland.gov.uk/inspectionandreview/Images/Learningtogetherinternated_tcm4-712919.pdf

Johnson, L., & Morris, P. (2010). Towards a framework for critical citizenship education. *The Curriculum Journal*, v.21, n.1, 77-96.

Kaya, H.E. (2014). Lifelong learning: As for living or a living. *European Journal of Research on Education*, 62-66. Recuperated June, 30th, 2014 from http://iassr.org/rs/020610.pdf

Martinez, A. (2003). El programa Mus-E, o la metodología de la educación no formal en espacios formales de educación. *Indivisa: Boletín de Estudios e Investigación.* (4), 33 - 41.

Majone, G. (1998) 'Europe's Democratic Deficit: The Question of Standards'. *European Law Journal*, v.4, n.1, 5–28.

Medrano, J.D. and Gutiérrez, P. (2001) 'Nested Identities: National and European Identity in Spain'. *Ethnic and Racial Studies, v.*24, n.5, 753–78.

Patrutiu, L. (2013). Europe and Europeans-questions of identity. *One*. Recuperated October, 14th, 2013 from http://one-europe.info/europe-and-europeans-questions-of-identity

Pastor, M.I. (2001). Orígenes y evolución del concepto de educación no formal. *Revista Española de Pedagogía*, (59), 525 – 545.

Pépin, L. (2007), The History of EU Cooperation in the Field of Education and Training: how lifelong learning became a strategic objective. *European Journal of Education*, 42, 121–132.

Pimentel, A. (2013). El sector no lucrativo, una fuerza en auge. *Revista Istmo. Liderazgo con valores*. Recuperated from http://istmo.mx/1999/07/el_sector_no_lucrativo_una_fuerza_en_auge

Risse, T. (2005) 'Neofunctionalism, European Identity and the Puzzles of European Integration'. *Journal of European Public Policy*, v.12, n.2, 291–309.

Ruiz Jiménez, A.M. (2005). Identidad europea y lealtad a la nación. Un compromiso posible. *Revista Española de Ciencia Política* n.12, 99-127

Ruiz, J.I. (2006): *El sector no lucrativo en España*: una visión reciente. Bilbao: Fundación BBVA.

Salamon, L. & Anheier, H. (1994): *The Emerging Sector. An Overview*. Baltimore: Johns Hopkins Comparative Nonprofit Sector Project Studies. The Johns Hopkins University Institute for Policy Studies.

Salamon, L.M. & Anheier, H.K. (eds.) (1997): *Defining the Nonprofit Sector: A Cross-national Analysis*. Manchester: Manchester University Press.

Salamon, L.M., & Sokolowski, S.W. (2004). *Global civil society: Dimensions of the nonprofit sector*. Bloomfield, CT, USA: Kumarian Press.

Torres, C. (2007). Conceptualización y Caracterización de la Educación No Formal. En Torres, C. y Pareja, J. (coord.), *La Educación No Formal y Diferenciada*. (pp. 14-38). Madrid: CCS.

Trilla, J. (1998). *La educación fuera de la escuela. Ámbitos no formales y educación social*. Barcelona: Ariel.

Trilla, J., Gros B.; López, F. y Martín, M.ª J. (2003). *La educación fuera de la escuela. Ámbitos no formales y educación social.* Barcelona: Ariel

UNESCO (2006). Educación No Formal. En "Educación no formal", preparado para la 55ª semana (25/09-01/10/2006) del 60° aniversario de la UNESCO. Oficina de Información Pública. Memobpi. Recuperated from http://www.unesco.org/bpi/pdf/memobpi55_NFE_es.pdf

UNESCO (2014). Teaching and Learning: Achieving quality for all. Recuperated June, 30th, 2014 from http://unesdoc.unesco.org/images/0022/002256/225660e.pdf

Vázquez, G. (1998). La educación no formal y otros conceptos próximos. En Sarramona, J.; Vázquez, G. y Colom, J.A. (Ed.). *Educación no formal.* (pp. 11-24). Barcelona: Ariel Educación.

World Bank (2001): Report of Distance Learning Seminar: Use of Outsourcing in the Implementation of Literacy and Non-Formal Basic Education Programs, May-July, World Bank paper.

Education is the process which continues from birth to death. So like humans, it keeps going on improvement and it is evolved in each century. In order to meet humans requirements, it needs adapt its system to current changes. Moreover, the changes in political, economic and social systems affect the content of educational curriculum, methodology and systems. The European Union and globalizm ideas are rapidly spreading nowadays. This spread causes to change the skills and qualifications which individuals should have. Nowadays the process of Europenization gives more importance to develop entrepreneurship and creativity skills. This book will be a guide for readers to understand European framework for citizenship and to entrepreneurship and creativity.

He graduated from Ankara University (licence, master and PhD. degrees) in 2004. He became Asst. Prof. Dr. at Sakarya University. He had been to Western Michigan University, USA for 1 year as a visitor academician. In 2011, he had Assoc. degree. He has coordinated 3 (three) European Project related entrepreneurship, women leadership and EU citizenship