

Handout

Of the input „Active Citizenship“ presented by

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17.03.1017 at 11:00 – 12:30 h

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Handout


von dem Vortrag „**Active Citizenship**“ gehalten von

Dr. F. Klaus Koopmann

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(Youth) Civic Participation

Core Element
of

Active Citizenship

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Projekt:
**aktive
Bürger**



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Video Clip

"The World We Want"

Project Citizen Documentary Trailer


What the projects have in common:


The youngsters have been ...






- identifying and analysing **public (civic) problems**
- cooperatively developing **problem-solving** strategies
- actively influencing **public policymakers** to adopt their solutions
- **experiencing** and **learning** how to **participate** as **active citizens**

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(Youth) Civic Participation – Core Element of Active Citizenship






Contents

- (1) Defining 'Civic Participation'
- (2) Good **Reasons** for Civic Participation
- (3) **Critical Views** on Civic Participation
- (4) **Experiencing** and **Learning** How to Participate as a Citizen
- (5) Experiential Civic Learning in Practice: **>Projekt: aktive Bürger / Project Citizen<**
- (6) Simulating **>Projekt: aktive Bürger / Project Citizen<**

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(1) Defining Civic Participation

1.1 Degrees of (Youth) Participation

(adapted from R. Hart's 'Ladder of Participation')

- Youth-initiated, shared decisions with adults
- Youth-initiated and directed
- Adult-initiated, shared decisions with youth
- Consulted and informed
- Assigned but informed
- Tokenism
- Decoration
- Manipulation

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(1) Defining Civic Participation

1.2 Degrees and Spheres of Participation

(F. Klaus Koopmann)

The diagram is a 2D coordinate system. The vertical axis is labeled 'Degree of Participation' and has an upward-pointing arrow. The horizontal axis is labeled 'Sphere of Participation' and has a rightward-pointing arrow. The vertical axis is divided into eight horizontal segments, from top to bottom: 'Youth-initiated / sh.', 'Youth-initiated / dir.', 'Adult-initiated', 'Consulted / informed', 'Assigned / informed', 'Tokenism', 'Decoration', and 'Manipulation'. The horizontal axis is divided into three segments: 'Private Sphere', 'Social Sphere', and 'Political Sphere'. Below the 'Social Sphere' and 'Political Sphere' segments, there is a larger green box labeled 'Public Sphere: Common Good / Democracy / Power'. The origin (0,0) is at the bottom-left corner.

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(1) Defining Civic Participation

1.5 Definition

Civic participation means **to participate voluntarily, actively, reflectively, cooperatively, responsibly, self-determined, and autonomously in authentic, non-profit, public/civic affairs** (primarily in **problem-solving** processes), defined by a concern for the **public good**, involving not only **social groups**, but also appropriate **political** institutions, **public policymakers** and public administration, based on **democratic principles**, and accepting diverse and **controversial views** as well as the use of legitimate **power**

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(1) Defining Civic Participation


1.6 Essentials






Civic participation is ...

- *voluntary*
- *self-determined*
- *autonomous*
- *authentic*
- *active*
- *reflective*
- *cooperative*
- *responsible*
- *problem-oriented*
- *non-profit-making*
- *concerned with the public good*
- *involving in public policy*
- *based on democratic principles*
- *accepting diverse and controversial views*
- *accepting the use of legitimate power*

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(1) Defining Civic Participation


1.8 Picturing civic participation:

“ ... tugboats ... steering ... supertanker governments ... ”

(Parag Khana)

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(2) Good Reasons for Civic Participation

2.1 Good Governance

Civic participation ...

- of as **many people** possible
- in as **many public issues** possible

... will support good democratic governance

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(2) Good Reasons for Civic Participation

2.2 Challenges: De-Civilization ⇔ Re-Civilization

- “bowling alone” (*R. Putnam*)
- “thin democracy” (*B. Barber*)
- “post-democracy” (*C. Crouch*)
- globalization
- tight public budgets
- increasing symbolization of politics
- instrumentalization of ethnic and cultural diversities
- demographic changes

De-civilizing tendencies need ...

- ✓ **re-civilization** and **re-democratization**
- ✓ **enlightened** and **active citizens**

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(2) Good Reasons for Civic Participation

2.3 Socialization-Related Reasons

- There is a sustainable impact ...
of **previous participatory experiences**
on the frequency and range of **future participation**
- People should be offered ...
meaningful **participatory experiences** as **early**
as possible

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(2) Good Reasons for Civic Participation

2.4 Further Reasons: Benefits to ...

- participants
- local politicians and public administration
- local economy

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(3) Critical Views on Civic Participation

- Public/civic participation is mainly a matter of **participatory elites**
- Increasing public/civic participation will **reproduce social inequality**
- Active participation must **not match** with **common interests**. It may just as well be driven by **individual** and **group interests**
- Increasing public/civic participation will cause more **participatory professionals** and **elites** and more **participatory competition**
- Increasing public/civic participation will **intensify social segregation** and **individualization**
- Political participation is being **limited** to **local** and **irrelevant issues**
- Youth participation in the community remains **apolitical**
- Youth participation proves to be **fake participation**; it is mostly being **instrumentalized** by adults
- Adults are **not willing to pass on** parts of their **power** to youngsters

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(4) Experiencing and Learning Civic Participation





The Rationale of Experiential Civic Learning

- Offering people the opportunities “to **act as citizens** and to **experience their abilities to be citizens**”
- Creating and offering learning strategies aiming at **reflective civic participation** as **experiential learning**

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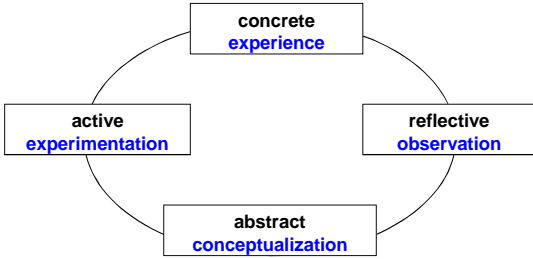


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(4) Experiencing and Learning Civic Participation


The Rationale of Experiential Civic Learning





David A. Kolb: Learning Cycle



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(4) Experiencing and Learning Civic Participation

The Rationale of Experiential Civic Learning

Margo Shea & Kevin Mattson: Adapted Learning Cycle

- a concrete experience**

("I saw three people get hit by cars at that intersection with no stoplight or sign.")
- reflective observation on the experience**


("That intersection isn't safe and nobody is doing anything about it.")
- abstract conceptualizations about the experience**





("Intersections can be made safer. Action requires official policy changes.")
- active experimentation based on new understandings**

("Let's start a pressure group to get a light and a sign at that intersection.")


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(5) Experiencing and Learning Civic Participation in Practice



Center for Civic Education
- Klaus Koopmans

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Sich demokratisch
durchsetzen lernen

Eine
Arbeitsmappe


Verlag an der Ruhr





engages learners in ...

experiencing and **learning**
by **reflectively doing**
the work of **active citizens**
in their community

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Civic Participation of European Youth

European Commission White Paper (2001):
>A New Impetus for European Youth<




No Democracy Without Participation

- Participation ... involves a **gradual learning process**.
- The **first stage**, generally in their own **environment**, ... is crucial, ... in the **local community** in particular, participation can bring out changes ...
- In the **second phase** young people become aware that a whole series of **decisions** affecting the local area are taken **at higher levels** of decision making, in particular at **European level**.
- Action therefore needs to be taken to **move from one to the other (level)** by creating **links and networks**.

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Civic Participation of European Youth

Public problems including the **European dimension**:


- Possible **problem areas**:
 - mental, physical violence
 - discrimination / marginalization / bullying
 - radicalization / racism
 - social media assaults
 - unemployment
 - environmental damage
- Possible **approaches, methods, tools**:
 - peer learning (comparative exchange of experiences and expertise)
 - networking / cooperation
 - incorporating appropriate international / European norms, institutions, policy-makers, administration

(inspiring projects: http://ec.europa.eu/assets/eac/youth/policy/youth_strategy/documents/youth-participation-brochure_en.pdf)

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(5) Experiencing and Learning Civic Participation in Practice

➤ **Projekt: aktive Bürger / Project Citizen** <


Steps of Reflective Action:





- Step 1:** Identifying and analysing a **public problem**
- Step 2:** Examining **alternative** problem-solving **approaches**
- Step 3:** Developing a **policy** to **solve** the **problem**
- Step 4:** Developing an **action plan**
- Step 5:** **Implementing** the action plan
- Step 6:** **Reflecting** the experiential process

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(5) Experiencing and Learning Civic Participation in Practice





Essential Steps of Reflective Action:

- Step 1:** Identifying and analysing a **public problem**
- Step 2:** Examining **alternative** problem-solving approaches
- Step 3:** Developing a **policy** to solve the **problem**
- Step 4:** Developing an **action plan**

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(6) Simulating the Development of a Portfolio

What we are going to do ...

Public Problem	Problem-solving approaches	Our solution	Our action plan

Every working group will ...


- identify a **public problem**
- evaluate appropriate **problem-solving approaches**
- develop a **strategy** to solve the **problem** and
 - develop an **action plan**

The groups will develop **portfolios** displaying **four panels**

The panels should be **presented** to the plenum and be evaluated comparatively.

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(6) Simulating the Development of a Portfolio

Example

Public problem	Problem-solving approaches	Our solution	Our action plan
<p>Unsatisfactory school bus service:</p> <p>Overcrowded buses</p> <p>Not enough buses</p> <p>Problematic bus lines</p>	<p>Alternative solutions:</p> <ul style="list-style-type: none"> - - - Matching school time tables with bus schedules - 	<p>Matching school timetables with bus schedules</p>	<p>Gathering information (research, interviews ...)</p> <p>Evaluating findings</p> <p>Developing a concept</p> <p>Presenting and discussing the concept in public</p> <p>Implementing the concept</p>

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(6) Simulating the Development of a Portfolio

What Is a **Public Problem**?

- A **problem** is an unpleasant current situation which the ones involved want to change to the better
- The tension between the gap of what you have and what you want initiates problem-solving motivation
- A **public problem** is not only concerning individuals within their private environment but groups of people as part of the public
- Public problems are civic problems
- They concern the common good
- Public problems are to be solved by public/civic activities (civic participation including policymaking)

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> (Youth) Civic Participation <
Suggested Readings

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