

## **Citizenship Sub-Group Workshop** **17<sup>th</sup> November - Lille, FR**

**Aim of the Workshop:** to share with all partners the work done so far and to propose for discussion some of the issues that we think need to be addressed in a wider group.

### **Development of the Workshop:**

- 1) General introduction of the citizenship sub-group by Nick Ockenden
- 2) Nuray Yildirim of the Middle East Technical University presented the work done so far showing the structure and the materials in the VALUE webpage (<http://www.valuenetwork.org.uk/html/citizenship.htm> )
- 3) Dr. Valeria Pavluska of the University of Pecs gave a very interesting presentation on learning active citizenship (AC). She discussed:
  - How the notion 'citizenship' has changed a lot in the recent 2-3 decades
  - The concepts of democratic hardware, software and humanware
  - Formal, informal and nonformal learning of AC

Dr. Pavluska's presentation can be found below..

- 4) This presentation helped the rest of the consortium to answer and to discuss in small groups the following issues:
  - What is the relationship between volunteering and active citizenship? Is volunteering a particular form of active citizenship? Or does volunteering promote active citizenship? Or is it the other way around?
    - It has been suggested mostly that volunteering is a particular form of active citizenship and it is possible that the practice and experience of volunteering can help to develop the attributes and dimensions of active citizens.
  - What kinds of learning processes are involved in becoming an active citizen? How does a person acquire the characteristics of an active citizen? What does a person learn about active citizenship, or about her/himself, or about the world, through voluntary action?
    - The groups agreed with Dr. Pavluska stating that human capital can be developed via formal, informal and nonformal learning
- 5) Finally, during the workshop it has been asked to the rest of the partners, to provide feedback about a "practice bank" to collect real life example of projects and activities where a person is involved in learning about citizenship through volunteering. It has been asked to fill in our Citizenship Practice Template. We did receive two filled in sheets that are annexed to this document.

## Expert Presentation – Dr V Pavluska, University of Pecs, HU

VALUE - Citizenship workshop  
Lille, 17 November 2010

PECSI TUDOMÁNYEGYETEM  
KÖZGAZDASÁGTUDOMÁNYI KAR

Learning active citizenship  
Dr. Valéria Pavluska

### New concept of citizenship: the active citizen

- The notion 'citizenship' has changed a lot in the recent 2-3 decades
  - As a consequence of the welfare state, the traditional understanding of the concept reflects mostly on *passive*, formal, legal attributes (being a member of a nation state, having civil, political and social rights)
  - Traditional concept of citizenship stresses apparently the relationship between citizens and the state. The focus is on the issue how people can take their parts *from* the society (see e.g.: Marshall, Thomas H. (1973): *Class, Citizenship and Social Development*. Westport CT., Greenwood Press)
  - From the last third of the 20<sup>th</sup> century a new-old understanding of 'citizenship' has started to emerge. This is the *active* citizenship concept. Active citizens take part *in* the society → renaissance of the idea of civil society
  - The concept of active citizenship is a reflexion on the crisis of the welfare state and also on the challenges of modern democracy (society, governance, politics etc.) The idea of civil society occurred as an alternative respond (there are others, too)

### Active citizens: protagonists of civil society

- Civil society can be defined as a network of networks, communities, other social groups and individuals, which are formed
  - in the open space
  - voluntarily (not compulsory, no legal or other external pressure)
  - for different common purposes (agreement among members)
  - from voluntarily offered resources (work, donation, support)
  - through cooperation, common responsibility
- Civil society does not come into existence anywhere and anywhen. For having a vivid civil society specific external and internal conditions are required
  - democratic hardware
  - democratic software
  - democratic humanware

### Democratic hardware, software and humanware

- Democratic hardware** - legal and political frame
  - guarantee for equal rights
  - guarantee for civic and political rights (e.g. liberty of speech, right of assembly and association, suffrage)
  - publicity
- Democratic software** - programs of civil society
  - initiatives of citizens
  - activities of citizens, participation
- Democratic humanware** - human resources of civil society
  - social capital - resources coming from relations (e.g. trust, information, common interest and values, cooperation)
  - human capital - all the attributes of individuals, which make them capable to behave as an active citizen

### Democratic humanware

Democratic humanware - attributes, dimensions of active citizens

- Emotional potentials** - democratic values, norms, attitudes
  - AC is tolerant, solid, ambitious, reliable, self-confident, self-conscious, assertive, responsible, takes risk, correct, accurate, creative, open minded, critical, sensitive to social issues etc.
- Cognitive potentials** - know-how
  - knowledge, education, information - understanding, analysing, evaluation, comparison,
  - specific competencies, abilities - know how to do communication, handling conflicts, working in groups, organizing, convincing
  - knowledge of discursive techniques, creative techniques
- Behaviour potentials** - bringing things into effect, participation
  - behaviour patterns
  - activities, performance

Human capital can be developed via formal, informal and nonformal learning

### Formal, informal and nonformal learning of AC

- Formal learning**
  - literacy, general knowledge, information, understanding, evaluation (e.g. learning rights)
- Nonformal learning**
  - trainings (communication, discussion, problem solving, convincing etc.)
  - techniques (discursive, creative etc.)
- Informal learning - way for most of the required attributes**

You can not learn swimming from a book!

  - socialization process (family life, school)
  - experiences in different domains of life (work, schools, etc.)
  - practice (social participation, volunteering, working in NGOs)

### Contact

Dr. Valéria Pavluska  
Associate professor  
University of Pécs  
Faculty of Business and Economics  
valeria.pavluska@tkk.pte.hu

## Citizenship Sub-Group Workshop 17<sup>th</sup> November - Lille, FR

### *Issues arising from discussion*

- There is a complex relationship between volunteering and Active Citizenship (AC). There is no one homogeneous group called Active Citizens nor one called Volunteers. There are many individual needs and aspirations within these groups; ULLL therefore has to provide a complex response. ULLL can teach what it means to be an active citizen but it can also recognise the learning arising from volunteering - thus endorsing active participation in and contribution to civil society.
- It should not be forgotten that there is an important cultural context in being an 'active citizen' (AC). The Anglo-Saxon and Continental view of civil society is distinctive - there are therefore different definitions of the term - even within the EU. Both cultural community and citizenship boundaries can arise and the terms citizenship and volunteering might be too narrow and conformist. Does ULLL have a role to play here in opening debate?
- Volunteering can be seen as a manifestation of active citizenship. Where there is a conscious decision to become a volunteer there can also be a trigger to a personal review of active citizenship and, consequently, the need to learn, for example, about civil / legal rights. It is possible however that informal and non-formal volunteers do not recognise that they are active citizens. Do people consciously see the volunteering- AC connection? Not always. Individuals do not always learn about AC via volunteering. For example not all the characteristics of an active citizen, as outlined in Dr Pavluska's presentation, are exhibited by volunteers.
- Is active citizenship 'legitimising' or 'radical'? Castel (Spanish sociologist) distinguishes between legitimizing active citizenship (e.g. provision of services), radical active citizenship, and project-type active citizenship. The state usually only wants it to be the former (eg in Turkey). But ULLL should not just provide nice 'soft' training about volunteering and AC but must also support critical thinking. ULLL has to address the tension between volunteering becoming politicized and, on the other hand, educating people to become critical thinkers who just sit at home. Which is the model we want? What is the appropriate role of government? What can they encourage or control?
- AC is a status and volunteering is a process or activity so there is a subtle difference. What is the best way to examine the relationship between the two? and also their relationship with ULLL?
- Social media redefines active citizenship (e.g. flashmobs - young people can become very active through these mechanisms) – the way in which people participate is changing. Learning from experiences such as this will be very different from other volunteering learning opportunities – ULLL recognition of experiential learning and provision of new learning has to take this into account and has to harness appropriate media to facilitate learning

# value

VOLUNTEERING & LIFELONG LEARNING  
IN UNIVERSITIES IN EUROPE

## PRACTICES AND EXPERIENCES

**Organization/s:** Public Library in Ursus District of the City of Warsaw, Poland  
The organizer of the workshops for senior volunteers, teacher and student volunteers.  
The organizer of the University of the Third Age in the district.

### **Aims**

To provide the courses on intercultural education to the senior volunteers, the mentors of the group of seniors, for teacher volunteers and student volunteers; to create lifelong learning activities for senior citizens.

### **Target group**

Seniors, teachers, librarians, students, volunteers from Warsaw and many Polish cities.

### **Description of the experience**

Organizing the courses of informal education on interculturality, literature, culture, health, legislation, foreign languages. Preparing the active seniors and volunteers to be the mentors of the senior literature, film and culture clubs. Developing the awareness of the teachers and students of the intercultural education and intercultural dialogue, teaching them the methods of intercultural education to be practically used in their professional work.

## **Results**

Developing the competences of many volunteers of different ages, making them aware of the aspects of intercultural dialogue and the methods of intercultural education. Developing the skills of senior citizens, making them more active.

## **Value (why is relevant)**

The participants of the courses are active volunteers, who use the given opportunity to develop their competences, to become fully active citizens, to learn new aspects and new issues.

**HIGH** Learning process   **HIGH** Build social capital   **HIGH** Inclusion   **HIGH** Competences

## **For more information**

[www.bpursus.waw.pl](http://www.bpursus.waw.pl)

# value

VOLUNTEERING & LIFELONG LEARNING  
IN UNIVERSITIES IN EUROPE

## PRACTICES AND EXPERIENCES

**Organization/s:** AIESEC – The world’s largest student’s organization  
The international platform for young people to explore and develop their leadership potential

### **Aims**

Giving students the opportunity to contribute to societal change while exploring their own vision for a positive impact on society. The organization is not political, does not discriminate, it is non-religious and entirely member-driven.

### **Target group**

Higher education students and recent graduates

### **Description of the experience**

The organization is entirely run by students and recent graduates and provides 1) international internships, 2) leadership opportunities and 3) a global learning environment for its members (around 50.000 members in 107 countries). There is student exchange from and to all member countries, students work between 6 weeks to 1 year in a company, organization or NGO in a technical, developmental, educational or management field.



### **Results (vision)**

Alumni are leaders within that organization and communities. They use their experience, skills and inspiration in AIESEC to be agents of positive change

- about 800.000 alumni worldwide
- about 10.000 international internships per year, in 107 countries worldwide.

### **Value (why is relevant)**

One of the core values is “enjoying participation” as volunteers actively contribute to their society or community and want to become agents of change. Through the “AIESEC experience”, e.g. through taking a leadership’s role, going on an international internship, conferences and the learning environment, members become change agents and role models.

**HIGH** Learning process   **HIGH** Build social capital   **HIGH** Inclusion   **HIGH** Competences

### **For more information**

[www.aiesec.org](http://www.aiesec.org)