




Citizenship – a new civil society
in the emerging network society

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imagine there's no heaven
it's easy if you try
no hell below us
above us only sky
imagine all the people
living for today ...

imagine there's no countries
it isn't hard to do
nothing to kill or die for
no religion too
imagine all the people
living life in peace ...

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imagine no possessions
i wonder if you can
no need for greed or hunger
a brotherhood of man
imagine all the people
sharing all the world ...

you may say i'm a dreamer
but i'm not the only one
i hope someday you'll join us
and the world will be as one

John Lennon 1971

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Topics

- Citizenship *
- Civil Society *
- National culture *
- Changes in Society
- European citizenship?*
- Citizenship in schools

*Resource: van Gunsteren (2003):
"A Dictionary for Entangled Politicians"

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Citizenship: Different conceptualisations

- Legal protection in case of conflicts
- Group feeling – social cohesion
- Formal rules
- Social-economic security

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Citizenship: Combination of being governed and governing

- Destiny solidarity (Originally: property, land)
- Minimum of autonomy and ability to judge
- The right to think differently about things
- Civility of office holders / civil servants

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Fontys

Civil Society

- = Use of civil freedoms to come together, to exchange ideas, to start projects and to organise one selves. Often in opposition to the state or to companies
- *A cumbersome civil society is a "blessing in disguise" (Putnam)*
- In Eastern Europe: degenerated into nationalism
- In the west: suffocated in subsidies and patronage

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Civil Society demands maintenance

- Tension is inherent to citizenship
- Tension between civil society and the state increases because of Internet, mobile telephone and globalisation (shift of democracy).
- Civil society cannot be forced or organised (cf love, respect, luck, spontaneity)
- Role of the state:
 - Keep at a distance,
 - Maintain monopoly on violence
 - Maintain civil freedoms

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National Culture


- The concept of culture comes from Romanticism. As a reaction on general truths of the Enlightenment and the French Revolution attention was paid for peculiarities: national museum, education in national language etc.
- This national interpretation has veiled the *learning capability* of cultures
- The concept of a (national) culture is increasingly less valid because of changes in societies

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Changes in the values of societies



The rise of the network society




Knowledge

Identity & social texture

Globalisation

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Changes in the society

- Changes:
 - Globalisation
 - “Knowledge less universal (more local and embedded)
 - Social texture less national – new loyalties
- As a consequence: national governments are insecure and have a real governance problem. Knowledge and Power are often overruling governments
- Re-establishment of national civil partnership (norms and values, clarity etc) of earlier times is unrealistic and undesirable

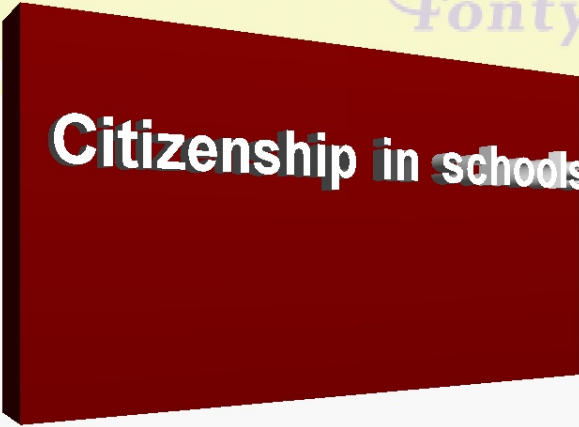
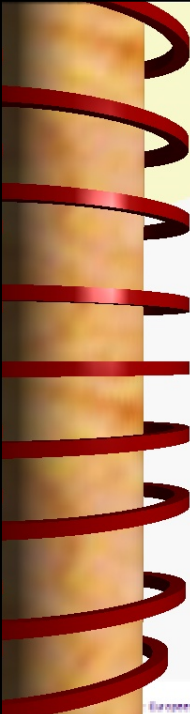

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European citizenship?


- The different conceptualisations will continue to quarrel for primacy :
 - Legal protection in case of conflicts
 - Group feeling – social cohesion
 - Formal rules
 - Social-economic security
- A homogeneous citizenship, as the one developed in the 19th century within Nation States is out of date and politically fictional
- New forms of civil society emerge and should be encouraged (NGO's, Resistance groups, regions, ---)
- Many young people live in the world or a region, not in Europe

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Citizenship in schools

Europa'sburgerschap - een concrete taak - 17 maart 2004 - 16



Citizenship in schools

- Joel Westheimer & Joseph Kahne, *PHI DELTA KAPPAN*, Sept 2003
- Ministry OCW The Netherlands: *Citizenship – made in Europe: living together starts at school*, July 2004

- Rather principal differences in opinion
- Often accent on community service, moral and individual characteristics (typical for education)
- However: this is deficient and inadequate:
 - Denial of collective organisation(s)
 - Distract from political and economic obstacles

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Three broad priorities of successful programs			
Westheimer & Kahne			
	commitment	capacity	connection
What students ask	<i>Why</i> should I be committed to actively engaging issues in my community and beyond?	<i>How</i> can I engage issues?	<i>Who</i> is going to engage issues with me?
Teaching democracy	Eg: show students that society needs improving and provide positive experiences seeking solutions	Eg: engage students in real world projects, teach civic skills and provide knowledge through workshops and simulations so students can be effective civic actors.	Eg: provide a supportive community of peers and connections to role models.
Results	I am committed to civic engagement	I have the skills, knowledge and networks I need to act actively for change in my community and beyond	I know and admire people who have made a difference in the past and feel connected to those who want to make a difference now, and I want to work with them

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Key Competence 6.2 Civic Competencies **Civic Competences of the Working Group on Basic Skills Education & Training 2010 Work Programme.**

Definition
The scope of civic competencies is broader than that of interpersonal competencies by virtue of their existence at the societal level. They can be described as the set of competences that allow the individual to achieve participation in civic life.

Knowledge	Skills	Attitudes
<ul style="list-style-type: none"> ■ civil rights; ■ the national language; ■ the constitution of the host country; ■ the roles and responsibilities of institutions that have relevance in the policy-making process at local, regional, national, European and international level; ■ knowledge of European neighbours; ■ knowledge of key figures in local and national government; political parties and their policies; ■ knowledge of main events, trends and change- agents of national, European and world history; ■ understanding of concepts such as democracy, citizenship and scope of government. 	<ul style="list-style-type: none"> ■ informed participation in voting; ■ critical reception of information from mass media; ■ participation in community /neighbourhood activities; ■ ability to interface effectively with institutions in the public domain; ■ ability to display solidarity by showing an interest in and helping to solve problems affecting the local or the wider community. 	<ul style="list-style-type: none"> ■ understand and appreciate differences between value systems of different religious or ethnic origins; ■ balance tolerance and respect for (the values and privacy of) others with a propensity to react against anti social behaviour; ■ a sense of belonging to your locality, country and (your part of) the world; ■ support for social diversity and social cohesion; ■ willingness to participate in community decision-making; ■ disposition to volunteer and to participate in civic activities.


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Framework of Herrmann & van Rens (CEDEFOP)

- **4 dimensions:**
 - **Political and legal:** duties. Rights. participation
 - **Social:** integration, respect, understanding
 - **Economic:** employment , prosperity, identification with work
 - **Cultural:** values, European heritage
- **3 mutually connected levels of learning:**
 - Identity and values
 - Knowledge and skills
 - Action and experience

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Political and legal dimension

Political and legal dimension

identity, values	knowledge and skills	action, experience
<ul style="list-style-type: none"> • belonging not only to a nation-state, but also to a European Community • awareness of rights and entitlements, but also of duties and obligations • respect of other political and legal systems and arrangements • respect of differences and diversity • ecological cross-border consciousness, awareness that ecological problems cannot be solved by one country alone 	<ul style="list-style-type: none"> • knowledge on other systems (e.g. labour law, social regulation, co-determination etc) • knowledge on democratic functioning at EU level • knowledge on entitlements and obligations of EU citizens • knowledge on processes of legal and political decision making at EU level • access to information 	<ul style="list-style-type: none"> • active engagement (voting, candidate for elections) • forming and expressing political opinion, political control • using norms, values, standards in daily life and work • active communication, visit of EU and country institutions


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Social dimension

Social dimension

identity, values	knowledge and skills	action, experience
<ul style="list-style-type: none"> • mutual respect of and attention for disadvantaged and minorities • anti-racist and anti-xenophobia attitude • equal treatment of sexes • pluralistic value • identification with common European social goals • economic democracy 	<ul style="list-style-type: none"> • being informed on situation and problems of minorities, disadvantaged, women and the reasons therefore • knowledge on actions and programmes for social inclusion • competence to realise social inclusion in practical everyday life and work • knowledge on European works councils and workers participation systems. 	<ul style="list-style-type: none"> • non-discrimination of foreigners and disadvantaged in life and work • practical engagement for social issues • social work in other countries




Economic dimension

Economic/employment dimension

identity, values	knowledge and skills	action, experience
<ul style="list-style-type: none"> • being a 'modern European worker': mobile, responsible, open minded for experience/practices made in other countries • accepting that other countries also have efficient market systems • awareness that trade and services are spreading across borders, that single countries are no islands any more • awareness that face-to-face communication is of equal importance as virtual communication • acceptance of a common market and currency 	<ul style="list-style-type: none"> • mechanisms and consequences of internal market and implications of enlargement • knowledge on regulations, systems, technical, administrative norms etc. abroad • differentiation between local/regional, national and European patterns of economic life • knowledge about the reasons for unemployment at EU level • knowledge how new jobs can be created at the Community level by common employment policies • knowledge on approaches to recognise and make visible formal and non-formal skills/competences 	<ul style="list-style-type: none"> • willingness to learn and train abroad (participation in exchange and placement programmes) • willingness to move and work abroad • active engagement in economic, ecological, training etc. activities across borders • internships, exchange of personnel between companies in different countries • networks and cooperation with firms abroad

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Cultural dimension

Cultural dimension

identity, values	knowledge and skills	action, experience
<ul style="list-style-type: none"> • awareness of common values and of common historical roots • respect for other traditions and religions • awareness of cultural diversity and communalities, of European heritage (philosophy, literature, arts etc) • open-mindedness for cultural developments in other countries 	<ul style="list-style-type: none"> • knowledge in history, philosophy, religion, arts etc • acquisition of inter- and transcultural competences to interact and to act competently in a different cultural environment • knowledge of different problems and their reasons (e.g. status of women, immigrants, family, etc) 	<ul style="list-style-type: none"> • participation in EU programmes, e.g. Youth for Europe, EU voluntary services • attending exhibitions, museums, conferences, festivals etc • 'active' holidays: communicating with people, learning different cultures

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The End



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I wish you a pleasant day
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Resources:



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