Working Group III:
Citizenship Education in Partnership with the Wider Community
(Moderator: Dr. F. Klaus Koopmann)

- Flip Chart Notes of Group Session -

(1)   Inputs
3 presentations serving as material for group discussion:
- Bernie Flanagan, York, UK: "Children's Trust"
- Sigrid Meinhold-Henschel, Bertelsmann Foundation, Germany: "mitWirkung"/"Effective Involvement"
- Alicja Pacewicz, Center for Civic Education, Poland: "Traces of the Past"

(2)   Outputs
2.1   Objective:
Improving civic education by linking school-/classroom-based learning with the wider community

2.2   Reflection:
2.2.1   Why linking school-based civic education with the community?
For the benefit of ...
a) Learners:
- better (civic) education
- more efficient and sustainable learning strategies
- focus on citizen(ship)
- useful and transferable learning results
- having real influence
- experiencing authentic issues
- experiencing meaningful issues
- experiencing and learning social/political issues, structures, processes
- enjoying public recognition
- increasing self-confidence
- developing self-efficacy
- acting and learning in alternative spaces
- fostering responsibility
- developing empathy
- increasing motivation
- learning how to cope with not reaching the goal
- learning process skills
- fostering cooperative learning

b) Schools:
- raising public awareness of (civic) education
- shaping/improving school image
- improving role in the community
- improving reputation of civic education
- improving school quality
- supporting organisational development
- inspiring teachers' views on educational diversity

- role change of teachers
- improvement of internal relationships (school climate)
- interesting public authorities and private sponsors in granting extra financial support

c) Communities:

- higher reputation
- building and using social capital
- extra resources
- developing communal identity
- benefitting from specific expertises of participants
- supporting integration of social groups
- contributing to crime prevention
- fostering social stability
- improving civil society infrastructure
- strengthening participatory democracy

2.2.2   Problems/Difficulties
- term 'participation' derives from 'partem capere' (Lat.): taking away parts of sth. from sb. – causing ...
- ... resistance against giving away power
- financial problems
- different, diverse priorities of participants
- professionalization of skilled participants/representatives (alienation between representatives and those represented)
- youth participation as tokenism
- instrumentalization of young participants by adults
- conventional structure of school
- conventional attitudes of teachers
- prejudices towards young people (as immature, incompetent wise guys)
- unsufficient participatory skills of teachers and community people (politicians, public administration etc)
- stubborn bureaucracy
- adults unskilled at supporting/assisting youth participation appropriately (tending to either over- or underguiding)

2.2.3 Outcomes
Core characteristics/criteria/principles of successful projects following the objective (see 2.1):
- process: participatory, reflective, appropriate to participants
- authenticity of issue/problem and process
- sustainability of participants' efforts: staying involved after ending of project; acquiring lasting skills; transferring skills
- meaningfulness of project (issue/problem/process) to participants
- relevance of project to the public
- replicability of the project
- good project management (planning, structure, guidance)
- project should contribute to integrating different social groups
- well defined, well balanced role of adults: recognizing participants as autonomously acting individuals – but not leaving them alone; adults as moderators
- considering students' (tight) schedule

- openness of community to youth project
- tangible outcome
- evaluation of project

(3) Outlooks
<u>3.1</u>   <u>Further requirements/challenges</u>
(deriving from this working group and from the whole workshop):
- completing, elaborating and disseminating criteria (see 2.2.3)
- verifying criteria in practice
- developing best practice examples
- establishing a database of projects
- presenting results to Berlin NECE Conference (Dec. 2005) and to further forum-like meetings

<u>3.2</u>   <u>What could you/your institution contribute to meeting the requirements/ challenges?</u>
(Could not be discussed because of time shortage ...)