

Bridging Active Citizenship and University Lifelong Learning

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The 1919 Report and its message today

„the economic recovery of the nation and the proper use of their responsibilities by millions of new voters (including women for the first time) depend on the creation of a more intelligent public opinion.

“5. That the necessary conclusion is that adult education must not be regarded as a luxury for a few exceptional persons here and there, nor as a thing which concerns only a short span of early manhood, but that **adult education is a permanent necessity, an inseparable aspect of citizenship**, and therefore should be both universal and lifelong.”

Source: Ministry of Reconstruction - The 1919 Report, 1919, p. 5.;

Reprinted by the University of Nottingham in 1980

Reference: Fieldhouse, Roger (1996) *A History of Modern British Adult Education. Historical and political context*. NIACE, Leicester. p. 5.



Active citizenship

- No single definition of active citizenship;
- Active citizenship is an open-ended process (H. Baert, 2003, 2006);
- Citizenship education and the building of collective - multiple identities (T. Jansen, 2003);
- Raising participation in social, political and economic activities (UNESCO 1998, 2001);
- Part of the learning city – learning region model (Longworth, 2003, 2006);
- Contradiction in between employability leading to citizenship and the desire to be an active citizen (Jarvis, 2004)
- Organisational and community development through higher education (OECD, 2007; NIACE, 2008)



Active citizenship

- Citizenship related to rights (civil, political and social) and participation;
- Active citizenship is about conscious practice of rights and recognition of status;
- Challenge: redefinition of democratic citizenship, social responsibility at risk;
- Having to ballance between individual freedom and collective interest – role of participatory competencies.

H. Baert: Reconstructing Active Citizenship.
In: Schmidt-Lauff, S. (ed.) (2003)
Adult Education and Lifelong Learning.
Verlag Kovac, Berlin. Pp. 55-69.



Active citizenship

- Learning about citizenship;
 - Learning about citizenship as *status*
- Learning through citizenship;
 - Reflection on experiences(practice) of *individual and collective citizenship*
- Learning for citizenship.
 - *Active citizenship*

Johnston, R (2005.)

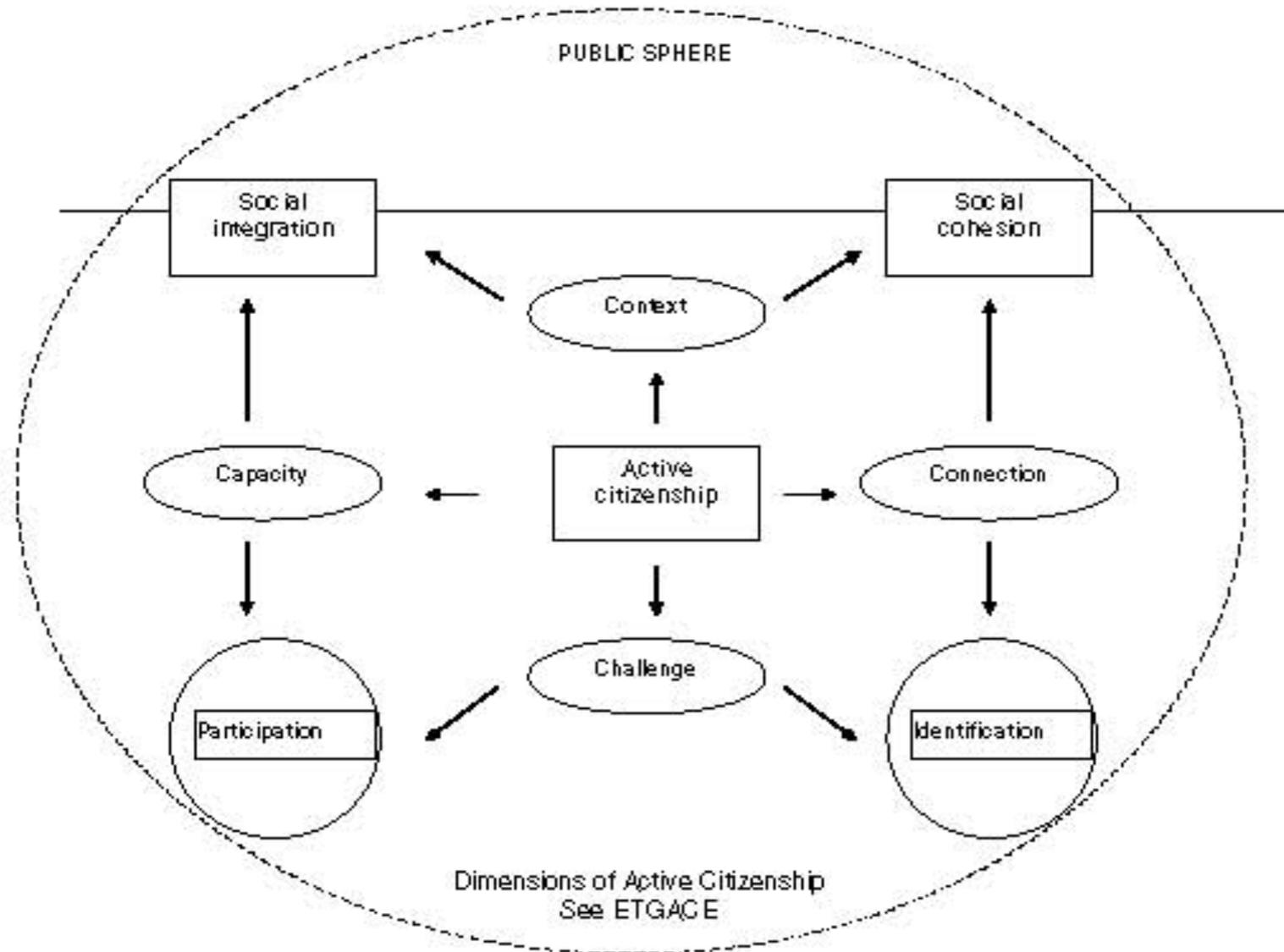
A Framework for Developing Adult Learning for Active Citizenship

In: Wildemeersch, D. – Stroobants, V. – Bron Jr., M. (eds.) *Active Citizenship and Multiple Identities*

Peter Lang, Frankfurt am Main, p. 49.



Active citizenship



Active citizenship

„Citizenship education should focus on competencies of citizens to „*negotiate*” the cultural codes and symbols that inform them about their position in the global networks that mark their lives”

Three main objectives in citizenship education for adults:

- Education to facilitate the *critical interrogation* of dominant cultural codes and symbols in order to help finding connections between power and culture referring to interest and knowledge;
- Education can encourage the *exploration* of cultural perspectives and codes embedded in *different meanings*, values and views (Finding alternatives, holistic meaning);
- *Personalizing the political*. Deconstructing dominant codes of information by discovering personal experiences of learning citizenship.

T. Jansen: Citizenship, Identities and Adult Education. In: Schmidt-Lauff, S. (ed.)
(2003)

Adult Education and Lifelong Learning. Verlag Kovac, Berlin. Pp. 55-69.



Active citizenship

„... A key purpose of lifelong learning as democratic citizenship, recognizing that democratic citizenship depends on such factors as effective economic development, attention to the demands of the least powerful in our societies, and on the impact of industrial processes on the caring capacity of our common home, the planet.

The notion of citizenship is important in terms of connecting individuals and groups to the structures of social, political economic, activity in both local and global contexts.”

Mumbai statement on Lifelong Learning, Active
Citizenship and the Reform of Higher Education
UNESCO, 1998
International Journal of Lifelong Education
Vol 17.No. 6. , p. 360.



Active citizenship



„We see a key purpose of lifelong learning as democratic citizenship, ...
Democratic citizenship highlights the importance of women and men
as agents of history in all aspects of their lives.”

The Cape Town Statement on
Characteristic Elements of a Lifelong
Learning Higher Education Institution.
UNESCO, 2001.



Active citizenship

„Active citizenship in the learning city

A successfully implemented consultation system should inspire citizens to do more than just deliver an opinion. „One of the most important indicators of successful learning cities and regions is the extent to which their citizens participate in active citizenship programmes that enhance community living, learning and social cohesion.”

N. Longworth (2006) *Learning Cities, Learning Regions, Learning Communities*.
Kogan Page. London. p. 153.



Active citizenship

„However, the key to the door of citizenship in contemporary society, according to EC policy documents, is employability that, paradoxically, can produce life, which might undermine the desire to participate in active citizenship.”

„Citizenship is now a responsibility rather than a right and,... there is still a fundamental conceptual difference between citizenship and active citizenship – the one about rights and the other about the exercise of responsibility, although this need not occur only in traditional sphere of national citizenship. Territory and playing a role in the political/public domain are no longer the basis of active citizenship but being members of communities of interest – whether local, regional, national or international.” (p. 12.)

P. Jarvis (2004) *Lifelong Learning and Active Citizenship in a Global Society*. JACE, NIACE-Leicester. Vol 10., No1., Pp. 3-19.



University Lifelong Learning

„The pedagogical relations of academics to their students have been transformed in the client-driven, user-pays university that utilizes new learning technologies. The new instrumentalism and vocationalism, together with the managerialist desire for control and emphasis on image management in market-driven systems of education, means intensified public scrutiny.

The performative university has responded by intensifying internal pressure for quality assurance and improved outcomes, largely measured through the capacity to attract and retain students, but also through input measures of research monies and output performance indicators of publications and commercial benefits. This new focus on outcomes linked to funding and consumer satisfaction has placed effective teaching and learning at the center of managing the postmodern university and has increased surveillance over academics.”

J. Blackmore (2001) *Universities in crisis? Knowledge economies, emancipatory pedagogies, and the critical intellectual. Educational Theory*, 51(3), pp. 353-371.



University Lifelong Learning?

„University departments of adult, continuing and community education have always stood on the edge of the academy – as marginal, potentially creative, but vulnerable places. Historically, perhaps what distinguished them most clearly has been their role as agents of civic mission of the academy.”

„In this sense, they have worked as instruments of the ‘democratic intellect’ and sought to sustain some connection between the idea of the university and the ideal of an ‘educated public’.”

„It is very much against the odds, therefore, that we have tried to re-invent elements of the civic mission of the university, understood as a public institutions, in some of our work.”

J. Crowther, I. Martin, M. Shaw: Re-inventing the Civic Tradition: In and Against the State of Higher Education. In: R.V. de Castro, A.V. Sancho, P. Guimaraes (eds.) (2006) *Adult Education. New Routes in a New Landscape*. University of Minho, Braga. Pp. 135-147.

