

E C A News

Citizenship edition July 2006

FROM THE PRESIDENT

Prof. Brian
Groombridge

*This is Brian's last
message before
retiring as
ECA President*



Citizenship is natural territory for the ECA, given the participatory way in which we try to work, not through administrators and professionals instructing from on high; but working where possible with members and students, a style that's particularly important when better citizenship is the purpose.

Citizenship is such a vast theme that I find it useful to distinguish three different kinds - the formal responsibilities: eg voting; doing jury service; non-formal: volunteering - good citizens serving good causes is the obvious example; and informal: what's been called 'armchair citizenship' eg someone, possibly housebound, strengthening neighbourhoods by providing tea, sympathy and moral support for people needing a break.

It also matters that the ECA acts so often in partnership with other organisations, and, through TEACH, (p3) across national boundaries, helping all of us to raise our game.

I've just been re-reading some William Morris: he would have seen the V & A, the ECA's welcome new partner, as relevant, even in this context - a good society is one which cherishes and encourages the arts. (see p6)

All these different kinds of citizenship call for varying mixes of Marianne Horsdal's 'competencies of citizenship' (p3). Knowledge, eg the public understanding of science, and having the confidence to lobby MPs or the EU, will be prominent in some situations, while in others, the ability to express concern with empathy would be more telling.

Not only are there different competencies to be nurtured; many geopolitical levels are involved. As I write, I am surrounded by flags expressing English pride; the Government is stressing that schoolchildren and immigrants must learn what

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... .. and more

Minister Bill Rammell MP values the voice of the student



Following our two recent meetings with the Minister, the ECA has been in correspondence with Mr Rammell concerning the involvement of students.

In his response, as well as a very positive exchange on the issue of compulsion upon FE corporations to have students on their college governing bodies, he had this to say:

"Looking more widely at local adult learning provision, we believe there is much greater scope for learners to be involved in making decisions about priorities. We want a more inclusive approach to the planning and funding of learning for personal and community development, looking beyond just the provision funded by the LSC to include a wide range of recreational, health-related and cultural learning funded through other sources. We see a wide range of providers being involved, including Local Authorities and the Third Sector, as well as colleges. Our vision is to allow such provision to be prioritised by the community for the community, and to encourage local innovation and approaches that best meet local needs. We are working now with the LSC and other partners to develop stronger local partnerships where the voices of learners, providers and the wider community can be heard, and we are giving them the tools to make the most of these opportunities. We aim to have these new arrangements in place by 2007/8, to reflect the LSC's new structures and to build on existing local good practice."

This is very good news, but it is to be hoped that knee-jerk reactions of some

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from page 1 column 1 – Brian Groombridge

it means to be a British citizen; but HACAN, my local protest group against the creeping expansion of Heathrow Airport, knows it must address the European Union and co-operate with campaign groups across the Continent on European Action Day on Aviation. And aviation links of course with the multiplicity of situations affected by climate change.

It's nearly 20 years since *Our Common Future*, the Brundtland Report, was published. In the years that followed, we learned the slogan: Think Global, Act Local. It's now clear that we citizens have not only got to give governments the confidence to set aside short-term interests; we even have as individuals (brushing our teeth, choosing light bulbs) to think global and act domestic.

The ECA and its partners, and such developments as TEACH, are of the utmost importance. Several government departments see that clearly. DEFRA, for example. Indeed news is just coming through of a DEFRA initiative with which we'll be involved (see brief alert on p5). The DfES itself has yet to wake up to demographic and environmental realities. It needs us and others like us. The work will be immensely varied, interesting and valuable.

The TEACH connection has sent me back to my books about the great N.F.S. Grundtvig himself - a source of inspiration long before he was a funding stream. He advocated a major place for adult education when a country has to solve urgent problems. Denmark had been defeated by Prussia; Denmark had to rethink what kind of country it wanted to be. That needed co-operation between the authorities and the people who had to talk to each other. He helped turn 19th and 20th century Denmark into a successful agricultural nation and an enlightened democracy.

It's been a privilege to have worked with the devoted - active citizens - on the NEC who have done so much to make the ECA a force again in the education of adults.



from page 1 column 2 – Bill Rammell MP

LEAs, FE Colleges and other organisations to the perceived effects of the immediate funding changes do not result in the disappearance of the "existing local good practice" before it can be built upon.

Perhaps ECA members could help the Minister, local LSCs and other relevant organisations by keeping them informed. Not only by letting them know where irreparable damage is likely to be done before 2007/8 – and set out to postpone it until the "new arrangements" are spelt out – but also by ensuring that everyone knows about (and can share in the success of) the vast amount of local good practice which exists.

Alan Skinner

VIEWS EXPRESSED IN THIS NEWSLETTER ARE THOSE OF THE CONTRIBUTORS AND ARE NOT NECESSARILY ECA POLICY.

Intergenerational Learning

The continuing success of the 'Teddy Bear' intergenerational learning project is secured, following the announcement that the ECA has been awarded an EU grant to coordinate activities from this autumn.

With project partners from Finland, Italy and Slovenia, Paul Olver and colleagues from a range of English agencies will be working on reminiscence with seniors in the rural west midlands and helping them to contribute to local studies learning by young people; drawing on the older residents' own direct experience of past activities and events.

By crossing the generation gap the young people are able to help their older associates with current skills like IT and introduce them to present-day toys and pastimes.



"Teddy Bear" partners in Italy (ECA Chairman Bernard Godding – at back, first left)

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eca@e-c-a.ac.uk 0870 161 0302

Letter from Finland – Writing home from the TEACH project (Teaching European Active Citizenship)

“Every single thing that happens here is like having a new dimension in my life. That’s how I really feel”, said Yasmin, a Turkish MA student of Institutions and Social Mechanisms from a nearby university, who took a week out to attend the TEACH course we were running. After a delicious lunch at the Folk High School in Karjaa, her comment came out of the blue. If you had been sitting with us, you would have been among participants from Italy, Romania, Hungary, Lithuania, Scotland, Finland, and Portugal - as well as Turkey. All are involved in the toughest type of adult teaching – changing attitudes in community groups with which they work in non-formal educational settings.

I had once been a participant on the course, and now, having joined the multicultural teaching team from 7 different countries (ECA is the UK partner) I was pleased by her comments. The course had taken almost two years of research before it was handed over to the educators. A further two years of development and piloting had taken place before we rolled it out in Marseille last March.

It was satisfying to hear that all this has paid off for Yasmin (left, in this photo of TEACH students at the celebration dinner in Karjaa).



Participants are introduced to a rich variety of teaching methods, which promotes the 8 competencies of active citizenship researched by the Danish social scientist Marianne Horsdal, and the 5-day course offers internationally-transferable credits within Europe. But the wealth of opportunities which arise from working, sharing, and supporting each other will probably account for far more learning than the mere teaching content, rich as it is. The effect of the curriculum continues home with them (and you, if you attend) as they start applying it to their own situations. That’s

where the web platform, specifically designed for the course, comes in useful: supporting them with study material before the course takes place, providing opportunities for electronic pre-course introductions, and then continuing to work as a virtual “study circle” when they join other graduates to access the materials available through the internet.

TEACH is a ‘Grundtvig’ course, and participants apply to their various governments to fund their attendance. To keep the course as culturally diverse as possible, there is normally a limit to the number of people each nation will send.

Perhaps you could be one in the future. The next course is in Debrecen, Hungary from 8th–12th of September. Find out if there’s a place for you on this, or a later course. Talk to Radu.

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Judith Robinson

Judith’s employment by the ECA, as European Projects Officer, is funded from the Grundtvig budget.

Active citizenship – A core element in Leadership & Management?

Many ECA members will have read the latest Government White Paper on Further Education: ‘Raising Skills, Improving Life Chances’ and been pleased to see that learner representation on governing bodies is being reinforced and encouraged.

However I would like to suggest that getting learners involved at all levels in making decisions about their adult learning should be a core element of leadership & management for all FE and Lifelong Learning colleges and providers. I further suggest that there should be a contributory grade at inspection for Active Citizenship that could be added to the existing contributory grades for ‘Equality of Opportunities’ and ‘Quality Improvement’.

In Brighton & Hove, as members of the ECA, we were delighted that the Inspectors noticed and reported that our ‘Community development projects are based on strong democratic principles which encourage community groups to define and plan their own learning needs... For many participants these projects provide opportunities to feel valued, express and share their culture and celebrate diversity.’

Surely it is now the right time to take the advice of Stewart Ranson (Professor of Education, University of Birmingham) from back in 1998 and make 'active citizenship the organizing principle of learning'. Since he recommended that 'we learn when we have a sense of purpose, and such motivation is most likely to grow out of our active participation in creating the project which are to shape ourselves as well as the communities in which we live'

Chris Minter

ECA's 86 years of participation

The ECA has exemplified the concept of citizenship in action for over eight decades.

Founded (1920) as the Educational Settlements Association, a major concern to provide an environment where all adults would feel comfortable and confident – making shared learning a positive and life-enhancing experience, prevails to this day.

Mutual regard between tutor and student was a key element in achieving this goal – and the fact that students played a significant role in the management of the settlements gave a clear emphasis on active citizenship.

As adult education became more prevalent, and the curriculum widened (especially after 1944) membership of the association was widened to any 'centre' with education for adults.

However, a firm requirement of membership was that there should be a Members' Association, or representative body, in order that true participation was enabled. It is a great pity that through the era of cuts which began in the 1980s, authorities, managers and funders became preoccupied with the more mechanical side of adult education provision – to the neglect of active participation by learners.

Although this 'provider/consumer' relationship has prevailed to the present day, the ECA has not abandoned its own participatory 'partnership-of-equals' core values.

Membership is open to anyone who has an interest in adult learning in any form (reflecting the central importance of education throughout life and society). The Association gives everybody an equal voice. Whether a tutor, manager, administrator, governor, researcher, consultant or learner – all members have equal status. Students are important members of committees at all levels in the ECA – including the National Executive Committee. Regional groups provide an active forum for sharing

perspectives across a range of issues and can influence the ECA's national activities, including its interaction with strategic development and funding agencies.

Current work at national level focuses on liaising with members and responding to Government and public bodies on issues affecting adult learning: most recently information and learning technology (with the LSC), the new leadership and sector skills council arrangements (with the DfES) and meetings with the Minister, Bill Rammell.

The ECA is currently the GB partner in a Europe-wide staff development project on active citizenship (see TEACH article page 1).

As ECA Chairman Bernard Godding stated in one of his recent reports, "ECA has kept to its core values whilst moving with the times".

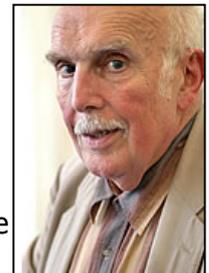
Alan Skinner

The website www.infed.org has some informative articles on the development of educational settlements.

Citizenship – not new for ECA?

*Remembering the 'Bernard Crick Conference'
March 2001, Gloucester*

In 2001, the ECA took up David Blunkett's suggestion in his foreword to *Learning to Succeed*: "I invite you to work with us in making our vision of a lifelong learning society a success" by staging a conference entitled 'Citizenship – Adults in Learning Organisations'.



Sir Bernard Crick

The conference followed the theme 'everyone has a stake in learning'. Assisted by specially invited guests from further and adult education, voluntary and statutory agencies and colleagues with a national view, such as Professor John Field (ECA President at the time) the conference debated what form 'participation' should take. Key presenter and consultant to the conference was Professor Sir Bernard Crick.

Sir Bernard, Emeritus Professor of Birkbeck College, University of London, in 1997 became the chairman of an advisory group whose report *The Teaching of Citizenship and Democracy in Schools* led to the introduction of Citizenship in the English National Curriculum.

He became Adviser on Active Citizenship to the Home Office in 2003-04. Among his publications are *Essays on Citizenship*, and *Democracy: a very short book*.

ECA, Citizenship Education & ALAC



Our archive reveals that the ECA's engagement in learning for citizenship and international understanding goes back at least as far as the early 1940s.

We have therefore been keen to take an active part in the contemporary developments. Indeed Sue Meyer of NIACE said, in a recent conversation regarding the Association's funding from DfES, that she 'fully accepts the ECA's credentials in this field'. This is borne out in a number of current activities which will variously be relevant to members.

At last year's AGM we focused on the topic and were pleased to have contributions from the European Association for the Education of Adults (EAEA) the TEACH project and Active Learning for Active Citizenship (ALAC) a Home Office* sponsored project in the community sector.

The ECA, as an active player in the Community Sector Coalition, has consequently taken part in the 'Together We Can' initiative and most pertinently, the National Chairman has contributed to work on the Learning Framework which has developed from ALAC's activities. The Framework encapsulates the key principles, characteristics and points of good practice which have emerged from the project and Bernard Godding took part in the seminar in May at which it was launched, chaired by Lord Phillips of Sudbury (founder and now President of the Citizenship Foundation).

Building stronger communities is now an explicit outcome within Local Area Agreements, and the importance of active citizenship has also been explicitly recognised within the Learning and Skills Council's Annual Statement of Priorities.

The Seminar examined the experience of the ALAC programme and the role that citizenship learning can play in furthering all these agendas. It also served to confirm that ECA involvement through its teacher-training programme and through advisory and advocacy activities provides an important platform for the wider adult learning community.

From 2004 to 2005, ALAC tested a range of learning programmes that have helped people become more active and empowered in their communities. The pilots, involving over 1,300 participants, were carried out in seven regional hubs: the Black Country, Greater Manchester,

Lincolnshire, London, the South West, South Yorkshire, and Tees Valley.

They have been hosted by organisations including the WEA in Sheffield, Exeter CVS and London Civic Forum. Active Learning for Active Citizenship is part of the government's 'Together We Can' action plan to involve people more in the decisions that affect their communities. Twelve government departments are participating.

Following the successful programme, the ALAC hubs are now forming a national network to encourage Active Learning for Active Citizenship to be developed. The report's recommendations include the publication of a learning framework which will be a resource for those wishing to deliver ALAC programmes. This will be published in Autumn 2006.

*now with the new Department of Communities and Local Government (DCLG)



If members want to preview the key findings from the ALAC programme, this link will help:
www.togetherwecan.info/news

ECA and Defra 'Every Action Counts'

As we go to press it is announced that DEFRA (the Department for Environment Food and Rural Affairs) has awarded a £4M 'Sustainable Development Strategy Grant' to a community sector consortium of which the ECA is a member.

The 3 year 'Every Action Counts' programme is specifically directed to community based organisations and we hope to work with Centres which can help groups of learners to address the five Community Action Topics:

- Help Save Energy
- Travel Wisely
- Reduce Waste
- Shop Ethically
- Care for Your Area



Further details should be available shortly.

As part of the bidding process the NEC has reviewed and revised the Association's Sustainability Policy which will be issued with the papers for this year's AGM.



New ECA Members



We are delighted to welcome the Victoria and Albert Museum into membership, represented by David Anderson.

The V&A has a reputation as a strong provider of educational opportunities and has been an excellent welcoming venue for two recent ECA conferences. Details of their educational work can be found on: <http://www.vam.ac.uk>

We also welcome Museums, Libraries and Archives North West, the TEACH Wedgwood participants, Allin Coleman (former principal of adult education and Fellow of the Pre-Retirement Association), Diana McLeod (Vice-Principal, Essex Adult Community Learning – Central Area).

Participatory budgeting in Berlin: Lichtenberg



The ECA has a long history of involvement with Germany going back to when past president Ronnie Wilson was working for the Control Commission back in the late 1940s.

ECA interest in European Active Citizenship and in Germany came together in a conference in Berlin in autumn 2005 staged for the European Year of Citizenship through Education.

Among the presentations and discussions was this practical example that proves that active citizenship can become a reality. The Berlin borough of Lichtenberg (population of 260,000) has conducted a participatory budgeting project in the second half of 2005.

About 4,500 citizens participated in various face-to-face events as well as through the internet. This enabled citizens to get information, direct questions to officials, propose and discuss ideas for the budget and to cast votes. The borough's council members of all parties signed a declaration, which describes in detail how they were to use the results in their policy decisions. The evaluation by the University of Speyer is going to take a close look at the actual policy outcomes. In terms of citizen participation through the internet, Berlin is leading the way, but Freiburg and Munich have also made great strides forward in 2005.

This is a model that could be used for adult learning that would go beyond listening to learners and would actually enable learners to take part in real decision-making through a mixture of forum discussions, online participation and written surveys. If you plan to take forward any of these ideas please inform your ECA regional office or the national office.

Chris Minter

William Morris and the V&A

Bernard Godding writes: Brian's reference to William Morris (p1) made me want to check out what his attitude might have been to the V & A. The result was positive, despite Morris and Burne-Jones (whom he met at University) for a time talking of taking a "crusade and holy warfare" against the art and culture of their own time (www.spartacus.schoolnet.co.uk) In fact, in 1867, his earlier company, Morris, Marshall, Faulkener & Co were commissioned to design the Dining Room in the Victoria and Albert Museum. And www.metmuseum.org says

Diary date



Annual General Meeting 2006

ECA's next AGM will be held in London on **Saturday 21st October 2006**

Join us for a Shop Window especially for members

There will be explanations on all the ECA's current projects and an opportunity for you to ask questions and give your comments on ECA and its current activities.

Details will be issued to all members when the arrangements are finalised.

Last year's AGM was held at Birkbeck College and the theme for the day was 'Adult Learning for a Citizen's Europe'. Amongst the delegates were John Annette (professor of citizenship and lifelong learning at Birkbeck), Ellinor Hasse (Secretary General of the European Association for the Education of Adults). There was also a tribute to Ronald (Ronnie) Wilson (former president of ECA and former principal of the Manchester College of Adult Education) who sadly died in early 2005.



that "The textiles of Morris & Co. represent some of the best-known products of the Arts and Crafts period. Morris himself was particularly interested in historic textiles, and he often consulted the collection in the Victoria and Albert Museum. He also became dedicated to reviving the craft of using naturally derived fabric dyes."

Active Citizenship *Pilot project*

In March we ran our first pilot course in Brighton and Hove. It was developed and delivered by the Adult Skills and Learning team of the City Council, after members of the team participated in the TEACH training programme.

This new course enables local people to learn and develop citizenship skills and discover how to be involved in decisions affecting their lives. 2 hours a week for 6 weeks, it was piloted in one of our Neighbourhood Renewal wards.

Although the course was open to everyone it seems that it has attracted learners mainly from settled black and minority communities. The programme ran within a classroom environment with a guest speaker e.g. a local councillor.

Safia Mohamud

For more details please contact Safia on 01273-293520 or email safia.mohamud@brighton-hove.gov.uk

BBC site wins e-democracy honour



The BBC's grassroots campaign website, Action Network, was honoured as the top politics and internet "world changer" of 2005. The site was declared the winner at the World Forum on e-Democracy in Paris. The list picks out the best e-politics initiatives, democracy think-tanks, bloggers, and political thinkers.

Action Network provides a platform for people interested in local issues. It was also a category winner in the European e-Democracy Awards at the same event. The web has turned into an effective medium of choice for many direct action campaigns and local community groups. It is aimed at providing a neutral platform to help anyone in the UK get more involved in local civic and democratic activities.

The Action Network website offers tools across a broad spectrum of interests, from starting a campaign for a pelican crossing to saving a playing field. The 'education and training'

section contains sub-sections for adult education and FE.

<http://www.bbc.co.uk/dna/actionnetwork>

Amazing Women's Group seeks partners for friendship, development ... and new learning



If you want to meet an excellent example of active citizenship, you won't go wrong meeting Hissu Kytö.

A Turkish woman, now a Finnish citizen, she has founded over ten different associations, including the International Meeting Point – a contact point for immigrants, which now has bases all over Finland, and has spread to Sweden. ECA's TEACH training course participants met her (back row, second from right in photograph) and her group, the DaisyLadies of Turku, Finland.



"When I came to Finland in 1970, there were no foreigners then," she said. "I started collecting refugee people. I saw that people don't know each other, but they need to meet. But our houses are small. You can't get many visitors in a house. Now there are over 37 different nationalities involved. This is my idea. I got the idea in 2001. It was easy for me because I have lived in Finland and I know the language. I also know how to arrange getting the money. I'm a very stubborn person. I like challenge. If a door is half open, I have to kick it open. The important thing for me is equality. We are sincere and we share everything. I love my work. I love it, I love it."

Hissu's basic premise is to integrate her refugees into Finnish society. "People need to

know Finnish -- they can't go anywhere without the language." Before, Finnish citizenship was given via a letter to the applicant. Hissu thought this wasn't adequate acknowledgement. She wrote three letters to the President of Finland, requesting some kind of formal acknowledgement. "If you want to talk about new citizens you should arrange some happenings" she said. No response. So she published an article in the press, and the mayor of Turku (Finland's second largest city) agreed to a public celebration.

For the occasion, all the new immigrants and their children were dressed in Finnish costumes to acknowledge their new citizenship. "We are part of Finnish society, but we don't have to lose our origin." This has now become a regular event. Negotiations for the voice of the immigrant continue. "Last week I made a deal with the government – we foreigners are going to tell them what should be changed. And they will listen." With Hissu, there is no alternative.

Although Hissu has many contacts within Finland and Sweden, she is still looking for links across Europe. Anyone interested can email her on hulya.kyto@luukku.com

As the funding for international meetings continues to increase, there is no time like NOW to link up with her.

And why choose daisies to represent her group? "Because the daisy is a strong flower. It can grow in bad, stony soil. Even if you step on it like *this* it comes up again."

Now THERE's something to think about.

Judith Robinson

New Education Secretary

ECA members will be interested to note that the new Secretary of State for Education is a former Minister of State for Lifelong Learning, Higher and Further Education at the Department for Education and Skills (DfES).



Alan Johnson MP replaced Ruth Kelly when her turbulent tenure in the office ended in May.

Born in 1950, educated at Sloane Grammar School, Chelsea, he became a postman in London in 1968 and joined the Union of Communication Workers. In 1992, he became their youngest General Secretary.

He later became involved in adult education as a member of Ruskin College Oxford's Governing Council.

He was elected Labour MP for Kingston upon Hull West and Hessle in 1997. Following the 2001 General Election, he was promoted to Minister of State at the DTI. In the reshuffle of June 2003, he was given the new post of Minister of State for Lifelong Learning, Higher and Further Education at the DfES.

In 2004 he joined the Cabinet, taking on the role of Secretary of State for Work and Pensions, subsequently Secretary of State for The Department of Trade and Industry.



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Education and citizenship: Wise Words

"The value of education is not solely to be measured by direct increases in earning power or productive capacity or by any other materialistic yardstick, but by the quality of life it inspires in the individual and generates for the community at large."

1972 – Russell Report

"In a system so caught up in what is measurable, we can forget that learning is also about problem-solving, learning to learn, acquiring the capability for intelligent choice in exercising personal responsibility. It is a weapon against poverty. It is the route to participation and active citizenship."

*1997 - Helena Kennedy QC
Learning Works*

"Learning encourages people to develop as active citizens and to play a full part in their local community. It strengthens families, builds stronger neighbourhoods ..."

*2000 – David Blunkett MP
Remit Letter to LSC*