

ENOTHE project group on citizenship: Focusing on citizenship and the curriculum



ENOTHE citizengroup:
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Our workshop today

- A brief outline of the aims and work of our group
- Global perspectives on citizenship from WFOT, Japan
- Exploring citizenship in education (small groups)
- Feedback and future directions



GROUP BACKGROUND

2012/13 ENOTHE
Exploring Citizenship
Statement and
questionnaires

2013 ENOTHE York
Keynote and
workshop

2013 ENOTHE
Project group

2014 WFOT Japan
Workshop

2014
ENOTHE Workshop
Article

The ENOTHE citizengroup

2012 Starting points

2013 The European Year of the Citizen

The statement

Questionnaires around Europe

Workshop and Keynote

ENOTHE meeting York

ENOTHE

Citoyenneté: explorer la contribution de l'ergothérapie



European Year of Citizens 2013
www.europa.eu/citizens-2013

1. Définition de la citoyenneté

L'Année Euro- soit de l'Etat, une responsal publiques de éducatif et né autres comme interdépenda: sociale dans t

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European Year of Citizens 2013
www.europa.eu/citizens-2013

Ciudadanía: explorando la contribución de Terapia Ocupacional

Nous recomn1. participative

Definiendo ciudadanía

vie politique, démocratie» (ciudadano, ya sea d un derecho y la resp de la sociedad. Con de negociación, con y promueve la ciuda fomenta la participa y cultural (1).

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European Year of Citizens 2013
www.europa.eu/citizens-2013

Citizenship: exploring the contribution of Occupational Therapy

Recomendamos el u define como "la par1, mutuo y la no-viole

Defining citizenship

las diferentes tradic The European Year of Citizens focuses attention on the qualities of citizenship. Every individual is a citizen, whether republicano y los n of the state, the EU or the world. Citizenship, in the widest sense, is both a right and a responsibility to participate with interacción social in others in cultural, social and economic life and in the public affairs of society. With such a participatory or active concept of citizenship it becomes an educational and n egotiated process as well as a regulatory and legal task. It invites people to consider each other as equals, as fellow citizens, and facilitating citizenship as a mutually shared interdependent responsibility. Citizenship enhances civic participation and fosters social cohesion in a time of increasing social and cultural diversity (1).

We recommend the use of the term "participatory citizenship" as a working definition. Participatory citizenship is defined as "participation in civil society, community and /or political life, characterised by mutual respect and non - violence and in accordance with human rights and democracy " (2). This definition is supported by the different traditions and models of citizenship across Europe, including the liberal, communitar ian, civic republican and critical citizenship models (3). It comprises a wide range of activities including informal social interaction, civic engagement, protest activities and conventional politics.

STATEMENT: elaboration and translation

October 2012/march 2013
Translations: april/may 2013

The ENOTHE citizengroup

2014 the journey goes on...

- as an ENOTHE project group

WFOT congress Japan - workshop

ENOTHE meeting - Nijmegen

Article in process



**GLOBAL PERSPECTIVES ON
CITIZENSHIP FROM JAPAN, WFOT**

Global perspectives on Citizenship from WFOT Japan

- Workshop with 31 participants from around the globe
- Is citizenship a Western concept? And only relevant since the rise of the nation? -Membership of the world/a state/ a local community - people with restricted citizenship - a legal definition - a very personal sense of belonging - states who feel no responsibility to people/exclude from being citizens - eg. Asylum seekers - role of nationality gets blurred/messy re: citizenship

Global perspectives on Citizenship from WFOT Japan

- Related to Rights & Responsibilities (can be different from countries'/cultural notions of rights - it's our right to weed out homosexuality - rights according to who? - UK government trying to get out of Europe/Human Rights)
- OT Participation in Political Process/Political Practice. Can OT be non-political ?
- OT profession - issues of feminism
- Citizenship as an occupation ('doing' citizenship), and citizenship as an enabler or barrier of occupation

Global perspectives on Citizenship from WFOT Japan

What do we need to do/consider next -

- educate our students on human rights, social responsibility
- partnerships with those who are excluded, talk to politicians
- clarify terms - what do we mean if we say we are non-political, are citizenship and human rights issues the same or different?
- do our models and frameworks help or hinder our practice on these issues?



THINKING AND SHARING TOGETHER

Our workshop today

1. Reflecting on underpinning conceptualisations of OT theory and practice, assumptions of the universality of occupation and issues of power

Question: How does the concept of citizenship expand our understandings of occupation and occupational therapy?
How does the concept of citizenship relate to concepts of participation and agency?

2. Citizenship as a lived process framed by our educational institutions, for both students and staff

Question - Citizenship is experienced in public spaces, where such spaces are both a physical place and a process of diverse people engaging together in everyday life. How can we promote our institutions as public spaces where citizenship can be experienced and discussed?

Our workshop today

3. Citizenship in the education of OT students for practice - citizenship within OT models and conceptual frameworks, challenges in changing practice

Question - what are the models and/or frameworks that we may use to promote ideas of citizenship in practice? What are the problems and issues?

4. Citizenship in relation to quality of life, issues of sustainability
OT is often linked to quality of life, is citizenship an important aspect of quality of life? And if yes, do we have the tools and instruments to address this?

Bio-ethical debates about the sustainability of care with the ageing population and with inequality of accessibility to health care. Who is a 'good' citizen and allowed access to health care and who not

Question: How should our educational programmes approach some of these issues?

QUESTIONS

1. Rethinking understandings of occupation, OT, power, participation and agency...

Citizenship

2. Public spaces:
physical and process
of sharing life

3. Citizenship in the OT education, frameworks and challenges

4. Citizenship, quality of life, sustainability and OT

Feedback



What next?

Baobas sentence

THANKS