



Promoting critical citizenship

**Enabling students to reflect
on their role as citizens**



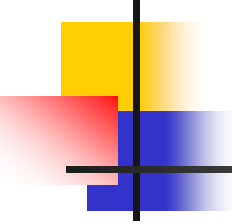
Enhancing impact – claims from winning projects

- **Enhance awareness of socio-economic determinants of issues**
- **Building mutually beneficial partnerships**
- **Sustained commitment to contributing to development**
- **Move from paradigm of relief to one of ongoing development**
- **Importance of sustainability**



More lessons

- **Joint ownership of initiatives**
- **Academic research and practice go hand in hand**
- **Enabling students to become advocates activists**
- **Understanding of the impact of different social contexts**



Link between community engagement and critical citizenship – responding to xenophobia

- Humanitarian aid
- Responses grew to reflect expertise in university (health care, refugee rights, psycho-social support)
- Benefits of culture of volunteerism, networks and collaboration
- Highlighted issues of poverty, inequality and social exclusion i.e. substantive issues of transformation
- sustaining coordinated long term intervention proved very difficult
- Need organised debates not just individual champions
- Highlighted structural difficulties and strength of student run initiatives
- Challenged university to reflect on whether doing enough to promote critical citizenship i.e. sustained commitment to structural transformation



Building an enabling environment

- **Policy**
- **Commitment from executive**
- **Incentives for staff and students**
- **Multiple pathways – graduate attributes, service learning, volunteerism**
- **Building student leadership**
- **Networks and partnerships**
- **Explicit focus**
- **Opportunities to engage**



UCT PILOTS

- **Recognition that not doing enough**
- **Want to provide breadth experience and promote social conscience**
- **Global citizenship and social justice pilot and Knowledge Partnership**
- **Two modules: One open to all with lectures and reflection and ending with a 'celebration' and showcase on Monday, 18 October: Debating Development, War and Peace, Climate Change, Africa in a globalised World**
- **Mod 2: for student volunteers only because of importance of reflecting on practice**



Thinking about volunteering

- 2 parts:
- a community service component and a learning component. Community service part- minimum of 15 hours of service spread across the semester
- The learning part: face-to-face group sessions, and online
- face-to-face sessions provide time and opportunities to discuss experiences with fellow students
- Reflective questions provided before sessions and readings after the session
- capture learning in 3 ways: learning journal, bi-weekly blogs, and 2 reflective pieces during the semester
- Topics: self and service, service and contexts of inequality, ethics and paradigms of service, and development-understanding relationships and processes



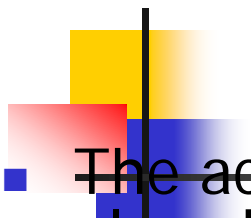
EXAMPLES OF QUESTIONS

- **Is there a difference between charity and social justice?**
- **Is one inherently good and the other bad?**
- **As a volunteer do you perpetuate or challenge inequalities?**
- **How would you describe the power relations in your volunteering?**
- **What knowledge does the community have that you don't?**
- **What impact does your volunteering have in the context of inequality?**

WHAT DO THE STUDENTS SAY?



- **So much of the time, we go out and do service, hold meetings, plan strategies so that we can reach our objectives, managing our time, and oh yes, keep the community's needs at the forefront of our thinking all the time. In all this running around, organizing transport, meetings, funds, workshops, speakers, even site visits...somehow I lost the plot along the way. I forgot what was really important. The people. The people we want to help, and the people who are doing the helping.**



- The activity during the second session during where we placed post-it stickers on areas of things we've learnt and associated it with self, community, etc and the response got me thinking. It was clear that the majority of stickers were under 'self' which intrigued me as I always thought volunteering was a 'selfless' activity. You don't have to be a rocket scientist to see the irony. However, you could argue that volunteering is a two-way street and something that benefits you and the person you're helping. However I feel that your intention is much more important than your action. The good of the act of volunteering itself can be nullified if the intention isn't completely pure. In my opinion I think the genuine, pure act of volunteering is when it is performed under these qualifications.



Key questions

- **How enable the development of a paradigm that supports ongoing sustainable development and critical citizenship?**
- **How define social justice?**
- **Is there a necessary link between community engagement and critical citizenship?**
- **Should there be a link between community engagement and social justice learning and political participation?**
- **How enhance learning about social justice?**
- **How important are ethical issue in relation to these questions?**