Blended-Learning Training

MANTA

Mini-Publics And Other New Forms
Of Participation In Civic Education

Imprint

PARTNERS

Authors:

Alessandra Santoianni, Demokratiezentrum Wien

Charlotte Jüsten, Demokratiezentrum Wien

Mel Arnecke, Demokratiezentrum Wien

Svenja Samstag, Demokratiezentrum Wien

Contributors:

Patrick Bredl, Institut für Didaktik der Demokratie, Leibniz Universität Hannover

Florian Wieczorek, Mehr Demokratie

Matej Mikašinović-Komšo, Gong

Dejan Zelenak, Gimnazija Pula

Stephanie Mayer, Institut für Konflikt Forschung

Viktoria Eberhardt, Institut für Konflikt Forschung

Renate Eberhardt, Volksschule St. Andrä-Höch

Table of Contents

Introduction

MANTA stands for mini-publics and other new forms of participation in Civic Education. It is a project which lasted two and ½ years and involved seven organisations in 3 EU countries.

This resource, developed within this project, is intended to provide an overview, guidance and inspiration for innovative teaching of mini-publics and new forms of political participation. It is meant for pre-service and in-service teachers. This resource was developed within the project.

Civic Education, also called Citizenship Education, Global Citizenship Education, Political Education (Politische Bildung in German-speaking contexts) or other names, is a school subject taught in diverse ways across EU countries.

In this work, the subject will be referred to as Civic and Citizenship Education since it is a definition that can encompass the diversity of these contexts.

According to the Eurydice 2017 Report "Citizenship Education at School in Europe", this subject is implemented:

1. in the whole school-context;
2. as a curricular activity;
3. as an extra-curricular activity.

Despite the variety of goals, content, and instructional strategies associated with this subject, a common aspect is political participation. Literature focuses on the idea that participatory citizenship is critical to this subject and represents its ultimate goal[1]. Because of the importance of this topic, in this resource, we will present a whole range of activities about Mini-Public that can be suitable for curricular and extra-curricular activities, as well as for classroom instruction and whole school projects, from lower to upper secondary education.

Why is this Training needed?

Training and education of pre-service teachers differs across EU countries. In certain countries like Austria, specific education programmes about Civic and Citizenship Education address the topic of political participation. Higher Education institutions, e.g., the Center for Teacher Education at the University of Vienna, carry out these programmes. These programmes also follow policy recommendations, such as the 2015 General Ordinance[2], which mentions participation as key content and competencies to be learnt by students. In other countries, such as Germany, there are content requirements for Civic and Citizenship Education[3]. In Croatia, conversely, there are no regulations or recommendations about what pre-service teachers should learn in their initial education[4].

---

[1] Lange, 2008; Baldacci 2014

[2] Citizenship Education as a Cross-curricular Educational Principle General Ordinance 2015. Retrieved 15 February 2024 from https://www.politik-lernen.at/dl/KOrsJKJKoOoOnJqx4KJK/2015_12_en_pdf

[3] Beschluss der Kultusministerkonferenz vom 16.10.2008 i. d. F. vom 16.05.2019: Ländergemeinsame inhaltliche Anforderungenfür die Fachwissenschaften und Fachdidaktiken in der Lehrerbildung. Retrieved 04 March 2023 from https://www.kmk.org/fileadmin/veroeffentlichungen_beschluesse/2008/2008_10_16-Fachprofile-Lehrerbildung.pdf

[4] Citizenship Education at School in Europe, Retrieved 07 March 2024 from https://op.europa.eu/en/publication-detail/-/publication/6b50c5b0-d651-11e7-a506-01aa75ed71a1/language-en

Once teachers enter the teaching profession, they need Continuing Professional Development because continuing education is a professional duty in the majority of EU education systems[5].

Because of the disparities in Initial Teacher Education and the need to strengthen the offer of Continuing Professional Development for teachers, this resource answers these needs. It focuses on the crucial topic of political participation.

The importance of participation in the political system must be addressed, yet a concerning lack of engagement among young people poses significant challenges. The MANTA project addresses this pressing issue by encouraging and facilitating the education of students on new forms of participation to shift a paradigm in understanding and supporting youth involvement in politics.

Many teenagers and young adults in Europe are by no means apolitical; they organise themselves and take to the streets by using means such as online petitions or demonstrations. In Poland, they fight for liberal abortion law, in Hungary for the rights of LGBTQAI+ people, and in many countries for climate protection (Fridays for Future - FFF, extinction rebellion). Associations, parties, and unions do not seem very appealing to young adults - although they are essential actors in a democratic state. This problem is not new.

The question is: What measures can help – especially concerning young people - to regain trust in representative democracy and, in the course of this, possibly decide in favour of long-term involvement at the institutional level? MANTA - *Mini Publics and Other New Forms of Participation* is an Erasmus+ funded project in democratic education, which addresses the changing patterns in political participation among young people.

Opportunities that deserve more attention are participatory instruments such as mini-publics. Despite recent growing interest in these instruments, only a few people know their potential. However, there is no shortage of encouraging examples: the Citizens' Council in Ireland, for example, abolished abortion and developed proposals for a new Irish constitution. In Germany, there are three mini-publics at the national level; in Austria, the achievements of the mini-publics in Vorarlberg and the national climate council have attracted particular attention[6].

One striking aspect is that mini-publics can be particularly appealing to young people due to several elements: most formats have a minimum age of 16. Furthermore, the thematic focus is often on climate protection or justice, which strongly affects and mobilises young people. At a local level, the design of public spaces, for example, is also an issue that affects young people's everyday lives and is discussed in mini-publics. Also, mini-publics let people feel involved in the political system and reduce the disconnection between the people and political leaders.

Besides the examples above, many new and unconventional forms of Political Participation deserve attention, especially in school civic education curricula. This need is the starting point of the MANTA

---

[5] Citizenship Education at School in Europe, Retrieved 07 March 2024 from https://op.europa.eu/en/publication-detail/-/publication/6b50c5b0-d651-11e7-a506-01aa75ed71a1/language-en

[6] You can get more information on mini-publics in the Webinar and Compendium of the MANTA project.

project, which, in addition to focusing on mini-publics, aimed to shed light on the diversity of political participation and how to teach it in educational contexts.

For whom are the Training and MANTA Materials intended?

This resource is meant for teachers in schools, school principals and pre-service teachers (including their teacher educators) addressing Civic and Citizenship Education.

Our understanding of who these teachers are is broad and relies on national policy frameworks: we refer to CCE teachers as teachers of this subject in countries where the subject is a separate one, teachers of other subjects in countries where it is integrated into other subjects (e.g. social sciences, history…) and teachers of all subjects where CCE is understood as transversal and responsibility of all teachers. For example, in Austria, teachers of all subjects are responsible for Civic and Citizenship Education[7], while in Germany, CCE takes place in politics/ politics-economy social studies lessons, but also as a principle of all subjects and as general school principle (embedded in the school laws of the federal states). In Croatia[8], the subject can be implemented as a transdisciplinary principle and a separate subject.

Connected to this, the definition of pre-service teachers is also broad and relies on different policy frameworks. In Austria, for example, teachers can be enrolled in a university course for a subject they are specialising in (may it be History, English language, Mathematics, or Physical Education, etc.) and be offered courses in Civic and Citizenship Education as a cross-curricular principle, e.g. examples of these courses are offered at the Centre for Teacher Education at the University of Vienna.

Similarly, in Germany, teacher training theoretical programmes are followed by traineeships as the second phase of teacher education. Teacher training programmes are structured differently in the individual federal states, and Civic Education courses (in initial or continuing education) are rarely obligatory.

In Croatia, training courses, seminars, and national conferences are provided to teachers in all subjects[9].

How was this resource developed?

The material, developed by the MANTA consortium, was presented to teachers and education practitioners from Croatia, Germany and Austria at a training session in Vienna. A video of the event can be seen here[10]. The practitioners' feedback allowed us to identify needs and questions in addition to those we identified from the literature.

---

[7] Citizenship Education as a Cross-curricular Educational Principle General Ordinance 2015. Retrieved 12 February 2024 from https://www.politik-lernen.at/dl/KOrsJKJKoOoOnJqx4KJK/2015_12_en_pdf

[8] Citizenship Education at School in Europe, Retrieved 07 March 2024 from https://op.europa.eu/en/publication-detail/-/publication/6b50c5b0-d651-11e7-a506-01aa75ed71a1/language-en

[9] Citizenship Education at School in Europe, Retrieved 07 March 2024 from https://op.europa.eu/en/publication-detail/-/publication/6b50c5b0-d651-11e7-a506-01aa75ed71a1/language-en

[10]   https://www.demokratiezentrum.org/forschung/projekte/aktuelle-projekte/manta-mini-publics-and-other-new-forms-of-participation-in-civic-education/

From the scientific literature, we identified that:

- Addressing the topic of political participation in classes is essential for students' future participation[11].
- There are differences in students' future participation when students are taught more conventional or issue-related civic participation[12].
- Teachers' beliefs about specific forms of participation impact what is taught and how beliefs can hinder or favour specific behaviours and practices[13].

Based on the Training and piloting of MANTA resources, teachers also wondered what diversity means, what marginalised individuals' role in participation is, and what this means for representative democracy. They additionally expressed the need for more diversified teaching practices and methodologies to teach participation and mini-publics.

Teachers also identified learning goals for students, which should be learning to debate in small groups, listening skills, experiencing using their voice, finding consensus over different opinions, experiencing communicating/decision-making in a context based on specific rules (set by the concept of mini-publics, set by teachers, set by students), knowledge development of mini-publics or experiencing mini-publics. Their input was then incorporated into the production of this and other MANTA resources, which are free to use.

The focus of our work was the formal education setting. However, spillovers in non-formal education are possible and deserve further attention and experimentation in future projects.

How does the training help?

The seven partner organisations from Germany, Croatia, and Austria worked to develop knowledge and didactic approaches to teach about the diversity of democratic participation. MANTA includes a webinar, input material for teaching, podcasts, and a compendium analysing case studies of Austrian citizens' councils as forms of deliberative democracy.

The Blended Learning Training presents all this material in a structured format that teachers can use for independent study in a continuing education perspective or by pre-service teachers in initial education. By blended learning, we refer to the possibility of blending online and offline approaches. This Training helps acquire a broad overview of mini-publics' conceptual aspects and didactic teaching guidance. Through the variety of the different MANTA materials (e.g. webinar, Compendium, podcast), the following issues are addressed by the Training:

- Conceptual aspects:
  - Overview of the historical development of participation and its central actors.
  - Outline of the historical developments of democracy.
  - Overview of the spectrum of forms of participation, especially participatory formats such as mini-publics.

---

[11] Reichert and Print, 2018; Print, 2013
[12] Reichert and Print, 2018
[13] Skott, 2013; Fives and Buehl, 2012

- Review of scientific literature about mini-publics in the form of case studies from selected European countries

- Didactical and pedagogical guidance:
  - About didactic principles
  - About differentiated instruction in terms of methodological diversity
  - To organise classroom activities

MANTA supports teachers through different teaching approaches. One goal behind our work is the implementation of the principles of the Reference Framework of Competences for Democratic Culture (RFCDC) developed by the Council of Europe[14]. The focus of this training is on teachers' professionalism. The framework we use to foster this professionalism is pedagogical content knowledge.

Shulman (1986) describes content knowledge as the knowledge teachers hold and how a body of knowledge is organised. This knowledge refers to the subject matter, which relates to new forms of participation and related concepts in the case of this Training. On the other hand, pedagogical knowledge is not knowledge of specific content or one's subject but is related to how teachers convey knowledge.

We understand that teachers' professional needs differ according to their social and educational background and the amount of work experience they hold. That is why we will provide resources that differ for pre-service and in-service teachers in the second part of this document. In this table, you can see a summary of these resources and the overall framework of this training.

Blended Learning Training

Training Concept

- Meant for pre-service and in-service teachers
- About Mini-Publics and new forms of participation
- Goal: teacher initial and continuing education
- Framework: Pedagogical Content Knowledge
- Resources for in-person and online teaching

Resources for Content Knowledge

- Compendium about Mini-Publics in Austria
- Webinar about Democracy (and history of), political participation, Mini-Publics, citizenship.

Resources for Didactical and Pedagogical Knowledge

- Compendium with a set of questions for classroom activities
- Webinar with tasks for students
- Webinar with student podcasts
- Concept for a research workshop
- Input material for classroom activities for students

---

[14] Reference Framework of Competences for Democratic Culture, Accessed 5 March 2024 from https://rm.coe.int/prems-008418-gbr-2508-reference-framework-of-competences-vol-2-8573-co/16807bc66d

Teaching Mini-Publics and New Forms of Participation: Theory

Our Purpose

Standard curricula often focus on the usual and established forms of political participation. At the same time, these forms of participation are increasingly less common among young people, and other participation channels are increasingly being considered.

The MANTA Project tackles these changes broadly by encouraging educators to accept this challenge and work towards conveying a broader understanding of political participation in democratic societies. The Training is set out to provide educators with the knowledge and didactic input necessary to widen their students' participation ideas beyond conventional electoral and party politics. By illustrating the spectrum of forms of political participation, the training material facilitates teachers' access to new forms of participation, such as mini-publics.

With the help of the MANTA resources and the Blended Learning Training, we aim to raise awareness about new forms of political participation so that teachers discover possibilities to integrate them into their teaching. As a result, teachers and educators contribute to developing students' civic competencies and knowledge of how to participate politically.

Implementing new content can be challenging for teachers due to limited resources. Therefore, an additional contribution is provided by an overview of various scientific perspectives on mini-publics.

Our Approach

The training and MANTA resources start by highlighting the role that various forms of representation and participation play in liberal democracies and the history of democracy. The historical struggles for an extension of political participation illustrate that today's form of democracy results from civic struggles for participation. The feminist movements fighting for universal suffrage for women and current examples like the German social movement "Letzte Generation" fighting for climate justice exemplify that democracy was and is consequently subject to change. People have constantly been engaging in democratic processes, resulting in a wide array of historically established forms of political participation that shape our democratic societies to date.

While conventional forms of participation, like voting, are mentioned more frequently and are subject to more intense discussions, others play a more peripheral role. By raising awareness about these differences, teachers and students should better understand the possibilities they offer. Mini-publics can be a tangible way to teach unconventional participation in school contexts.

In this way, teachers can diversify the idea of political participation that they teach and thereby contribute to the political empowerment of their students. The following parts will introduce a didactical approach to stimulate and sustain a discussion about participation in the classroom.

Context

In recent years, multiple democratic systems around the world have been attacked by authoritarian forces questioning the legitimacy of democratic procedures. This is the case for most European democracies, where right-wing extremists have become increasingly established within the party system. One reason for the strength of right-wing extremists and anti-democratic forces is often identified in a growing dissatisfaction with liberal democracy and its institutions.

Studies also show that dissatisfaction with democracy mainly rises among adolescents and young adults. In their 2020 study of young people's attitudes towards democracy, Foa et al. state that "across the world, younger generations are not only more dissatisfied with democratic performance than the old but also more discontent than previous generations at similar life stages."[15]

This evolution must be taken into account, but a look at the history of democracy shows that the perception of a crisis of democracy is also part of its history. In the past, emancipatory struggles often succeeded in consolidating democratic rights and expanding political involvement. One significant aspect of such changes is the organisation of people for political participation.

Therefore, emancipatory struggles have run through the history of democracy, and even today, there are still examples to learn from. The so-called "Last Generation" is an example of a social movement that stands for a fast and more ambitious approach to climate policy. They also call for a social council to include a higher number of citizens in climate policy so that more people can have a say in decisions on climate issues. In line with other trends, such as the declining percentage of party members in most European parties, young people are increasingly looking for alternative and new ways to participate in politics.

Generally, and especially nowadays, political participation can take manifold forms. From online petitions to voting, from joining a party to civil disobedience and from citizens' councils to demonstrations, there are numerous ways to get politically involved. In representative democracies, however, some more institutionalised and "conventional" acts of participation, such as voting or party politics, hold a central position within the political system. In contrast, other, more informal or "unconventional" forms of participation, such as demonstrations or online petitions, are not as well-known and current when discussing political participation. In the media and Civic and Citizenship Education debates, conventional forms of participation are often discussed at length. In contrast, some more unconventional forms do not receive the same attention or are even left out entirely.

The Training's focus on mini-publics stems from these considerations. Following the theory of participatory democracy, which criticises some of the limitations of conventional participation, like voting, and calls for direct participation and involvement of citizens, mini-publics are gaining relevance and popularity at regional, national and European levels.

Considering the low age limits and the frequent focus on climate policy issues, this participation form should also become more prominent in Civic Education Curricula. Civic Education can play a crucial part in this endeavour, as it contributes to working on students' ideas about the meaning of living in a democratic society. Broadening their understanding of participation can be immensely valuable in

---

[15] Foa et al., 2020 p.36

fostering political agency and motivation to get involved at various levels of the decision-making process.

What are Mini-Publics and other new forms of participation?

Using categories for different forms of participation helps explore different ways people get involved, showing how specific actions tie into the broader political system. Although many other ways to categorise political participation exist, we will now use conventional and unconventional forms.[16]

Conventional Political Participation:

Conventional political participation refers to the established and widely recognised methods by which individuals engage in the political process within a democratic framework. Primarily, this encompasses activities such as voting in elections, actively participating in political parties, or seeking elected office. Conventional participation aligns with recognised institutional structures and processes traditionally associated with the democratic system.

Unconventional Political Participation:

Unconventional political participation pertains to actions and methods that deviate from the traditional or established norms of political engagement. This category encapsulates a broader range of activities, including signing petitions, participating in protests or demonstrations, boycotting certain products or services, and engaging in civil disobedience. These forms of participation often operate outside established institutional channels and may seek to challenge or influence political decisions through alternative means.

Just because we call some forms of participation "unconventional" does not necessarily mean they are new or modern. For example, protests and strikes have been around for centuries. Nevertheless, unconventional forms of participation are underrepresented in Civic and Citizenship Education and will be described in more detail.

- Demonstrations, a longstanding political tool predating modern democracies, were historically unconventional in democratic discourse. Though pivotal in movements like Indian anti-colonialism[17] or opposition to Pinochet[18], they were often criminalised and not integrated into political systems. In Western democracies, the prominence of demonstrations emerged with New Social Movements in the late 20th century. Today, they are recognised in democratic discourse, yet responsiveness to demands varies. Instances like climate protests and BlackLivesMatter highlight their impact, but repression also occurs. Despite their potential, demonstrations are still deemed "unconventional" in political participation.

- While trade union activity, protected in many states, typically focuses on improving working conditions, wages, and job-related issues, its inherently political nature is often overlooked[19]. In liberal democracies, explicit political strikes are discouraged and criminalised in cases like

---

[16] Conge, 1988, p. 241 f., Barnes & Kaase, 1979
[17] Satia, 2022
[18] Kurtz, 2009
[19] Hans Böckler Stiftung, 2019

Germany. The political character of trade unions is unconventional in many political systems, where they are mainly viewed as interest groups for employee welfare. The level of unionisation and collective bargaining coverage varies significantly across countries and sectors, with union density declining in many places, possibly due to reduced membership among the youth and growth in sectors with traditionally low union participation. Recent successes indicate a potential resurgence, but the lasting strength of trade unions remains uncertain.

- "Civil disobedience," a term encompassing various protest forms, is defined diversely. Howard Zinn sees it as a purposeful law violation for urgent social goals[20], while Jürgen Habermas[21] adds non-violence and legal system engagement. Controversial in both definition and practice, civil disobedience lacks widespread consensus, yet activists credit it with significant political potential. Historical examples like Gandhi's hunger strike and the Montgomery bus boycott support this view. In "Why Civil Resistance Works," Political scientists Chenoweth and Stephan find that civil disobedience is more effective than other forms, with historical success linked to at least 3.5% societal participation[22].

- NGOs provide an unconventional avenue for political participation, emphasising their non-governmental and non-profit nature. Although not institutionally tied to government decisions, they aim to influence political processes and garner support through campaigns and advocacy. While the term technically includes various non-profit entities, NGOs typically prioritise political engagement. Despite financial dependence on grants, donations, and sometimes corporate interests, NGOs maintain institutional independence. Volunteer work, organising events, and spreading awareness are crucial forms of support. While NGOs can operate in diverse fields, areas like environmental politics, development assistance, and human rights see heightened NGO activity.[23]

- In representative democracies, plebiscitary elements like referenda coexist, providing a unique form of political participation. Unlike conventional representative systems, referendums allow citizens to directly vote on specific issues, such as policies or bills. While legally established and occasionally binding, referenda are not the default decision-making method. Their degree of institutionalisation varies, and citizens often face administrative hurdles to initiate them. Examples include Croatia, where only parliamentarians can propose binding referenda, and Austria, where a non-binding Popular Demand requires 100,000 supporters for parliamentary consideration. In Germany, popular initiatives rejected by parliament may lead to referendums, but government discretion remains in implementing outcomes. Though direct democratic elements exist, they often lack assertiveness. Despite potential non-implementation, engaging in plebiscitary forms is valued for organising public support and raising awareness for campaigns.[24]

---

[20] Zinn, 1968, p. 119
[21] Habermas 1985
[22] Chenoweth & Stephan, 2011
[23] Brander et al., 2020, p. 420ff
[24] Rodin, 2000; RIS, 2016

- **Petitions**, resembling referenda in some aspects, involve organising public support through signature collection, online platforms, or other means. Unlike referenda, their goal is not necessarily a plebiscite but often aims at garnering sufficient public backing to place the issue on the parliamentary agenda. This approach raises awareness and may lead to further parliamentary consideration. Unlike referendums, petitions do not necessarily seek a legal decision or prove a political majority. While online petitions offer an accessible means of participation, their political effectiveness remains uncertain. Platforms like change.org emphasise their impact, but studies, such as one on petitions to the Southampton City Council, highlight the influence's dependence on the responsiveness of targeted representatives[25].

Mini-Publics

- **Mini-publics** can take many different forms. However, different forms have in common the objective of initiating deliberative democratic processes. **Deliberative democracy** is a school of thought in democratic theory that assumes that political decisions should result from a fair and reasonable discussion among citizens. The ideal of deliberative democracy, therefore, is not electoral decision-making but rather an informed, rational, power-free exchange of arguments to foster the common good (rather than individual interests) about particular problems or policies. In theory, at the end of such a process, there should be a consensus, an outcome with which everyone agrees. A consensus should follow rationally from the best argument. Nevertheless, this is often difficult to achieve in practice, so several ways can create attunement and at least come closer to a consensus.

  The spectrum of attempts to convert the theoretical assumptions of deliberative democracy into practical formats is broad. Examples include public hearings, participatory budgeting, and cooperative governance. The most widespread type of mini-publics is citizens' councils[26]. In a citizens' council, a political form of mini-publics, a diverse sample of citizens chosen by lot deals with a specific political issue for a limited period. Therefore, they try to develop solutions by exchanging views and carefully weighing their arguments' pros and cons. In some cases, the group is informed and educated by experts on the subject beforehand. Ultimately, a solution to the problem, options, or recommendations are presented to the public.

  In addition to the well-known examples on the national level (e.g. the Citizens Assembly in Ireland), there are also some examples of citizens' councils on a global level. In 2021, for example, there was a global Climate Assembly on the question: *How can humanity address the climate and ecological crisis in a fair and effective way?*

  Here, 100 people met online and offline to deliberate on this question and present their findings at the COP26 climate conference[27]. Most often, however, they are conducted at a regional level[28]. Mainly due to the local involvement, which stimulates participation commonly,

---

[25] Zadra, 2020

[26] In the MANTA-Material, the term Mini-publics is used. Citizens' Council or Citizens Assembly as political subforms are also widely known and used as synonyms in some literature.

[27] Global Assembly. Accessed on 05 March 2024 on https://globalassembly.org/how-it-works

[28] Bürgerrat. Accessed on 05 March 2024 on https://www.buergerrat.de/en/

and logistical considerations that facilitate the implementation of such procedures, they are particularly interesting in those regional units.

The variety of examples shows that citizens' councils can have very different functions and assume different positions in the political system. They can serve to create a reflection of public opinion, help the government answer complicated questions, or complement traditional democratic institutions.

To close this section's overview of different forms of political participation, we must remind ourselves that this is not a complete list of participatory practices. There may never be such a conclusive list. As how people participate politically is subject to constant change, new forms of participation can be expected to emerge while others develop new characteristics or become obsolete altogether.

What are the challenges of teaching new forms of participation?

For teachers and educators, there are different challenges when teaching mini-publics. During our work on MANTA, we identified some of them during our work with teachers. We consider listing them relevant because having identified them has two consequences: firstly, it helped us tailor the resources and tools of our project to existing problems; secondly, it raised questions that we will not address within MANTA but that we estimate should become the object of further investigation.

Content-related challenges

The first challenge is that teaching only conventional forms of participation may depend on the fact that there is often insufficient knowledge about different forms of participation. The second is that teachers' preferences for some forms of political participation may also depend on personal beliefs about participation and the downsides of other forms of political participation.
The third is that when there is knowledge about different forms of participation, the struggle is about choosing which forms of participation one should teach, for which purposes, and in which contexts.

In academia, an ongoing debate about the efficiency and democratic character of mini-publics is occurring[29]. While some mini-publics result in political measures, others face challenges in incenting political change. In the context of Civic and Citizenship Education, questions on how to address ambivalences like this arise.

Didactic-related challenges

Content and didactical challenges are often connected.
The first challenge is that choosing one form of participation over another implies different didactical choices. For example, theoretical and transmissive methods may be suited when teaching voting and electoral systems. However, when teaching mini-publics, favouring simulations or other experiential practices may be more effective in improving students' learning.
The second challenge, therefore, is connected to the previous one, about how to make political participation tangible for students.

[29] Böker, 2016; Farell & Suiter, 2019; Germann et al., 2022; Hammond, 2020

The third challenge, directly connected to mini-publics, is addressing contradictions, conflicts and competing interests during classroom discussions.

The fourth, and more general, is the tension between teachers' desire to innovate and the lack of financial and time resources.

The question that we wondered is how these challenges can be met. Therefore, we provided a wealth of tools and proposals to address them.

References

Baldacci, M. (2014). Per un'idea di scuola: Istruzione, lavoro e democrazia. F. Angeli.

Barnes, S. H., & Kaase, M. (1979). Political Action: Mass Participation in Five Western Democracies. London: Sage.

Böker, M. (2016). Justification, critique and deliberative legitimacy: The limits of mini-publics. Contemporary Political Theory, 16(1), 19-40.

Brander, P., De Witte, L., Ghanea, N., Gomes, R., Nikitina, A. & Pinkeviciute J. (2020). COMPASS Manual for Human Rights Education with Young People. Strasbourg: Council of Europe Publishing. Available at: https://rm.coe.int/compass-eng-rev-2020-web/1680a08e40.

Chenoweth, E., & Stephan, M. J. (2011). Why Civil Resistance Works: The Strategic Logic of Nonviolent Conflict. Columbia University Press. Available at: https://www.jstor.org/stable/10.7312/chen15682.

Conge, P. J. (1988). The Concept of Political Participation: Toward a Definition (Review Article). Comparative Politics, 20(2), 241–249.

European Commission/EACEA/Eurydice. (2017). Citizenship Education at School in Europe – 2017. Eurydice Report. Publications Office of the European Union.

Farrell, D., & Suiter, J. (2019). Reimagining Democracy: Lessons in Deliberative Democracy from the Irish Front Line. Ithaca, NY: Cornell University Press.

Fives, H., & Buehl, M. M. (2012). Spring cleaning for the "messy" construct of teachers' beliefs: What are they? Which have been examined? What can they tell us? In K. R. Harris, S. Graham, T. Urdan, S. Graham, J. M. Royer, & M. Zeidner (Eds.), *APA educational psychology handbook, Vol 2: Individual differences and cultural and contextual factors.* (pp. 471–499). American Psychological Association. https://doi.org/10.1037/13274-019

Foa, R., Klassen, A., Wenger, D., Rand, A., & Slade, M. (2020). Youth and Satisfaction with Democracy: Reversing the Democratic Disconnect? Bennett Institute for Public Policy, University of Cambridge. https://doi.org/10.17863/CAM.90184

Germann, M., Marien, S., & Muradova, L. (2022). Scaling Up? Unpacking the Effect of Deliberative Mini-publics on Legitimacy Perceptions. Political Studies. Advance online publication. https://doi.org/10.1177/00323217221137444

Habermas, J. (1985). Civil Disobedience: Litmus Test for the Democratic Constitutional State. Berkeley Journal of Sociology, 30, 95–116. Available at: https://www.jstor.org/stable/41035345.

Hammond, M. (2020). Democratic innovations after the post-democratic turn: Between activation and empowerment. Critical Policy Studies. Advance online publication. https://doi.org/10.1080/19460171.2020.1733629

Hans Böckler Stiftung. (2019). Mitbestimmung in Europa. Available at: https://www.mitbestimmung.de/html/mitbestimmung-in-europa-166.html.

Kurtz, L. (2009). Chile: Struggle Against a Military Dictator (1985-1988). International Center on Nonviolent Conflict. Available at: https://www.nonviolent-conflict.org/wp-content/uploads/2016/02/Chile-2.pdf.

Lange, D. (2008). Citizenship Education in Germany. In V. B. Georgi (Ed.), The making of citizens in Europe. New perspectives on citizenship education. (pp. 89–95). Bonn: Bpb (Schriftenreihe der Bundeszentrale für Politische Bildung, Bd. 666).

Reichert, F., & Print, M. (2018). Civic participation of high school students: The effect of civic learning in school. *Educational Review*, *70*(3), 318–341. https://doi.org/10.1080/00131911.2017.1316239

RIS. (2016). Bundes-Verfassungsgesetz Art. 41 (current version). Rechtsinformationssystem des Bundes.

Rodin, S. (2000). Direct Democracy in Croatia. Politička misao, 37(5), 21–29. Available at: https://hrcak.srce.hr/file/42346.

Print, M. (2013). Competencies for Democratic Citizenship in Europe. In M. Print & D. Lange (Eds.), Civic Education and Competences for Engaging Citizens in Democracies (pp. 36–49). SensePublishers. https://doi.org/10.1007/978-94-6209-172-6

Satia, P. (2022). The Indian Anti-Colonial Movement Never Ended. Foreign Policy. Available at: https://foreignpolicy.com/2022/07/01/colonization-legacy-india-independence-movement/.

Skott, J. (2013). Understanding the role of the teacher in emerging classroom practices: Searching for patterns of participation. ZDM, 45(4), 547–559. https://doi.org/10.1007/s11858-013-0500-z

Zadra, M. (2020). Do Central Government e-Democracy Reforms Work for Mid-Size Municipalities? A Case Study of the Long-Term Effects of e-Petitioning in Southampton. Southampton: University of Southampton.

Zinn, H. (1968). Disobedience and Democracy. Twickenham: Haymarket.

Teaching Mini-Publics and New Forms of Participation: Practices

This section will provide an overview of different practices, activities and tools we developed during the MANTA project. As stated in the first part of this document, our focus is on training teachers of Civic and Citizenship Education, regardless of how they are defined by the context of the country where they teach. These resources are designed to help teachers learning with the material developed through the MANTA project. The objective is to develop content knowledge about mini-publics, and pedagogical and didactical knowledge to teach this form of participation to students.

TABLE FOR SELF-ASSESSMENT to identify gaps and learning needs

INFOSHEETS about the MANTA resources

The first set of resources is meant for experienced in-service teachers and is conceived as support for independent learning.
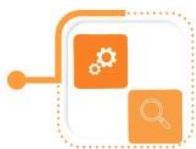
They follow a sequential three-step approach for learning:

EXAMPLE OF LESSON

DIDACTICAL TEMPLATE

The second set of resources is meant for teacher educators, without differentiating whether they teach in formal education or whether they are non-formal education providers. As explained at the beginning of this document, teacher educators are education providers in charge of designing courses for pre-service teachers. Their definition depends on the contexts (policy, country) where they work. These resources are presented in the form of a template to design classes for pre-service teachers. The templates are intentionally not tailored to specific courses, but they rather offer tools for reflection based on our work on MANTA.

This distinction is based on our experience in the project. However, both set of resources can be used by both types of teachers.

Resources for in-service teachers

Before starting: Table for self-assessment

This tool is meant to self-assess your role as a teacher regarding the topic of new forms of participation and mini-publics. We suggest starting with a self-assessment before learning the MANTA material. This assessment aims to reflect on your knowledge to identify which gaps and needs must be addressed before designing a lesson on political participation. This self-assessment tool considers the competencies frameworks listed above[30], the idea of pedagogical content knowledge and didactical principles of Civic and Citizenship Education. The first items of the table below concern knowledge of the subject matter, the second set of items concern pedagogical knowledge, and the last set of items concern attitudes and beliefs that you may hold.
Tick the box that most applies to you to identify your learning needs.

---

[30] Section "How does the Training help?"

TABLE FOR SELF-ASSESSMENT

ITEM	HIGH	MEDIUM	LOW
KNOWLEDGE OF DIFFERENCES BETWEEN POLICY-POLITY-POLITICS			
KNOWLEDGE OF (DELIBERATIVE) DEMOCRACY			
KNOWLEDGE OF DIFFERENT FORMS OF POLITICAL PARTICIPATION			
KNOWLEDGE OF CONCRETE EXAMPLES OF CITIZENS' ASSEMBLIES AND MINI-PUBLICS			
ABILITY TO SHARE ONE'S EXPERTISE ABOUT TOPICS RELATED TO PARTICIPATION			
PROVIDING GUIDANCE FOR STUDENTS TO IDENTIFY TOPICS RELATED TO POLITICAL PARTICIPATION THAT ARE OF INTEREST TO THEM			
KNOWLEDGE OF DIFFERENT TYPES OF TEACHING STRATEGIES THAT CAN BE APPLIED TO THE TOPIC OF POLITICAL PARTICIPATION			
ADAPTING ACTIVITIES, EXERCISES AND METHODS TO STUDENTS' POLITICAL INTERESTS AND NEEDS			
ADOPTING A RESEARCH-ORIENTED APPROACH WHILE TEACHING			
ENCOURAGE AND CULTIVATE A SAFE ENVIRONMENT FOR OPEN DISCUSSIONS			
RECOGNISING AND RESPECTING THE DIVERSE PERSPECTIVES THAT STUDENTS HOLD ON POLITICAL ISSUES			
BELIEVING THAT STUDENTS ARE CAPABLE TO DECIDE OVER ISSUES THAT CONCERN THEM			
BELIEVING THAT STUDENTS HAVE THE POTENTIAL TO PARTICIPATE IN A MINI-PUBLIC AND DISCUSS WITH PEERS AND ADULTS ALIKE			

Infosheets about MANTA resources

To know more about the available resources, you can check the infosheets presenting all the material that could be relevant to teaching.

Infosheet 1: Compendium about Mini-Publics

Brief Description

The Compendium primarily serves as the scientific foundation for presenting theoretical debates alongside case studies. Questions such as, "How do political decision-makers address the outcomes of mini-publics afterward?" are critically examined by incorporating scientific sources. Through practical insights, the Compendium illustrates the diverse nature of mini-publics.[31]

What is the Compendium for

The Compendium is helpful for independent reading and to develop content knowledge about mini-publics. It provides case studies about how mini-publics took place in Austria.

Summary

NAME	CONTENT	METHOD	MATERIAL
Compendium. Mini-Publics in Austria Lessons from three case studies	The Compendium provides theoretical and conceptual information about deliberative democracy and the specificity of Mini Publics and Citizens' Assemblies. It gives insights into the practice of deliberative democracy by focusing on three case studies from Austria, as well as their strengths and weaknesses	This resource can be used for reading and extracting case studies to be learned by students	50 pages research publication

---

[31] Available here: https://www.demokratiezentrum.org/forschung/projekte/aktuelle-projekte/manta-mini-publics-and-other-new-forms-of-participation-in-civic-education/

Brief Description

Through the interactive webinar[32], which incorporates text, audio, interviews, and quizzes for self-directed learning and review, teachers can enhance their understanding of diverse forms of political participation. Aligned with the blended learning approach, participants can solidify the knowledge they have already acquired while reading the Compendium and discovering new information. The webinar is structured into three sub-chapters that build upon one another but can also be used separately. It can be completed at one's own pace.

What is the webinar for

The webinar can be used to develop content knowledge about mini-publics, but it also serves to develop pedagogical knowledge. Specifically, in the webinar you will find different activities and methods suggested for school students.

Summary

NAME	CONTENT	METHOD	MATERIAL
Webinar on Deliberative Democracy	The webinar is structured in 4 units: • What is politics and why is it important? • Democracy • Deliberative democracy • Political participation of citizens	Each unit contains texts, students' podcasts and making of, videos and exercises for classes	Online webinar, free of use

---

[32] Available here: https://www.demokratiezentrum.org/forschung/projekte/aktuelle-projekte/manta-mini-publics-and-other-new-forms-of-participation-in-civic-education/

Infosheet 3: Research workshop and Working Material

Brief Description

These resources show an approach to research-oriented didactics. They provide information about how to structure a research workshop about mini-publics and input material for classroom activities.

What are the research workshop and input material for?

These are resources to develop pedagogical knowledge to implement research-oriented teaching.

Summary

NAME	CONTENT	METHOD	MATERIAL
Research Workshop and Input Material	Didactic guidelines to implement a research workshop. Input material for classroom activities with middle and upper secondary education students. Structured in 5 units: • Democracy in Crisis? • What is political participation? • Case-Study: Climate Council Austria • Compare EU-perspective, Recommendations, and decision making • Design a Mini Public	The resource is made of two components: one about research-oriented teaching the other about worksheets on participative teaching methods to be used with students	Guideline for a research workshop and classroom activities structured in units

Resource for pre-service teachers. Case Study. Redesign of the Main Square

	Didactical Template
General Information	**Date:** / **Teacher:** University Lecturer in Didactics of Civic and Citizenship Education **Students:** Pre-service teachers of all subjects in a context where Civic and Citizenship Education is a cross-curricular principle	**Connections to the Curriculum:** Bachelor or Master Degree course in Teacher Education
Agenda	**MANTA Resource:** Case study. Redesign of the Main Square **Topic:** Forms of Political Participation **Length:** 3 hours. Two consequent 90-minute lessons, or two separate. In that case, the first lesson is about a general discussion and the case, and the second lesson is focused on group and final discussion.	**How:** Below you can see a case study. You can find the description of the case and suggestions for group discussions based on Action Cards. After the group discussion, there is a list of questions for a final plenary discussion.
Framework for Didactical Considerations	**Developing and Reinforcing Civic Consciousness**	What type of learning are you trying to convey? [33]

---

[33] Lange (2008) describes that Civic Consciousness is about 5 core issues (socialisation, establishing values, satisfaction of needs, social change and legitimation of power). Each issue corresponds to a specific question that can be addressed through education: 1. Socialisation. *How do individuals integrate in society?* 2. Establishing Values. *Which are the principles guiding the living together?* 3. Need Satisfaction. *How are one's needs satisfied?* 4. Social Change. *How does social change happen?* 5. Power Legitimacy. *How do partial interests become generally binding/valid?* For example, when studying the Mini-publics, then the aspect of civic consciousness that is mostly developed/reinforced can

		☐ Social Learning (socialisation) ☒ Political and Moral Learning (establishing values) ☐ Economic Learning (needs satisfaction) ☐ Historical-Political Learning (social change) ☒ Political learning (power legitimacy) ☐ Other: _____ Which additional learning objectives do you assign to these lessons[34]? The case study about re-designing the Main Square can promote negotiation, discussion and listening skills while promoting students' sense of agency.
	Didactic Principles	Which didactic principles[35] are you considering when implementing these lessons? ☐ Controversy principle ☐ Conflict orientation ☒ Connection of activities to the real world ☒ Problem orientation

be the one about power legitimacy. Depending on one's goals this framework can be adapted. Source: Lange, D. (2008). Bürgerbewusstsein. Sinnbilder und Sinnbildungen in der Politischen Bildung. Gesellschaft – Wirtschaft – Politik (GWP), 3/2008, 431–439.

[34] Tip: You can refer to the research-oriented document for possible frameworks. Available here: https://www.demokratiezentrum.org/forschung/projekte/aktuelle-projekte/manta-mini-publics-and-other-new-forms-of-participation-in-civic-education

[35] These are retrieved from: Mittnik, P., Lauss, G., & Schmid-Heher, S. (2018). *Was darf Politische Bildung? Eine Handreichung für den Unterricht in Politischer Bildung* (1. Auflage). Pädagogische Hochschule, Zentrum für Politische Bildung. *Controversy principle and Conflict orientation* mean that political issues should not be presented to students as one-sided. Conflicting positions and interests over issues should be given. *Connection to the real world* means that building on students' daily lives, previous experiences and knowledge of political issues. *Problem orientation* means that societal problems should be presented to students as political, requiring political solutions that have different interests at stake. *Action orientation* should actively involve students. *Science orientation*, which means embedding content in scientific discussions. *Learning from examples* means providing concrete cases that interest students and learning from them.

		☐Action orientation ☒Scientific orientation
	Assessment of Learning	Please list how you will assess what pre-service teachers have learnt. Assessment can be formative/continuous or summative depending on your choices and goals. In the case of this activity, the final discussion questions can be used to ask students to write a short summary of the lesson and what they learnt.

Case Description

The city centre in the small town of People-polis is to be redesigned. Currently, the town's main square is where mainly young people spend time. They meet there mostly in the afternoons and evenings, and they talk, listen to music, skate, and record videos for TikTok. Many people like to hang out in the main square because they can bring drinks and food and do not spend much money, like in bars or cafés. Some benches are in the square; otherwise, the square is mainly concrete. There are few trees and no green areas. With the summers getting hotter and hotter, this is increasingly becoming a problem because there are so few opportunities to sit in the shade.

In recent years, there have been repeated conflicts about the square. Residents often complained because it was too noisy for them, especially in the evenings. Therefore, the city government plans to redesign the square and build new offices. Restaurants and cafés are to be built on the lowest floor. In addition, parking spaces are to be built on one part of the square. A small seating area will be set up on the other half of the square. The city hopes this will generate revenue and create a calmer atmosphere.

Yasmin and David, two young people who hang out at the Square, are outraged. They spend much time there with their friends. They often sit there in the sun, listen to music and record videos for their TikTok Style channel because the lighting conditions are extremely good. The two like the place very much and want to continue spending time there. Some things indeed bother them about the main square. For example, there is little shade and no public toilets. In addition, the people who live in the square often complain because it bothers them that Yamin, David and their friends listen to music. Nevertheless, the place is super important to them, even if they would like to change a few things. So, when Yasmin and David find out that offices, restaurants, cafés and parking lots are to be built on the Main Square, they think about what they can do about it...

Questions to understand the case

First, the following questions are discussed in class under the guidance of the teacher:

Outside View:

- What is the case about?
- Who is involved in the conflict?
- What is the problem/conflict?
- What are the goals, and what are the means available to the parties to achieve them?
- What is the problem/conflict?

Inside view:

Learners try to put themselves in the shoes of those involved in the conflict and look at the situation from the perspective of Yasmin and David: What are their thoughts and feelings?

Options for action

Yasmin tells her big sister about the situation. As she is working in a youth centre, she has some ideas about what Yasmin and David could do to keep the main square and express their points of view.

1. The students are divided into groups. Each group receives a political action option as an action card.

   - Citizens' council
   - Demonstration
   - Petition
   - Public hearing
   - Roundtable

2. Exercise:

Create small groups of up to 5 people. Each group receives an action card. Each card describes various political possibilities for action and an exercise. Each group completes the task and presents it to the rest of the class. A bonus action card can be distributed to all groups if time allows. After each group has presented the results of their discussions, consider wrapping up what was done.

ACTION CARD 1. CITIZENS' COUNCILS (1/2)

The city council has sent letters to randomly selected citizens inviting them to a citizens' council on the topic of "Redesigning the main square". David receives a letter with an invitation to participate. On the weekend, he is supposed to meet at the city hall on Saturday and Sunday from 9.00-16.00 to discuss with 15 other citizens of Peopleopolis the measures proposed by the city administration. The other participants are of different ages, equal numbers of men and women, and people from all parts of the city. In the citizens' council, the participants then discuss the planned measures in small groups. Additionally, some input is given by experts and other affected persons. During the weekend, the council members can also suggest how they think the main square should be redesigned. Finally, the citizens' council participants made five suggestions on what improvements they would like to see in the main square. The city administration must include them in its policies and explain how they will implement the demands.

Specific topics on the agenda:
- Ecological issues: Green spaces, Parking spaces
- Business: Restaurants and cafes, office building
- Broader social questions: Noise, space for young people, public toilets

Invited stakeholders
- Representatives of the Municipality
- Sister of Yasmin representing the young people
- Residents complaining about the noise
- Representative from a nearby city that restructured their main square last year

ACTION CARD 1.
CITIZENS' COUNCILS
(2/2)

Exercise

Put yourself in Yasmin and David's shoes and answer the following questions:

- What do you think of the idea of the Citizens' Council? Explain what you like about it and what you do not like.
- Consider how you would act in David's place on the Citizens' Council. What suggestions would you make? Who might have similar interests to David, and who might have completely different ones?
- Come up with a statement by David presenting his ideas to the other participants in the Citizens' Council and present it to the class.

ACTION CARD 2.
DEMONSTRATION

Put yourselves in Yasmin and David' shoes.

If they were to organise a demonstration...

- What would be the theme/demand of the demonstration?
- What would be the aim of the demonstration?
- Who do they have to invite to the demonstration?
- How could they make people aware of the demonstration and achieve that many people come?

Exercise:

Plan a demonstration by answering the questions above. Create a demonstration to-do list as a Mindmap with aspects that need to be considered and noting what needs to be done on an organisational level.

ACTION CARD 3.
PETITION

Last year there was a debate about banning cars in front of the school. Parents conducted a survey and started a petition afterwards. Put yourselves in Yasmin and David's shoes. If they were to launch a petition...

- What needs to be considered before starting the petition?
- What would be the demand of the petition?
- How could you collect signatures? Advertise the petition?
- What would happen with the petition? What is the goal of the petition?

Exercise:

1. Write a text for a petition and think about how to present the petition to the class (PowerPoint/poster...).

2. Think about how you would spread the word about the petition. What means can you use to convince people to sign? (Social media, addressing specific organisations or people, etc.)

ACTION CARD 4.
PUBLIC HEARING

The mayor announces a citizens' meeting. Everyone who wants to express an opinion or comment on the redesign of the main square is invited. Put yourselves in Yasmin and David' shoes...

- What would be your statement at a citizens' meeting?
- How can you be prepared for a discussion with other affected parties?
- How would you present your ideas?

Exercise:

Prepare your presentation for the public hearing. Examples are a speech, a video, a picture of how you would like to see the square rebuilt...

ACTION CARD 5.
ROUNDTABLE

To find a compromise, the mayor invites various groups and experts involved in the conflict to a discussion/roundtable. David is currently doing an internship at the mayor's office and is allowed to add ideas.
The roundtable aims to find a joint solution:
- Which groups must be invited?
- What topics do the participants need to talk about?
- What are the different aspects of the conflict?
- How can it be guaranteed that the different positions are considered?
- What happens to the result of the round table?

Exercise:
Create a plan for the round table (in the form of a poster, PowerPoint...).
Write a list of people who should be invited and a list of topics that should be discussed. Also, give a thought about discussion formats and rules.

BONUS
RAISING AWARENESS
ONLINE

Since Yasmin and Davide are quite active on social media and the internet, they also consider the online space to raise awareness. However, it is also important to call attention on a local level and among people who are less active than them in the digital sphere.
- What is the goal of actions in public space? What is the goal for actions in the digital sphere?
- What possible actions in public or digital spaces could look like?
- What exactly could they look like? (You can choose 2-3 examples)

Exercise:
For each action card, think of a strategy to communicate what you did on social media. Which channels would you use? Why? What would you communicate? In which form (Text? Carousel? Video? Photos?)

Final discussion

Reflection/discussion on the different forms of participation:

- Amongst all the actions presented, which would you choose and why?
- What type of relations occur between the policy-makers on the one hand and Yasmin and David on the other?
- How would you evaluate the combination of different actions/forms of participation? Which forms could, for example, take place simultaneously?
- Which actions do you think have the most potential? Why?
- Which actions do you consider problematic? Why?
- Which tasks were particularly motivating? What would you expect in terms of outcomes from the different forms of participation?
- What is currently bothering you in your daily life? Which political action would you choose to achieve an improvement?

Additional Tips

Variable topic and starting situation: The starting situation of the case study can be designed flexibly. Adaptations would be possible depending on the interests of the young people or even current direct municipal controversial issues. The only thing that would be central is the problem-based approach.

Use of different media and presentation of results: The results could be viewed in a tour at the end. Preparing small multimedia content, such as podcasts, would also be possible.

Didactical Template to design lessons on Mini-Publics

This template is meant to design lessons for mini-publics. This tool can be used by teacher educators and pre-service and in-service teachers and is suited for high school or university lessons. It provides a framework for didactical considerations appropriate to Civic and Citizenship Education.

As you have seen above, we provided an example of how the MANTA material can be used to design a class. "Re-design the Main Square" is a pre-conceived activity facilitating an already set lesson.

You can fill the template below with any resource from MANTA about your objectives, curriculum, and students.

Our suggestions for using this template:

- This template is suited to design Civic and Citizenship Education classes on mini-publics.
- You can fill it by selecting amongst all the MANTA material (webinar, compendium, working material).
- It is meant as a flexible resource to fit your students' knowledge and skills, the needs of your (type of) school or courses, and the goals of the curriculum you are teaching.

	Didactical Template
General Information	Date: Length: Teacher: Students:
	Connections to the Curriculum:
Agenda	MANTA Resource: Topic: Length:
	How:
Framework for Didactical Considerations	**Developing and Reinforcing Civic Consciousness**
	What type of learning are you trying to convey? [36] ☐Social Learning (socialisation) ☐Political and Moral Learning (establishing values) ☐Economic Learning (needs satisfaction) ☐Historical-Political Learning (social change) ☐Political learning (power legitimacy)

---

[36] Lange (2008) describes that Civic Consciousness is about 5 core issues (socialisation, establishing values, satisfaction of needs, social change and legitimation of power). Each issue corresponds to a specific question that can be addressed through education: 1. Socialisation. *How do individuals integrate in society?* 2. Establishing Values. *Which are the principles guiding the living together?* 3. Need Satisfaction. *How are one's needs satisfied?* 4. Social Change. *How does social change happen?* 5. Power Legitimacy. *How do partial interests become generally binding/valid?* For example, when studying the Mini-publics, then the aspect of civic consciousness that is mostly developed/reinforced can be the one about power legitimacy. Depending on one's goals this framework can be adapted. Source: Lange, D. (2008). Bürgerbewusstsein. Sinnbilder und Sinnbildungen in der Politischen Bildung. Gesellschaft – Wirtschaft – Politik (GWP), 3/2008, 431–439.

		☐Other: _____ Which additional learning objectives do you assign to these lessons[37]?
	Didactic Principles	Which didactic principles[38] are you considering when implementing these lessons? ☐Controversy principle ☐Conflict orientation ☐Connection of activities to the real world ☐Problem orientation ☐Action orientation ☐Scientific orientation
	Assessment of Learning	Please list how you will assess what pre-service teachers have learnt. Assessment can be formative/continuous or summative depending on your choices and goals.

---

[37] Tip: You can refer to the research-oriented document for possible frameworks. Available here: https://www.demokratiezentrum.org/forschung/projekte/aktuelle-projekte/manta-mini-publics-and-other-new-forms-of-participation-in-civic-education

[38] These are retrieved from: Mittnik, P., Lauss, G., & Schmid-Heher, S. (2018). *Was darf Politische Bildung? Eine Handreichung für den Unterricht in Politischer Bildung* (1. Auflage). Pädagogische Hochschule, Zentrum für Politische Bildung. *Controversy principle and Conflict orientation* mean that political issues should not be presented to students as one-sided. Conflicting positions and interests over issues should be given. *Connection to the real world* means that building on students' daily lives, previous experiences and knowledge of political issues. *Problem orientation* means that societal problems should be presented to students as political, requiring political solutions that have different interests at stake. *Action orientation* should actively involve students. *Science orientation*, which means embedding content in scientific discussions. *Learning from examples* means providing concrete cases that interest students and learning from them.

Examples of questions that can be used to develop an assessment of students' knowledge[39] are:

- Which issue(s) would you like to see deliberated on in a mini-public?
- What are the advantages and disadvantages of mini-publics as a specific form of deliberative democracy?
- Why do we need a mini-public on this issue/these issues?
- Which goals should the mini-public try to achieve? Which form should results take, and what should happen to those after the deliberative process?
- Who should commission and organise the mini-public?
- How should participants be chosen?
- What should the deliberative process itself look like?

---

[39] Tip: These questions are retrieved from the Compendium's last section, "A step-by-step approach to your own Mini-Public". For example you can assign students questions to write a paper or a summary based on these questions.

Collection of Resources

Videos

ARTE-documentary: *Mapping the World: Fragile democracies* (2022)

https://www.arte.tv/en/videos/103960-027-A/mapping-the-world/ (12 min.)

https://www.arte.tv/en/videos/108210-061-A/mapping-the-world-essentials/ (3 min.)

Collection of short videos on youth participation: Council of Europe (2019): https://pjp-eu.coe.int/en/web/youth-partnership/symposium-2019

Case Studies of Mini Publics:

- Source (2020): Scottish Citizens Council: What is the Scottish Citizens' Assembly, in: https://www.youtube.com/watch?v=cmXCMk_wehA
- Global Assembly (n.d.): How it worked: A global climate citizens assembly in 2021, in: https://globalassembly.org/how-it-works
- Nesta - The UK's Innovation Agency (2023): The Strategy Room, in: https://youtu.be/SsUmbzK3B78
- The Irish Citizens' Assembly (n.d.): Channel with many videos, in: https://www.youtube.com/channel/UC2DgyetL9aUTMry_F9B9yUw
- Schlag, Gabi, and Benno Wenz (2019): Mehr Bürger an die Macht? Eine Dokumentation, Bundeszentrale für politische Bildung, in: https://www.bpb.de/mediathek/video/310211/mehr-buerger-an-die-macht/

Podcasts

Podcast Bundeszentrale Politische Bildung (2021). Was uns betrifft - Mehr Mitsprache, Schere, Stein, Politik from August 2021, in: https://www.bpb.de/mediathek/podcasts/schere-stein-politik/339022/mehr-mitsprache/

ApUZ #1 (2021): Zustand der Demokratie, Bundeszentrale für politische Bildung, in: https://www.bpb.de/mediathek/podcasts/apuz-podcast/342995/apuz-1-zustand-der-demokratie/

Teaching Material

The European Heart Project: *ACT! - The Active Citizen Team Game!* is a game in which pupils from the age of 13 can acquire and strengthen democratic competences. https://european-heart.eu/products/

European Parliament (2023): Platform "Youth Hub", in: https://youth.europarl.europa.eu/home.html

- learning resources and Training for educators (https://youth.europarl.europa.eu/educators/learning-resources.html)
- Council of Europe & European Union (2019): Open Online course "Essentials of youth policy", in: https://pjp-eu.coe.int/en/web/youth-partnership/online-course-on-youth-policy
- Council of Europe & European Union (2023): E-learning course "Youth Policy Essentials", in: https://pjp-eu.coe.int/en/web/youth-partnership/mooc-on-youth-policy

Public participation toolbox "International Association for Public Participation" (2006): https://icma.org/sites/default/files/305431_IAP2%20Public%20Participation%20Toolbox.pdf

Webpage of the International Association for public participation, which provides trainings, resources and data: https://www.iap2.org/page/resources

Easy-Access Webpages on participation

Webpage of European Youth Parliament, in: https://eyp.org/

White, Kimbra, Nicole Hunter, Keith Graves (2022): Facilitating Deliberation - A Practical Guide. MosaicLab, https://www.mosaiclab.com.au/the-big-book

V-Dem Varieties of Democracy: Country Briefs (2021) https://www.v-dem.net/country_reports.html

Scientific Articles & Books

Fraczek, S., Ausserer, I., & Plasencia, M. (2022). Politische Partizipation junger Menschen auf europäischer Ebene [Political participation of young people at the European level]. Polis aktuell, 4/2022. Zentrum polis - Politik Lernen in der Schule. https://www.politik-lernen.at/pa_politischepartizipationaufeuropaeischerebene

Liesenberg, K., & Strohmann, L. (2022). Wir holen Euch ab! - Wie wir durch Bürgerräte und Zufallsauswahl echte Vielfalt in die Demokratie bringen [We are picking you up! - How we bring real diversity into democracy through citizens' councils and random selection]. München: oekom - Gesellschaft für ökologische Kommunikation. https://www.bpb.de/themen/stadt-land/buergerhaushalt/512024/wir-holen-euch-ab-ein-buch-ueber-vielfalt-in-der-demokratie/

Schneidemesser, D. O., & Stasiak, D. (2023). Diversity in Facilitation: Mapping Differences in Deliberative Designs. Journal of Deliberative Democracy, 19(1). https://doi.org/10.16997/jdd.1096

Sloam, J. (2016). Diversity and voice: The political participation of young people in the European Union. The British Journal of Politics and International Relations, 18(3). https://doi.org/10.1177/1369148116647176

Talmadge, E. (2023, February 1). Citizens' assemblies: Are they the future of democracy? The Guardian. https://www.theguardian.com/us-news/2023/feb/01/citizens-assemblies-are-they-the-future-of-democracy

Van Deth, J. W. (2014). A conceptual map of political participation. Acta Politica, 49(3), 349-367. https://doi.org/10.1057/ap.2014.6

How can we help young people regain trust in democracy? How can participation shape it? How can young people learn participation in schools?

Engaging tools like demonstrations, petitions, roundtables, and Citizens' Councils empower citizens to directly participate in policy making processes and share their ideas with policy-makers. This resource is designed to help teachers explore these issues with their students.

MANTA
Mini-Publics And Other New Forms
Of Participation In Civic Education