

1) SELF-ORGANIZED PANELS

PANEL: Engaging Local Community in Governance: Lessons from the Participatory Budgeting of Cluj (Romania)

The panel will bring together academics, researchers and practitioners in public management and participatory democracy, all focusing on both theoretical and practical aspects of participatory governance and collaborative public management instruments in the context of post-communist reforms in Romania and the building of a stronger European Union. The participants will focus on process and legislation specificities and on lessons learned from employing participatory instruments in the second largest Romanian city - Cluj-Napoca.

1. Participatory budgeting through consensus building

Almasan, Oana (Arizona State University)

The paper presents the design of the first successful PB process in Romania. The novelty of the process design was that instead of voting, citizens prioritized their problems and offered solutions based on consensus building.

2. Empowering local communities: Building participatory governance in a former communist country

Boc, Emil (Mayor of Cluj-Napoca, Romania / Babeş-Bolyai University, Romania)

Cluj-Napoca is the second largest city in Romania and Mănăştur is the largest district of Cluj-Napoca, with over 100,000 inhabitants. The numerous issues regarding the quality of life in Mănăştur needed to be prioritized. To make it a fair process, the City Hall of Cluj-Napoca acknowledged that the citizens must have a say in the decisions that affect their lives. Therefore, the Municipality invited them to decide on their priorities in terms of quality of life by implementing a participatory governance instrument - the Participatory Budgeting.

The paper investigates the background and the reasons behind the choice of decision-makers to open up to the public and to sharing the power of decision with the members of the community, as well as the issues that had to be overcome, on both sides, for making it happen.

3. Community input in strategic planning in post-communist countries: The case of Cluj-Napoca

Hintea, Calin (Babeş-Bolyai University)

Strategy is an important part of the administrative reform in former communist countries of CEE. This paper presents some of the most important challenges in this field in transitional societies and a case study that offers a model of planning in local communities, based on community input and expert groups.

4. Communication associated with the PB process in Cluj-Napoca

Reinhardt, Zeno (National University of Political Studies and Public Administration (SNSPA), Romania) and Cosmin Irimies (Babeş-Bolyai University, Romania)

The paper analyzes the process of public communication associated with the first successful process of Participatory Budgeting in Romania – the Manastur PB in Cluj-Napoca. The main challenges were to explain to the citizens of the district that their participation to the process was sought and was highly important and that each citizen's voice was equally significant in the decision process, as well as to reach with this message as many people as possible, of the 100,000 inhabitants, with a restrictive budget.

PANEL: Pluriversity and Contested Notions of Citizenship and Democracy

This panel explores how current conceptualizations and practices of citizenship within diminishing democratic spaces are provided a radical inclusiveness through the concept of pluriversity and the engagement of multiple worldviews through which to encounter the planetary issues that face us today. These worldviews provide what Santos (2007) describes as an ecology of knowledges: the “plurality of heterogeneous knowledges (one of them being modern science) and the sustained and dynamic interconnections between them without compromising their autonomy (p. 11). Here knowledges are understood as an “intervention in reality” (p. 13) providing a “radical break from the politics of the possible” (p. 13). The three papers of this panel bring different views of the contexts and possibilities for

an inclusive citizenship and radical democratic engagement. Vanessa Andreotti and Cash Ahenakew (University of British Columbia, Canada) will talk about “Hospicing modernity: Radical rethinking of engagement and citizenship education”. Ali Abdi (University of British Columbia, Canada) will discuss “Ubuntu and radical humanist citizenships”. Lynette Shultz (University of Alberta, Canada) will present “Educating in the Anthropocene: Global citizenship and a decolonizing demand for global social justice”.

1. Hospicing modernity: Radical rethinking of engagement and citizenship education

Andreotti, Vanessa and Cash Ahenakew (University of British Columbia, Canada)

2. Ubuntu and radical humanist citizenships

Abdi, Ali (University of British Columbia, Canada)

3. Educating in the Anthropocene: Global citizenship and a decolonizing demand for global social justice

Shultz, Lynette (University of Alberta, Canada)

PANEL: Collaborative Governance: An Integrative Approach

Collaborative governance is changing the way public agencies at the local, regional and national levels are working with each other and with their partners in the nonprofit and private sectors. As an umbrella concept, collaborative governance captures a wide array of cross-boundary arrangements for helping organizations and groups to work together to address problems that cannot be addressed easily by any single organization. As innovations in collaborative governance explode, researchers, students, and practitioners are working hard to keep up – to understand the breadth and depth of collaborative arrangements, and to understand what works where, when, why, and how.

This panel draws on the just published book, *Collaborative Governance Regimes*, written by Kirk Emerson and Tina Nabatchi and published by Georgetown University Press. The authors will discuss their integrative framework for collaborative governance and their typology for analyzing collaborative governance regimes. Andrea Gerlak and Alison Bramwell will illustrate collaborative governance regimes at work in two regional governance cases that appear in the book: the restoration of the Everglades and the strengthening of civic leadership in the Toronto region.

1. An overview of collaborative governance regimes

Emerson, Kirk (University of Arizona)

Kirk Emerson, Professor of Practice in Collaborative Governance at the University of Arizona's School of Government and Public Policy, will moderate the panel and present "An Overview of Collaborative Governance Regimes." She will review the integrative framework for collaborative governance, summarized in the first chapter of the book and introduce definitions and distinctions, as well as connections between collaborative governance, civic engagement and deliberative democracy.

2. Moving from Genus to Species: A typology of collaborative governance regimes

Nabatchi, Tina (Syracuse University)

Tina Nabatchi will present the second paper, "Moving from Genus to Species: A Typology of Collaborative Governance Regimes" from the book, which examines the wide variations in the types and forms of collaborative arrangements. Drawing on previous research and numerous international case studies, the paper provides an overview of how others have attempted to categorize collaborative arrangements, and then presents a new typology based on the way collaborative governance regimes are formed. This typology assumes a path dependent approach to the development and performance of collaboration, and suggests that each of the three formative types of collaborative governance regimes – self-initiated, independently convened, and externally directed – is distinguished by a set of prevailing conditions and characteristics, as well as initial patterns of collaboration dynamics.

3. Collaborative governance in the Everglades Restoration Task Force

Gerlak, Andrea (University of Connecticut / University of Arizona)

Andrea Gerlak, Senior Policy Scholar and Director of Academic Development, International Studies Association at the University of Connecticut and Research Associate at the University of Arizona's Udall Center for Studies in Public Policy, will present the third paper, "Collaborative Governance in the Everglades Restoration Task Force," which draws on her research with Tanya Heikkila and others on the nature of collaborative processes and specifically collaborative learning in that case. These stakeholders include environmental groups, agricultural communities, local governments, state and federal environmental agencies, water supply and flood control managers, Native American tribes, and federal landowners and managers. Research examining the task force's role as the central collaborative body in the restoration effort has involved in-depth analysis and coding all the task force's meetings over a ten-

year period, as well as a survey of task force members and more than a dozen interviews with participants in the restoration program. Gerlak illustrates the elements of collaboration dynamics that occur over several years of task force meetings, including principled engagement, shared motivation, and capacity for joint action in this regional collaborative governance case.

4. Who speaks for Toronto? Collaborative governance in the Civic Action Alliance

Bramwell, Allison (University of North Carolina / University of Toronto)

Allison Bramwell, Assistant Professor, Department of Political Science, University of North Carolina at Greensboro & Research Fellow, Innovation Policy Lab, Munk School of Global Affairs, The University of Toronto, will present the fourth paper, “Who Speaks for Toronto? Collaborative Governance in the Civic Action Alliance,” a case study in Collaborative Governance Regimes, about the formation, consolidation, and evolution of a collaborative governance regime in Toronto, Canada’s largest metropolitan region. Specifically, the paper presents an empirical case study about the Greater Toronto Civic Action Alliance (CAA), a durable and high performing collaborative governance regime operating in a politically fragmented, socially diverse, and geographically large city-region. The case demonstrates the importance of several features necessary for addressing long term and complex issues in a large city-region, including committed multi-sector leadership capable of addressing conflict and working across boundaries, building a continuing high capacity for joint action, adaptability over time, and producing discernible impacts on interdependent social, environmental and economic development challenges.

Following the paper presentations, Kirk Emerson, the panel chair, will facilitate a discussion with the audience, encouraging questions and feedback about specific presentations as aspects of collaborative governance regimes, and prompting connections with other panel presentations at the conference. Copies of the book, Collaborative Governance Regimes, will be available for sale at the conference.

PANEL: Participatory Democracy and Civic Engagement in Romania

The panel will bring together academics, researchers and practitioners in public management and participatory democracy, all focusing on both theoretical and practical aspects of participatory governance and collaborative public management instruments in the context of post-communist reforms in Romania and the building of a stronger European Union. The participants will focus on

process and legislation specificities and on lessons learned from employing participatory instruments in an ex-communist Napoleonic bureaucracy.

1. Civic engagement and good governance at EU level: Where does Romania stand?

Lazar, Dan and Paul Zai (Babeş-Bolyai University, Romania)

The goal of this paper was to measure good governance in E.U.'s 28 countries using Eurostat and World Bank data and focuses on how institutions should function. We have studied how different factors influence good governance. We tried to determine new indicators that might have a significant impact on the good governance level in the European countries. We have also analyzed the link between civic participation and good governance in E.U.28 and we also compared Romania with the other European states. Without proper resource management at state level, without proper openness and participation, without control of corruption, without trust in public institutions, the waste and loss of legitimacy become prevalent.

2. Civic engagement and fiscal policies

Inceu, Adrian and Andrei Haas (Babeş-Bolyai University, Romania)

In this paper we will focus on the links between fiscal policies and civic engagement. We will compile data from EUROSTAT, OECD, IMF, World Values Survey, etc. From the fiscal policy side we will analyze data which, in our opinion, characterizes fiscal policies such as: decentralization of expenditures and revenues, structure of taxation, fiscal pressure, etc. Civic engagement will be presented from various sources and ratios. The main core of our research is to find links between fiscal policies and civic engagement.

3. Legislation for participation: Developments in Romania and European Union

Buda, Daniel (Babeş-Bolyai University, Romania) and Oana Almasan (Arizona State University)

The paper discusses historical and current issues related to legislation for participation both at the E.U. and Romanian levels, proposing possible solutions and changes for improved access to information, increased decisional transparency, collaboration and community involvement in decision making processes for local governance.

4. Putting schools back into local communities: Redesigning the Romanian law of education

Baba, Catalin (Babeş-Bolyai University, Romania)

In 2011 a new Law of Education was adopted in Romania. As it introduced several important changes both to the pre-university and to the tertiary systems, it raised numerous debates. This paper will focus on the changes regarding the governance and management of primary and secondary schools, showing why it was important to bring local community members into the decision making process of the schools, how this is done and some lessons learned from this change.

PANEL: Evaluating Participatory Democracy in the United States

1. Six months after the Phoenix Citizens Initiative Review: Did participants changed?

McFadden, Erica (Arizona State University)

2. Evaluating the Oregon Citizens Initiative Review in terms meaningful to state governments

Gastil, John (Pennsylvania State University)

3. 15 metrics for evaluating participatory budgeting: A toolkit for evaluators and implementers

Hagelskamp, Carolin and Rinehart, Chloe S. (Public Agenda)

4. Early Lessons from PB Chicago: Implications for Evaluation

Crum, Thea (Great Cities Institute, UIC)

Research on different types of participatory processes is often concerned with similar research questions: who participates? What are the barriers to participation? What are the impacts of participation on individual- and community-level civic engagement? How can participatory processes become institutionalized? This session brings together researchers from different participatory processes to share their experiences in the field, focusing particularly on:

- Their methodologies, key research questions, and key metrics
- The challenges they've faced and how they've overcome them
- New initiatives to support and strengthen networks of researchers

The purpose of the session is for researchers engaged with different forms of participatory democracy to learn from each other's experiences and identify best practices.

**PANEL: Cross-national Inequalities in Preparation for Democratic Participation:
Reflections from the IEA Civic Education Study**

Chair/Discussant: White, Gregory (University of Maryland, College Park)

1. **How the *CIVED Study* conceptualized contexts for equality and involved country representatives**

Torney-Purta, Judith (University of Maryland, College Park; retired)

2. **What eleven post-communist countries learned about contexts in civic education**

Malak-Minkiewicz, Barbara (IEA Headquarters; retired)

3. **Inequalities in civic education contexts and outcomes in the U.S**

Hahn, Carole (Emory University)

4. **Changes in patterns of inequality in civic attitudes in 16 countries between 1999 and 2009**

Barber, Carolyn and Jessica Ross (University of Missouri, Kansas City)

2) ROUNDTABLES

ROUNDTABLE: The Mechanics of Shifting Power: Designing for Equity in PB and Other Participatory Processes

1. Abdullah, Carolyne (Everyday Democracy)
2. Crum, Thea (Great Cities Institute, University of Illinois, Chicago)
3. Hadden, Maria (Participatory Budgeting Project)
4. Wright, Erik Olin (University of Wisconsin, Madison)

Many advocates and scholars are turning to participatory budgeting as a unique strategy to bring historically disenfranchised communities into decision-making roles over the allocation of public resources. Although PB has only been practiced in the U.S. for less than six years, already research is showing that participation in PB is more representative of local communities than traditional elections

and, in many places, PB is more likely to fund projects in low-income areas than other forms of discretionary spending. As a democratic innovation that is rapidly gaining traction in U.S. cities and institutions, PB both offers lessons and raises new questions about the role of equity concerns in participatory governance. What tools and tactics are being used to integrate equity goals into process design and implementation? How should practitioners balance goals for equitable participation with goals for equitable outcomes? What can U.S. PB practitioners learn from international PB cases and from non-PB experiences with participatory democracy in the U.S.? This roundtable session will feature leading PB practitioners and scholars in dialogue with others in the field of participatory democracy to dig deeply into these questions.

ROUNDTABLE: Collaborative Networks and Participatory Democracy

1. Bois, Clara (Participatory Budgeting Project)
2. Hagelskamp, Carolin (Public Agenda)
3. Rinehart, Chloe S. (Public Agenda)
4. Lerner, Josh (Participatory Budgeting Project)

Network building has been an important strategy in the expansion of participatory democracy practices around the world. Collaborative networks have supported and improved participatory practices such as participatory budgeting in many ways - from connecting experiences and best practices, to enabling political alignment on participatory democracy. This roundtable discusses how these networks operate and addresses key aspects of their design such as purpose, funding model, and governance structure. The purpose is to provide a panorama of such networks, emphasizing their differences, challenges and major achievements.

ROUNDTABLE: Clearing the Error: Using Patient Deliberation to Generate Health Policy on Complex Issues

1. Bozentko, Kyle (Jefferson Center)
2. Gastil, John (Pennsylvania State University)

3. Kenski, Kate (University of Arizona)

4. Nabatchi, Tina (Syracuse University)

The health field requires patient-focused strategies to reduce reduce health costs, improve health outcomes, and save lives, yet patient deliberation in health policy remains under examined and under utilized in the US. To address this challenge, Dr. Tina Nabatchi and the Jefferson Center have partnered with the Society to Improve Diagnosis in Medicine (SIDM) to demonstrate how innovative public deliberation processes can generate legitimate, operational health strategies and interventions to reduce diagnostic error (diagnoses that are wrong, missed, or delayed) - a significant challenge facing providers and consumers and one of the leading causes of medical malpractice claims and patient harm.

Unfortunately, most proposals to improve diagnostic quality focus on physicians and healthcare systems; few engage patients - the consumers of healthcare services - in preventing, identifying, and reporting diagnostic error. In this session, participants will learn about an innovative project, "Using Public Deliberation to Define Patient Roles in Reducing Diagnostic Error," which aims to utilize deliberative approaches to engage healthcare consumers and professionals in developing informed and practical patient-focused strategies for reducing diagnostic error that are likely to have significant impacts on patient safety, healthcare delivery, and health outcomes.

ROUNDTABLE: Facilitating Structured Dialogue Groups: Characteristics of the Facilitator Role

1. Broome, Benjamin (Arizona State University)

2. Anderson, Versha, Luke Brenneman, Yashu Chen, Chiao Chen, Rosalie Fisher, Melissa Framer, Gladys Musaya, Qingqing Hu, and Tara SuwinyattichaiPorn (Arizona State University)

Society is facing increasingly complex situations that create tensions among individuals and groups. These tensions revolve around racial, religious, and resource based conflicts that can lead to violence, destruction of property, and deteriorating relationships within and between the groups that are caught up in the confrontations. Although there is no panacea for healing the cultural divide that often

separates people, communities, and societies, it is often through meaningful dialogue that positive changes become possible.

From a dialogic perspective, the tensions that result from conflict are both a potential obstacle to productive exchange and simultaneously key to resolving conflict. Bringing together individuals with a variety of perspectives, structured dialogue groups can provide a setting for examining the basis for the conflict and exploring steps that might be taken to address important aspects of the conflict. By allowing opposing views to fully emerge, while suspending judgment and resolution as the process unfolds, a creative breakthrough becomes possible in which the paradox of opposites is transcended by synthesis. This panel will focus on the role of the facilitator in working with structured dialogue groups. Facilitating such groups requires a sophisticated understanding of the facilitation process and specialized skills in facilitation practices.

Drawing inspiration and guidance from a wide variety of scholars and practitioners, as well as from our own experiences in dialogue groups, we have identified characteristics of the facilitator role that can be helpful in promoting meaningful dialogue in groups composed of stakeholders representing a variety of perspectives. Using a systematic sorting process, we have aligned these characteristics with 12 categories representing broad themes in the set. These characteristics represent a menu of knowledge, skills, attitudes, and styles that are desirable in a variety of situations, and which allow informed selections tailored for specific contexts and for particular dialogue groups. In our panel we will display and review these 12 categories of facilitator characteristics and engage the audience in contributing additional ideas drawn from their own experiences and knowledge base. Our hope is that participants will gain greater appreciation of the facilitation process and more sophisticated understandings of what is required in order to enable meaningful dialogue in complex, high-tension situations.

ROUNDTABLE: Real Money, Real Power: Participatory Budgeting in North America

1. Lerner, Josh (Participatory Budgeting Project)
2. Johnson, Carolina (University of Washington)
3. Browne, Ginny (Participatory Budgeting Project)
4. Pape, Madeleine (University of Wisconsin, Madison / Participatory Budgeting Project)

Participatory budgeting (PB) is one of the most exciting and fastest growing innovations in democracy. At least six new PB processes have emerged in the past two years in North America, empowering more than 70,000 people to allocate over \$53 million since 2009. The idea is simple - giving ordinary citizens the power to spend part of a public budget.

This session will provide an overview of participatory budgeting (PB) processes in North America: where is it happening? How does it work? What have been the experiences so far? Where is it going to next? What have been the main challenges and their solutions? What are the key research questions that researchers are asking? Speakers will be representatives of PB processes, researchers, and staff from the Participatory Budgeting Project, a non-profit organization supporting the implementation and growth of PB in North America.

The purpose of the session is to introduce 'PB' to a broad audience of scholars and practitioners, addressing:

- The origins of PB and its journey to the North America,
- The form(s) that it has taken in the North American context, particularly in the US,
- How PB advances alternative forms of democracy, civic participation, and citizenship education.

ROUNDTABLE: Creating Community Solutions: A Three Tiered Citizen Engagement Strategy responding to President Obama's Call for a National Discussion on Mental Health after the Tragic Shooting at Sandy Hook Elementary School

1. Lukensmeyer, Carolyn J. (National Institute for Civil Discourse)
2. McCoy, Martha (Everyday Democracy)
3. Leighninger, Matt (Public Agenda)
4. Goodrich, Raquel (National Institute for Civil Discourse)

Six leading Deliberative Democracy organizations came together to launch Creating Community Solutions with two equally important goals: bringing tens of thousands of Americans into authentic discussions about how to meet the mental health challenges the young people in their communities face and to demonstrate that it is possible to link locally based citizen engagement work to be part of a truly

national discussion impacting policy and programs. This session will describe the three strategies utilized in Creating Community Solutions and will share the impact of the work in eight different arenas.

Evaluation research will be presented as well.

ROUNDTABLE: Participation 3.0: Designing for In-person and Online Participation

1. Lichand, Guilherme (Harvard University)
2. McCormack, Sue (Creating Community Solutions)
3. Grimsson, Gunnar (Citizens Foundation)
4. Mulji, Aseem (Participatory Budgeting Project)

Facilitators of civic engagement processes around the world are increasingly turning to online tools to expand the reach of their programs. This has resulted in a proliferation of new online tools and methods to facilitate good online participation, or what we might call “participation 2.0.” But what happens when we design digital tools to scale and expand in-person dialogue and deliberation? How can we design processes that effectively move between digital and in-person spaces? In this session, panelists will present case studies and address questions related to the role of digital technology in designing civic engagement that makes effective use of online tools and in-person participation to foster inclusion and equity, or “participation 3.0.”

ROUNDTABLE: School Participatory Budgeting: Sacramento, Chicago and Phoenix

1. Madrill, Maria (Center for Multicultural Cooperation and Met High School, Sacramento)
2. Salomone, Mia (Mikva Challenge and Sullivan High School, Chicago)
3. Farney-Schamp, Meagan (BioScience School teacher)
4. Abril, Jazmine (Bioscience High School student)
5. Hawkins, Galen (Bioscience High School student)

Participatory Budgeting (PB) is often regarded as a process for determining public budgets via institutions of local or state government. But PB can empower people in a variety of institutional

settings, including schools and school districts. This session will feature students who are experiencing PB in their own school, right here in Phoenix. Other presenters will share their experiences coordinating school-based PB in Chicago and San Jose, CA, and working with youth in the context of city-based PB processes elsewhere. How are youth designing and experiencing participatory democratic processes in their high schools? What roles are young people playing in traditional city-based PB processes? How are youth and adults negotiating power in these different contexts? What are the outcomes and impacts of youth participation in school and city-based PB?

ROUNDTABLE: The Citizen Initiative Review: Creating New Spaces for Democracy Exchange

1. McFadden, Erica (Arizona State University)
2. Reitman, Tyrone (Healthy Democracy)
3. Spears, Toni (CIR participant)
4. Gastil, John (Pennsylvania State University)

In an environment of deep budget cuts, racial tensions, political extremism, and low voter turnout, the need for public deliberation and community engagement is at an all-time high across the country. The ballot initiative process historically has been one method that voters have used to regain some control over the democratic process; however the majority of voters find ballot measures too complicated, and remain disenchanted with the current political process.

Oregon, Colorado, and more recently, Arizona, are three states in the U.S. that conduct the Citizen Initiative Review. In the CIR approximately twenty participants representative of state demographics across age, ethnicity, education attainment, and political party are invited for 3 ½ days to deliberate over a ballot measure – similar to a citizen jury. The final product is a factually vetted, one-page Citizens' Statement written in everyday language (not legalese) with the pros and cons of the initiative that other citizens can use to inform their vote.

Drawing from 2010-2014 data in these three states, this session provides a critical overview of the CIR process – both its challenges and strengths. In addition, the session will include an Arizona CIR participant as well as longitudinal data from Arizona to answer the question “could the CIR process itself

lead to real systemic change in actionable ways?” For example, are participants more engaged in their communities? Do they look at contentious issues in a more collaborative way? What effect has the CIR had on others outside of the process?

ROUNDTABLE: Gender, Feminist Theory and Civic Engagement in the US and Latin America

1. Pape, Madeleine (University of Wisconsin, Madison / Participatory Budgeting Project)
2. McNulty, Stephanie (Franklin and Marshall College)
3. Stall, Susan (Northeastern Illinois University)
4. Taft, Jessica (University of California, Santa Cruz)

Feminist scholars have made important contributions to the theory and practice of participatory democracy, highlighting not only how gender inequalities are central to political processes and concepts, but also how other forms of inequality are reproduced by yet concealed within the political and civic realm of the public sphere. Speakers in this panel will discuss not only the analysis of gender in participatory budgeting and other participatory processes, but also the role of feminist scholars and feminist theories in the field of participatory democracy scholarship more broadly.

This session will:

- Identify how feminist and gender scholars have been engaging with examples of participatory democracy, including but not limited to processes like participatory budgeting,
- Discuss how feminist theories and gender analyses can inform the design of participatory processes,
- Discuss ways to increase the presence of feminist perspectives in scholarship and debates on participatory democracy,
- Consider the implications of feminist/gender research for feminist theories of participatory democracy.

ROUNDTABLE: Legislature and Citizens: Rethinking Redistricting in Arizona after

Arizona State Legislature v AIRC

1. Ron, Amit (Arizona State University)
2. Berman, David R. (Arizona State University)
3. Chin, Jeremiah (Arizona State University)
4. Muratore, Steve (publisher of The Arizona Egalitarian)
5. Wells, David (Arizona State University)

The Supreme Court of the United States is currently deliberating on the case of Arizona State Legislature v AIRC. The case revolves around the question of the meaning of the term “Legislature” in article 1 section 4 of the US Constitution, and whether Arizona Independent Redistricting Commission is constitutional. Whatever the Court will decide, there is likely to be questions about future innovations in redistricting (a Redistricting Reform Act is already being proposed in Congress). One of the central questions in discussion about future innovations is the role of citizens in the process and the kinds of civic engagement that are permitted and desirable.

The purpose of this roundtable is to discuss the future of redistricting reforms in Arizona in light of the Court decision. Participants will examine ideas and strategies for getting citizens engaged in the redistricting process during the upcoming 2020 cycle.

ROUNDTABLE: Rethinking Educative Practice in Civic Learning: A Discourse with

Arizona's Civic Engagement Schools

1. Swanholm, Tara (Arizona State University)
2. Lindblom, Nancie (Skyline High School)
3. Tamayo, Tammy (Challenge Charter School)
4. Miller, Wendy (Challenge Charter School)

An increase of attention towards our nation's civic participation downturn has brought the concept of civic engagement to the forefront of young people's lives. Traditional teaching of long-standing democratic processes via rote Social Studies content must evolve unto how youth can actively participate within their communities, thus impacting social change. Civics instruction and learning within the school system must be implemented through a more community-based pedagogical approach, encompassing a greater focus on student-centered instruction, bringing relevance to national history, as well as the historical ideals of democracy, and transposing this knowledge unto communities of today. Youth can no longer be considered as passive agents within the realm of social change, as they can experience empowerment when working with educators and the greater community. However, when considering civic participation among young people across the United States, current civic trends seem to be paving the way for civic disengagement. Utilizing a dissection of literature and statistical data on the history of the evolving concept of civic engagement in educational pedagogy, along with current civic participation trends within the U. S. and Arizona, the need for a civics-based progressive educational shift within the Arizona school system and educative institutions is demonstrated. In addition to further outlining the need to cultivate civic engagement pedagogies amongst youth today, we explore the construct of Arizona's Excellence in Civic Engagement Program, which the Arizona Department of Education, in partnership with various community organizations, has established and implemented as a research-based, free standing (separate from state standards) youth civic engagement program. The panelists in this roundtable will share the lessons learned from the civic engagement program in their schools, and will discuss their experiences for the inclusion of democratic ideals and civic engagement strategies within the K12 classroom, including how these schools enable students to become civically engaged both within the school setting and in the community.

ROUNDTABLE: Shelby Response Project: Modernizing Elections and Maximizing Voter Processes

1. Williams, Stanley (Arizona Advocacy Network)
2. Hernandez, Danny (Arizona Advocacy Network)
3. Jefferson-Bullock, Jalilia (AZ Summit Law School)
4. Collins, Tom (Citizens Clean Elections Commission)

Thousands of votes from registered Arizona voters were not counted in the 2014 November general election. The votes of tens of thousands more have been discarded in previous elections. These invalidated votes would have been enough to sway several close races.

The Arizona Shelby Response Project is an in-depth study, taking place in several states in the wake of the United States Supreme Court case *Shelby v. Holder* that invalidated Section 5 of the Voting Rights Act. The research presents an opportunity to improve access to elections for Arizona voters and to work with other states to modernize the Voting Rights Act. This report presents the result of our analysis of the 2014 Arizona election. It exposes flaws in the state's election system – policies, procedures and laws -- that have invalidated tens of thousands of votes from registered, eligible voters. The project also makes concrete recommendations to correct these flaws. Researchers and volunteers for this project conducted hundreds of interviews with voters across the state on Election Day, obtained and analyzed volumes of public records and voter data after the election, and conducted records searches and interviews with county elections officials. With these challenges in mind, we will discuss ways to engage in voter registration, and citizens initiatives to increase voter participation.

ROUNDTABLE: The Global Doing Democracy Research Project: What Have Learned about Educators' Understanding of and Beliefs about Democracy

1. Zyngier, David (Monash University)
2. Carr, Paul (Université du Québec en Outaouais, Canada)
3. Thesee, Gina (Université du Québec à Montréal, Canada)
4. Porfillio, Brad (California State University)
5. Traverso, María Delia (Universidad de Morón, Argentina)

The GDDRP is an international project examining perspectives & perceptions of democracy in education to develop a robust & critical democratic education. Our research commenced after the first Doing Democracy Conference at OISE in 2008. The research focuses on how do educators give meaning to democratic literacy, engagement and transformation, broadly defined as democratic education, through the educational process? The study seeks to contextualize, identify, problematize and analyze how educators experience, understand and perceive democracy, and how this connection to democracy

actually shapes the democratic experience for themselves and students in and through the education experience. The methodological approach for this project favors critical, qualitative, interpretivist inquiry. The research team will follow this main question with an inquiry that examines how educators can build a more inclusive, emancipatory, critical and democratic educational experience for all students. The aim of the project is to further democratize education and, concomitantly, society, to develop not only competencies, skills and knowledge but also curriculum, pedagogy, policy and practices that may positively affect the institutional culture of education. The panel from diverse countries will compare and contrast what have learned about educators' understanding of and beliefs about democracy, civic engagement and social justice presenting the initial results of a 4 year international research project from USA, Canada and a 3 year study in Australia; with other reports from places as diverse as Ukraine, Russia, Greece, Brazil, Argentina, South Africa, Norway and Scotland. While the panel members named will be present other members of the GDDRP may use Skype to contribute 10 minute presentations.

3) WORKSHOPS

WORKSHOP: Democracy and Listening in a Neoliberal Age

1. Catlaw, Thomas (Arizona State University)
2. Long, Elenore (Arizona State University)

Description: This workshop seeks to engage conference participants in critical exploration of the theory and practice of listening in and for contemporary democracy. We begin from the premise that democrats have dedicated considerable attention and energy to theorizing and enabling “voice” in politics, governance, and everyday life. However the other half of our communicative infrastructure—listening—has received scant attention. In this workshop, we invite collaborative investigation of the different types and locations of democratic practice and inquiry into the distinctive modalities or styles of listening that seem appropriate for those locations. We open the workshop with a brief overview of

this thesis about the neglect, importance, and challenge of listening today; we then facilitate discussion about this. Next, we ask participants to identify and analyze an example from public or personal life in which either “good listening” did or did not occur. Through these exercises, we hope to generate questions for future inquiry about the relationship between democracy and listening; how neoliberalism and marketization shape institutional and individual capacities to listen; and the situated, performative, and rhetorical moves of “good listening” in a radically pluralist society.

Relationship to Conference Theme: This workshop relates to each of the major conference themes since listening is an integral and inevitable dimension of participatory democracy, civic engagement, and civic education.

WORKSHOP: Civil Dialogue: An Innovative Approach to Civic Engagement Dialogues

1. Genette, John (The Institute for Civil Dialogue)
2. Linde, Jennifer (Arizona State University)
3. Olson, Clark (Arizona State University)

Our workshop will give participants an opportunity to participate in Civil Dialogue (CD), a unique process and strategy for civil civic engagement. CD was developed in 2004 at the Hugh Downs School of Human Communication at Arizona State University, and is now included in undergraduate and graduate courses. CD supports constructive community dialogue about divisive topics. In the CD session, volunteer participants will consider a provocative statement and have the opportunity to embody a position on the statement ranging from “agree strongly” to “disagree strongly.” Participants are asked to follow guidelines for civility that are explained by the facilitator. The dialogue is then extended to the broader audience who are encouraged to respond with their own opinions and questions before returning to original panelists for a final statement.

CD is a structured format for public dialogue that provides a tool to build bridges across the chasm of public viewpoints. CD can be used in multiple contexts to help people communicate in civil and productive ways, especially when they face “hot topics” and need to employ “cool heads.” The 90-minute workshop format will allow enough time for an explanation of the format and two rounds of CD. Hot topics (the more polarizing the better) will be selected from headline news of the day: gay marriage, conflict in the Middle East, provocative quotes from political candidates, etc. The Institute for Civil

Dialogue was established as a nonprofit corporation in 2014 to extend the reach of CD beyond the academy. More information about the format and the organization can be found at www.civil-dialogue.com

WORKSHOP: Public Philosophy and Public Political Awareness

1. Houchard, Andrea (Northern Arizona University)

This workshop shares public engagement program models and allows time to explore strategies to modify models to meet local needs. In particular, the Hot Topics Café model allows participants to discuss contentious issues in a consciously compassionate, rational, civil, and even friendly environment. Features of the program include: (1) Engaging media partners. (2) Recruiting students to research the issues and prepare informational handouts. (3) Choosing diverse, welcoming venues. (4) Fostering deliberative skill and argumentative presentation. We will also consider the value of a non-consensus-based approach. Participants will experience how direct engagement with an issue affects awareness in a way that merely reading about the issue might not. In addition to programs that deal with political issues directly, we will consider the value of offering non-political philosophical programming focused on issues of enduring human concern, such as happiness, friendship and death. By engaging in these more general discussions participants often build deliberative capacity, engaging in what Anthony Simon Laden has referred to as “social reasoning.”

WORKSHOP: The Cultural Workshop and Democracy Maker-Space

1. Woodson, Stephani Etheridge (Arizona State University)
2. Livoni, Ricky (Arizona School for the Arts)

The Cultural Workshop and Democracy Maker-Space uses art, culture and performance in partnership with young people and their communities to consciously affect society in legitimate and measurable ways. We build democracy through art and engagement. Understanding democracy as sets of intentional practices rather than through narrow definitions resting on consumerism, volunteerism and/or voting, we explore our central question: can the realm of culture and creativity activate collective social actors to craft democratic public work and invest in the social good?

Recognizing the structural limits placed on children and youth in the United States, the Democracy Makerspace specifically targets young people as key in both long-term democratic health and leadership development through a belief in the studio/maker-spaces of art and culture as significant locations of deliberative democracy, social engagement and investments in collective welfare. While US American society has, from its inception, understood its singularity to be based on a broad application of the principles of democratic governance, we provide no state or legal mechanism through which young people can collectively build social, democratic, and political power. The Democracy Makerspace focuses on addressing the above social and democratic deficits by crafting and evaluating spaces for children and youth to function as public actors embedded within civic and social structures. This workshop will take participants through a brief performative experience led by trained facilitators allowing participants to experience (albeit briefly) culture and art as spaces building democracy, civic engagement and creative capacity as well as collective efficacy.

4) PAPER/PROJECT PRESENTATIONS

A

Participatory democracy in Free School: School governance and school meeting law book

Aletheiani, Dinny (Arizona State University / Yale University)

The presentation will discuss specific case of Free School in the US context on how the participatory democracy in the school is practiced. The presentation will specifically discuss on how the school is governed, how the school law book is created, how the school meeting is operated, and how these practices of governance interact and shape everyday life of the students at the school.

The return of justice: A gradual transformation of the "western way" of doing participatory budgeting

Allegretti, Giovanni (University of Coimbra, Portugal)

As well described recently by Archon Fung, in the last decade many participatory budgeting experiences have been subjected to a process of “decaffeination”, especially when passing from Latin America to the North Western Countries. But, after the 2007 crisis, the debate on the disappearance of social justice from the horizon of PB goals has been intensifying. Such a debate led to new measures, which are gradually rescuing components of justice and social inclusion. In the presentation, some evidences from Portugal, Sweden and the United States will be highlighted. They also include the idea of increasing “epistemic justice” through a new vision of how to use of ICT in the process.

Serving in non-formal participatory spaces: Implications for citizenship learning

Alves Lemes, Marilene (Universidade do Vale do Rio dos Sinos, Brazil)

This study is part of research conducted at the doctoral level, investigating the theme of participation in social assistance policy in the city of Novo Hamburgo, Rio Grande do Sul, Brazil. This unites the theme of citizenship education in non-formal educational institutions in the form of paper and project presentations. Reflection submitted to this project seeks to understand the extent to which participation strategies contained in the orientation of national policy on social care contribute to the education of citizens and also of servers. This study is based on the theoretical and critical perspective and looks to the Brazilian educator Paulo Freire as a primary reference. The main tool is the "reflection group" conducted with the servers that implement participation strategies. Even partial, results showed that the servers reframe the experience of being a citizen by exercising manager functions through participatory methodologies that reinforce the power of the collective. In contrast, servers who do not experience participatory processes, or adopt its working practices relate to vulnerable or disenfranchised citizens who are considered a priority population in welfare policy. Citizenship constitutes the experience in the ideal contradictory tension, in making many individual or collective decisions, and in clashing processes naturalized in daily working practices. In sum, no one becomes a citizen suddenly. Paraphrasing Freire, we will become citizens, every day, or not.

The empowerment zone in Tucson: An intersection of citizen engagement, performance base budgeting and program evaluation

Andonoska, Ljubinka (University of Texas at El Paso)

The intersection of citizen engagement (CE), performance base budgeting (PBB) and program evaluation (PE) has eluded researchers. At once highly technical subjects, PBB and PE and their impact on citizens could not be greater or warrant their participation more. Empowerment zone programs provide a near perfect approximation of the CE-PBB-PE nexus, allowing an insight in how the three theories work together in practice.

The zones were created in 1993 in the Clinton administration, demonstrating a commitment to solving tough socio-economic problems in distressed communities. The main objective associated with this program was the economic recovery of these communities by creating jobs and providing various services to the community population.

This study examined the challenges associated with the EZ in Tucson, Arizona. Evidence was collected primarily from 24 interviews, over 60 local newspaper articles, relevant documentation, and annual performance reports. The analysis reveals that the program was strong in the beginning, but after two years, the earlier success started to fade. The shortcomings of the program design became evident in the inability of zone administrators to collect relevant data to demonstrate the program's success.

How deliberation can build trusting relationships

Asen, Robert (University of Wisconsin-Madison)

When scholars study trust, they typically treat trust as an attitude that can be measured in such questions as, "Do you trust government to do the right thing?" or "Generally speaking, can most people be trusted?" This approach can provide a useful snapshot of public sentiment at a moment in time. Further, trust as an attitude can be important for representative democracies, since people's levels of trust in their elected officials may signal the health of a democratic government. However, for people who participate in democratic deliberation, whether as policymakers or laypeople, trust functions as more than an attitude. In these contexts, trust functions as a relationship that participants in deliberation construct through their interactions. As a relationship, trust is something that people do.

Drawing on my book-length study of school boards in Wisconsin, titled *Democracy, Deliberation, and Education*, and ongoing research about the state legislatures in Wisconsin and Indiana, I consider practices that may build trust through deliberation: flexibility, forthrightness, engagement, and heedfulness. Practicing flexibility entails treating other positions as potentially reasoned and justifiable. Forthrightness consists of speaking honestly and sincerely. Engagement means learning about perspectives and positions different from one's own. Heedfulness involves committing oneself to decisions reached through deliberation. My articulation of these practices was developed through observations and interviews with local policymakers. Moving to the state level, I consider whether partisanship and polarization undermine potential efforts to practice trust.

B

Thomas Jefferson's vision of participation

Bateman, George (University of Missouri, Kansas City)

Thomas Jefferson is best known for being the author of the Declaration of Independence. Of course, he was also the third President of the United States. Jefferson was a great thinker with a wide variety of interests and viewpoints. Parts of Jefferson's political philosophy concerning participation are very progressive. His ideas about participation are the subject of this paper.

After he left office, Jefferson proposed, in letters to various people, that a Constitutional amendment be adopted that would divide the country into wards. Each ward would be small enough so that everyone in it could meet in one place to decide all local issues. These direct democracies would become that foundation of our system of representative democracy. Jefferson's idea was that the ward system would revitalize our system of representative government by re-invigorating the people.

Jefferson felt that people would become re-invigorated because they would be happier. The ward system would guarantee a space where people could pursue public happiness through their participation in their community. Public happiness was a well-known concept that refers to a citizen's right of access to the public realm. In the Declaration of Independence, Jefferson wrote that we have the right to the 'pursuit of happiness'. Since Jefferson did not specify whether happiness was public or

private, it would be reasonable to conclude that he meant both a right to private welfare as well as public happiness.

Engaged Journalism: Connecting with Digitally Empowered News Audiences

Batsell, Jake (Southern Methodist University, Dallas)

How are today's journalists finding new ways to engage the audience they once took for granted? From 2012 to 2014, Jake Batsell visited nearly 30 innovative news organizations that are experimenting with new methods to connect — online and in person — with their readers, viewers and digital users. Batsell, an assistant professor of journalism at Southern Methodist University and a 2013-14 visiting research fellow at The Texas Tribune, conducted interviews with more than 100 journalists across the United States and United Kingdom for his 2015 book, *Engaged Journalism: Connecting With Digitally Empowered News Audiences*. (<http://j.mp/engagedj>)

Democratizing complex policymaking: Challenges and opportunities for supporting public participation in Federal rulemaking

Blake, Cheryl (Cornell e-Rulemaking Initiative (CeRI)) and Joshua Brooks (Cornell Law School)

Today, citizens face greater obstacles than ever to holding government accountable. Especially when it comes to often complex regulations, how can the public monitor the content and costs of policies they struggle to access, or understand when they do? This reality contrasts with the legal framework of rulemaking. It's designed to be highly participatory, and agencies are required to spell out what a proposed regulation would do and the facts underlying it. They must provide opportunities to comment and, most importantly, must consider the information and arguments raised by commenters.

Yet, most members of the public don't know about the rulemaking process and don't participate. Our interdisciplinary team of researchers at Cornell set out to address this gap, working with federal agencies to do online public outreach and moderate discussion on the Regulation Room website, which is designed to make public commenting more informed and focused.

Here, we reflect on our lessons learned, and explore how to support public participation in policy-making more broadly. The challenges are many, from the legal and political complexities agencies must navigate, to a widespread skepticism that participation from the average citizen will add little, or no, value. We offer suggestions to address these challenges. Some, like promoting plain language writing in law- and policy-making, have long been advocated and the benefits to policymakers and the public alike are clear. Others, like changing the legal requirements that have unintentionally restricted agency engagement with the public, may be less straightforward.

The secret of successful digital engagement: It's not (just) about the technology!

Bonnemann, Tim (Intellitics, Inc.)

As the need for participatory governance continues to grow around the world, the ability for decision makers to integrate information and communications technologies to broaden and strengthen public participation processes is fast becoming a critical leadership skill. But what are the factors that make digital engagement successful? This presentation will highlight some of the often-overlooked non-technical aspects in planning, designing and implementing digital engagement programs that are necessary in order to achieve the desired outcomes and create participation experiences that matter.

Intergroup dynamics in youth participatory budgeting: The case of Cluj-Napoca, Romania

Brennan, Ashley (Arizona State University)

The youth participatory budgeting (YPB) in Cluj-Napoca (Romania) was launched in 2015, following the implementation of a general PB process in 2014. This is an interesting case study for three reasons. First, the process marks the first year of YPB in this multicultural and ex-communist country, and this study can provide useful feedback for future implementation. Second, YPB in Cluj-Napoca occurs almost exclusively through an online platform. Third, YPB existed in partnership with other programs in the context of Cluj-Napoca's designation as the 2015 European Youth Capital. This research explored four areas: (1) the impact of YPB on the democratic and political knowledge, attitudes, skills, and practices of participants; (2) the impact of YPB on changes in power distance and institutional trust; (3) the impact of online communication on participant growth, and (4) the application of Allport's Intergroup Contact Theory to YPB, particularly regarding changes in attitudes and practices in intergroup relations. To

explore these four areas in YPB, I spent five weeks in Romania during the summer of 2015, and worked in partnership with Universitatea Babeş-Bolyai in Cluj-Napoca. I conducted semi-structured interviews with 50 YPB participants, facilitators, and coordinators. I also observed European Youth Capital programs funded through YPB. My preliminary findings indicate that the distinct model implemented in Romania resembles a social entrepreneurship initiative implemented as a means of creatively cultivating community and strengthening confidence in youth capacity.

Exclusion, organization and representation – notes from Southern African slums

Budge, Tim (Deakin University, Australia)

Saul Alinsky wrote in the last century that millions feel excluded from democracy and lost in ‘urban anonymity’. A social worker and community organizer, he proposed community organizations to harness the power of people to move democracy forward. However, these had to be their ‘own organizations ... in which they participate, which they own and through which they express their interests, hopes, sentiments, and dreams. These are organizations that are genuinely of the people, by the people, and for the people’. (Alinsky, 1969, p. 46)

People living in informal settlements, townships/slums across Southern Africa (and across the developing world) have witnessed historical, political, social and economic exclusion, through both colonization and globalization. They are ‘on the margins’, although their physical presence is juxtaposed against skyscrapers, leafy suburbs and freeways. Their economic capacity, traditions and knowledge systems are ignored or trivialized by those in power. In Sherry Arnstein’s classification, their participation is usually ‘manipulation’ or ‘therapy’. (Arnstein, 1969)

Yet in some townships, organizing is strong, with positive impacts at family and community levels. This paper presents findings from a two-year research project in Southern Africa, a project which engaged local organizers as co-researchers, teachers and knowledge creators about community change yet also engaged and worked within post-colonial and indigenous research methodologies. The findings reiterate Alinsky on the power of community organizations, albeit in different contexts, offering wisdom for other communities seeking change, including those in ‘under-developed’ and ‘over-developed’ countries.

C

Social media use and deliberative democracy in Portland, Oregon: A comparative analysis**Ching, Brandon (Arizona State University)**

The City of Portland has 21 distinct agencies/bureaus with Facebook pages. Of these 21 Facebook pages, three were selected for in-depth case study analysis. Qualitative methods including descriptive coding (Saldana, 2009; Saldaña, 2003; Wolcott, 1994) and content analysis were the primary methodological tools used while the individual SMS post was the unit of analysis. Basic quantitative methods were used to generate tabular values for general post/agency comparison.

This research identifies SMS usage patterns, differences, and policy implications within a large city government where multiple agencies have independent control over their own SMS sites/pages. It examines how each agency/bureau uses SMS and to determine if such use fits within Iris Marion Young's deliberative democracy model. This research contributes to voids in the academic literature in the topics of governmental SMS usage, intra-city SMS usage, and SMS as a mechanism for promoting deliberative democracy.

Democratizing expertise in educational policy decision: Contributions from a research on external evaluation of schools in Portugal**Coelho, Carina and Manuela Terrasêca (University of Porto, Portugal)**

Through the contributions of a research we are conducting in Portugal, we propose to discuss ways of democratizing expertise in educational policy decision. We analyze elements with decisive influence in decision-making processes and how they can contribute to the recognition of more democratic forms of expertise and political legitimacy by focusing on the government program for schools' external evaluation. Our principal research method is content analysis. The corpus is composed of texts produced by the bodies in charge as well as texts arising from interviews with decision-making actors and experts participating in the program. Interested in the actors and kind of knowledge mobilized in decision-making, we analyze the consequences, tensions and setbacks for forms of expertise and legitimacy. Some results indicate that the intention to involve more peripheral actors does not seem sufficient to suggest the extension of the producers' circle of legitimate knowledge, or the emergence of a new kind of science resulting in an increasingly close interaction between science and society (Meuser & Nagel,

2009). We find a hybrid situation in which the legitimacy of the authorship of their knowledge (local actors) remains dependent on the place of production of such knowledge within the traditional “scientific communities”. We question what can be done to change this “cultural heritage”. We think it could be useful to distinguish public engagement in political decision as a right resulting from the recognition of their expertise or of their citizenship (Collins & Evans, 2002).

Teaching ethics and citizenship in higher education: Reflections from a Portuguese practice

Coelho, Carina (University of Porto, Portugal)

Formal citizenship education often takes place at earlier stages in school. However, some undergraduate courses in Portugal have Ethics and Citizenship as a general discipline. I propose to share an experience and promote a debate about teaching Ethics and Citizenship in higher education. The classes intended to develop or reinforce fundamental competences to participate in the Polis, such as the ability to listen, to think critically, to be able to analyze contemporary society and its problems, and to express and to sustain their perspectives on ethical or civic subjects. Methodological strategies emphasized the role of students in preparing and stimulating debates with their colleagues on an issue they care about, thereby increasing their power and their responsibility-autonomy. This was one of the positive aspects mentioned by students. Students also appreciated the opportunity for everyone in class to share their experiences, thoughts and feelings without any kind of fear. On the other hand, a lot of students demonstrated difficulties in expressing their point of view, mainly in explaining the reasons sustaining their position. Some students resisted analyzing their beliefs; pondering other perspectives threatened their integrity. This feedback surprised me, especially because those students are young adults attending college. What can we do to improve education citizenship if what we are doing is not enough? Is this only a basic-simple problem or is it a more essential and structural one?

Democracy In Practice: Ongoing experimentation with randomly selected and rotated governments in Bolivia

Cronkright, Adam (Democracy in Practice), Jeffrey Kennedy (McGill University, Canada), and Simon Pek (Simon Fraser University, Canada)

This presentation examines the projects that Democracy In Practice has implemented to reinvent student government in three schools in Bolivia. Most fundamentally, this reinvention involves replacing elected student governments with those that are randomly selected and rotated from within the student population. Involving a greater number of students and assisting student bodies in designing more inclusive and representative structures of governance, these projects provide students with an experiential democratic education and encourage them to think critically and creatively about how best to involve their school community in the issues that affect it.

Beyond the student experience, the projects serve as unique case studies for participatory governance initiatives. While the use of random selection and mini-publics is common among new democratic initiatives, the initiatives that employ them – e.g. Citizens' Juries – are almost exclusively temporary, one-off events, formed in regard to a predefined issue, and have only recommending force. The randomly selected governments at the heart of these projects, in contrast, are standing institutions that address any number of issues and have direct decision-making authority. The differences of student government notwithstanding, the three projects represent an early foray into exploring the possibilities and limits for more permanent and serious incorporation of these innovative practices into democratic governance. They also provide insights into some of the complex social and normative changes involved.

D

Participatory leadership and human appreciative systems: A case study in higher education

Danzig, Arnold (San Jose State University & Arizona State University)

This paper/session considers the relative importance of a required global component in a newly established Ed.D. program and how courses and the required international field experience plays out in

a global context. The session will cover content and course structure of the Ed.D. program and how the global component contributes to a deeper understanding of civic engagement and to participants' applications of what they've learned to their own schools and workplaces.

The objective of the global field experience in the Ed.D. program is to foster increased understanding of the ways in which beliefs, policies, economic interests, and institutional norms have interacted with each other at various stages in history. Furthermore, global studies demonstrate how institutional, professional, and personal beliefs constrain and impede the intellectual and personal growth of students, particularly those in underrepresented groups. Through multiple lenses and contexts for understanding education and leadership, participants learn to analyze and reflect on uses and abuses of power, demystify bureaucratic structures, and penetrate the status quo in contemporary educational settings.

This session also provides research and practical guidelines for the global field experience including the planning, and implementation of the program. Institutional knowledge related to negotiating university requirements (institutional barriers) as well as planning and implementing of the out-of-country experience are included in the presentation. Presentation also includes explanation of how the field experience itself is organized including lectures, school visits, visits to non-profits and community organizations, which were part of the extended study of education and leadership in global context.

The session is basically a case study of one doctoral (Ed.D) program aimed at practicing school leaders (administrators and teacher leaders). The session covers key components that are part of the doctoral program curriculum with discussion of how these components are connected to participatory democracy, civic engagement, and citizenship education. Data including course syllabi, student journals, pre- and post-test analysis of global field work. This paper draws from arguments on community and public good found in writings of Vickers, Bellah, Putnam, Dunkleman, and others.

Strengthening Brazilian democracy from the right to education

Da Silva, Rafael Menezes and Mariah Brochado Ferreira (Universidade Federal De Minas Gerais, Brazil)

The Brazilian state, since the 1988 Constitution, adopted as reference the form of democratic rule of law. There is no room for arbitrariness, preventable by the existence of rights for individuals against the

State and by linking this to the law. The exercise of power is only legitimate when based on popular sovereignty, aimed at achieving the commitments made by the Constitution. In this arrangement, the Brazilian Constitution, more than ensure the right to vote (secret, universal and periodically), it establishes 23 instruments of participation and democratic deliberation. However, such mechanisms are underutilized, representing a deficit of democratic participation, which compromises the internalization and the linking of law among citizens, and also weakens the perception of a collective cultural identity, as the law reveals moral choices and the citizens no longer identify themselves with these options. We must then, change this situation and, one possibility is to encourage citizen participation in the deliberations on the drafting of laws and public policies, and also in formulating the public budget, which is already guaranteed by the Brazilian Constitution and regulated by others laws, in order that citizens feel themselves members of a community and holders the ability to change the course of political life.

From litigation to informing public debate: A new role for citizen juries?

Dooley, Laura Gaston (Valparaiso University School of Law, Indiana)

For years, jury scholars have decried the decline of the jury, particularly in civil cases. Indeed, the rate of jury trials in litigation is disturbingly low; by most accounts, jury trials occur in fewer than 2% of civil cases in both state and federal courts. This is true despite the fact that the right to jury trial in civil cases is guaranteed in federal court by the Seventh Amendment and in most state courts by similar state constitutional provisions. Various explanations have been advanced to explain this decline of citizen participation in juries. In previous work, I have explored the relationship between the decline of the civil jury and the diversification of the jury pool.

An interesting correlation exists between the increasing number of women and minorities serving as jurors and the declining number of civil jury trials, as well as the rise of control mechanisms that enfeeble juries even in the rare cases in which they are empanelled. Toqueville identified jury service and voting as the two defining emblems of American participatory democracy. To the extent that civil juries function to address key social issues, the alarming decline in their use is a problem that goes to the heart of our democracy. With jury trials in litigation in decline, could a new model of jury service rise? Citizen juries might be just that model. And, crucially, citizen juries assembled from a cross-section

of the community can provide society with verdicts on key and complex social issues that reflect the rich diversity of modern communities.

Connected activism: Indigenous uses of social media for shaping political change

Duarte, Marisa Elena (Arizona State University)

Native American and indigenous people in the U.S. are distinguished by their unique relationship with federal, state and local government, namely, they can only affect policy change at national levels through engaging their status as members of sovereign tribes. However, many Native and indigenous people in the US are not members of federally-recognized tribes, or if they are, they choose not to engage through practices of tribal voting. Many Native and indigenous people have begun using social media to introduce conversations about policy issues in both their tribal communities as well as in sectors of broader publics. Tracing the way proponents of Idle No More and the Violence Against Women Act leverage social media to spread awareness in local communities and in sectors of government reveals strategies for participatory governance that move beyond normative boundaries of state jurisdiction, mass media messaging, and elected leadership.

E

Tacit assumptions in initial teacher education to educate for citizenship: A research at the University of Cantabria, Spain

Estellés, Marta and Jesús Romero (University of Cantabria, Spain)

Considering the explosion of discourses, official documents, research and policies regarding citizenship education, it is not surprising that current curricula which organize initial teacher education include, among their stated purposes, preparing teachers to help their future students to grow as global, participatory, and ethically engaged citizens. However, little is known about how citizenship education is carried out in the faculties of education. As a first step to do that, this study investigates how a group of teacher educators and students from the Faculty of Education at the University of Cantabria (Spain) conceptualize citizenship education.

It delves into the perceptions of citizenship education that these faculty members and pre-service teachers do have through a qualitative research and semi-structured interviews were used in order to collect data. Considering the recommendations of Fischman & Haas (2012; 2014), this inquiry aims to go beyond the conscious and logically structured discourses of citizenship education by paying attention to the subtext or underlying meaning, to the implicit statements that emerge when talking about citizenship education. In their responses tacit assumptions and idealized visions of citizenship education were detected.

International indigenous youth cooperative - An education-employment initiative with multiple benefits for community & environment

Ericson, Mark (Arizona State University)

These are crucial times for Indigenous peoples as they face continued encroachment and settlement in the environmental spaces in which they are biologically and culturally embedded. Climate change and instability, along with socio-economic pressures, threaten the relationships that constitute the biocultural diversity and richness that colors the beautiful tapestry of nature. As humanity's development accelerates, Indigenous youth are the essential agents in helping their cultures adapt and mitigate the effects of climate change, ensuring that the myriad biocultural relationships - physical, spiritual, linguistic - their people maintain with the lands and waters they inhabit remain healthy for future generations. Adapting and enhancing traditional knowledge systems with modern tools, technologies and techniques to develop food, water, and energy security will help assure the continued transmission of cultural heritage from current elders to future generations. Accelerating and converging socio-economic and environmental trends mark the nexus of the next decades as hyper-critical for the transformation of roles across generations. Indigenous youth are critical to the successful development of Indigenous cultural survival.

This dissertation / project presentation relates one novel approach to empowering Indigenous youth to catalyze and manifest changes that will help actualize successful intergenerational transmission of their unique cultures. It intersects the themes of Indigenous youth education and employment, cooperative enterprise and participatory community empowerment, and adaptation to the effects of climate variability and instability, and discusses the multiple benefits - inter-generational, social, cultural,

environmental, educational, economic, governance - of centering pedagogy and youth employment in the Indigenous community.

F

Exploring the effects of digital networking and social media on the politics of elections in Iran

Fartousi, Mohammad Reza (Centre for ICTs and Social Media Development of Iran) and Behrang Foroughi (Arizona State University)

This presentation is a report of a case study, examining the status of digital media and online social networking and their effects on community mobilizing, civic engagement, and popular participation in the most recent presidential election (June, 2013) in Iran. The diversity of perspectives and political messages discussed within the digital sphere will be presented; a distinction will be made between the digital contents sponsored by the official political parties, and government authorities and those of the civil society and the youth through online social networks. Finally, there will be a comparative analysis between the traditional public spheres and the digital e-spheres, exploring whether there was an alignment between the dominant contents debated in the digital media and online social networks (virtual civil society) versus those debated in the public realm and the print media.

Capacity building in refugee communities through applied participatory education

Fike, Chris, Justine Cheung, Lisa Hameed, David Androff, and Barbara Klimek (Arizona State University)

Background/Purpose: Community integration is a key refugee resettlement policy objective. Inherent within refugee integration is citizenship education, specifically cultural orientation, capacity building, and community development. Traditional top-down models of refugee resettlement neglect participatory integration mechanisms. To empower and build capacity among refugee communities from the bottom-up, a University-community partnership was developed to address refugee needs through participatory community-building and critical pedagogical strategies. This model emphasized diverse grassroots refugee organizations designing and delivering culturally relevant citizenship education, specifically cultural orientations, to new arrivals. A promotora model developed indigenous

leaders to deliver these cultural orientations to community members. The purpose of this study is to assess the experiences of the community members with indigenously-delivered cultural orientations as well as the overall effectiveness of the model in educating new refugee arrivals.

Methods: Qualitative data were gathered from Somali, Bhutanese, Burmese, and Congolese refugee communities. The sample included community leaders, indigenous cultural orientation trainers, and community members who participated in focus groups and key informant interviews. Data comprised participant views of community strengths and challenges, nature of cultural orientations delivered, and their experiences with the orientations and promotora model. Data were analyzed using thematic analysis.

Results: Findings suggest the applicability of this model across diverse and resource-poor refugee communities to promote community integration and adaptation. Working with grassroots refugee organizations was an effective strategy. The university-community partnership and promotora model built the capacity of refugee communities by strengthening refugee organizations and developing indigenous leaders. The focus on experiential learning throughout cultural orientations demonstrates utility of participatory approaches to refugee resettlement, rather than traditional models.

Moving Forward: Given the demonstrated success of the participatory educational model to improve refugee community development, future directions for the University-community partnership include an increasing emphasis on community-based social entrepreneurship. Specifically, the partnership is developing and implementing a democratically representative consortium of diverse refugee community leaders to facilitate increased community capacity and integration through applied economic development.

The unbearable lightness of idealistic discourses of citizenship education

Fischman, Gustavo E. (Arizona State University)

The goal of this paper is to examine the always conflictive and elusive relationship between citizenship and schooling using conceptual tools developed in the fields of cognitive science and linguistics and apply them to citizenship education. To do so, first, I will briefly discuss of the conceptual roots of the strong association between schooling, citizenship, equity, and governance. Second, I will use the lens of “embodied cognition” (Lakoff, 2008) to focus on metaphorical and prototypical ways of understanding

“citizenship education”, models based on the “nation as family” metaphor. I conclude by describing how a conceptual model that recognizes the limits of the “nation as family” and the relevance of embodied cognition and slow & fast thinking (Kahneman, 2011) provides “realistic” bases to develop more effective and less unbearable y idealistic programs of citizenship education.

Learning to PUSH: People united for sustainable housing in Buffalo, NY

Foroughi, Behrang (Arizona State University)

This presentation is an initial analysis of an exploratory qualitative case of community-based organizing and citizenship learning in Buffalo’s West Side where a significant number of residents have been acting out of civic duty and mutual responsibility under the auspice of People United for Sustainable Housing (PUSH), claiming political and economic spaces to provide affordable and sustainable housing while creating community spaces for the residents to cherish and strengthen the sense of community.

At the turn of the century Buffalo faced population shrinkage it had never experienced before. Thousands of job losses, vacant lots, and abandoned homes indicated the enormity of the economic and social strain in a city which once was a regional center for industrial and economic growth. In 2005, PUSH began with community organizing campaigns to bring in public investment to support the promotion and implementation of environmentally sustainable construction, workforce training and development, organized labor, and participatory planning processes at the community level. This is all coordinated by a variety of member-based community organizations and neighborhood leaders.

This presentation is on PUSH’s approach and guiding principles that hold the potential to drive community development through igniting local leadership, developing open and inclusive community spaces for analysis and learning of its own strengths and opportunities. Specifically, PUSH will be analyzed to the extent it has been able to integrate environmental, economic and equity concerns of the community through nurturing a culture of participation and civic membership.

The TAG Journey: Footsteps and insights on the road to transparency and accountability in good governance in Egypt

Foroughi, Behrang (Arizona State University)

In 2012 the Coady International Institute in Canada, with the support of Plan International, Ford Foundation, and the Active Egyptian Citizenship Engagement for Good Governance (ACE) network, embarked on a 2 year civic education program focusing on increased leadership skills and capacities, new knowledge, resources and links, so that citizen leaders and civil society organizations are able to contribute to more accountable and transparent governance within the changing context of Egypt. A cohort of 24 citizen leaders from diverse regions, different ages, educational levels, gender, and faiths, participated in the on-going and collaborative learning journeys on active citizen engagement, entry points for change, social accountability and policy formulation, and implemented learning initiatives in their personal lives, communities and organizations. In addition, this cohort contributed more than 256 days of volunteer energy in resource teams, think tanks, extra-curricular workshops, and organizational and community planning meetings. This presentation will share some of the lessons learned through ongoing monitoring, evaluation and reflection in order to more broadly understand civic education and leadership development for democracy, especially in transitional contexts.

Digital Citizenship Education: Curricular assumptions and pedagogical possibilities

Fournier-Sylvester, Nicole and Tieja Thomas (Concordia University, Canada)

Over the last ten years, programs purporting to develop the digital citizenship skills of youth have been implemented in schools across North America. Given the contested nature of the concept of citizenship, we embarked on an analysis of a selection of digital citizenship programs in order to determine how citizenship is defined through these curricula. Using critical discourse analysis, we examined Canadian provincial digital citizenship curriculum guides from the provinces of Alberta, British Columbia, Ontario, and Quebec. Findings reveal that these programs focus on teaching young people to reflect on their rights and responsibilities as they relate to the time that they spend online and emphasize the development of such skills as safe online navigation/interaction habits, and digital literacy. For example, among the skills that curriculum guides from these provinces teach students are: a) how to buy and sell online goods, b) how students' 'digital footprint' can affect their opportunities within the workforce, and c) how to understand the legal implications of cyber-bullying.

In this paper presentation, we argue that although the aforementioned skills are important, such conceptualizations reveal an individualist, passive, consumer-oriented, neo-liberal conception of citizenship, which does little to support the type of civic engagement required for social change. Using the model of ‘thick democracy’ articulated by Paul Carr (2010), we posit that contemporary Canadian digital citizenship curriculum can and needs to be rearticulated to include an acknowledgment of the importance of developing the multidimensional civic skills, attitudes, identities, and activities required for online democratic participation leading to social transformation.

Repercussions of the Magna Carta in Colonial Spanish and Portuguese America

[Fredrick, Sharonah \(Arizona Center for Medieval and Renaissance Studies at Arizona State University\)](#)

It is known that many late 18th-early 19th century Latin American patriots, including Argentina’s liberator San Martin and Uruguay’s Jose Artigas, were open admirers of the English legal system and the Magna Carta. This presentation will explore the earlier colonial roots of that admiration. Indeed, the development of international law in the Americas emerged as a direct result of the military conquests of Spain and Portugal and the subsequent debate over the alleged “animal” or “sub-human” nature of the indigenous peoples. Jurists such as Francisco de Vitoria in the 16th century, and clergymen such as Bartolomé de Las Casas and Antonio Vieira in Spanish and Portuguese America of the 16th and 17th century respectively, began to define the perimeters of universal standards of law, even within the boundaries of imperial expansion.

In that context, what was the importance, if any, of England’s Magna Carta, in this phenomenon? How did the Magna Carta constitute part of a series of documents whose interpretation was subject to both pro- and anti-colonial arguments? Did the Magna Carta comprise a stepping stone in the concept of universal rights in colonial Latin America, or was it viewed as a medieval throwback by the Spanish and Portuguese monarchies because it granted excessive “autonomy” to the nobility? Did the defeat of the Spanish Armada by Britain in 1588 indirectly pave the way for greater British influence in Latin America, including the presence of the Magna Carta as a legal precedent?

Going with the flow: Societal trends to work with for a more deliberative and participatory democracy

Friedman, Will (Public Agenda)

This presentation argues that, despite the many problematic trends in our political culture that are often discussed (polarization, gridlock, incivility, etc.), there are also supportive societal trends, not all of them obvious, that can help move us toward stronger democracy. These should be recognized and thought through as a matter of strategy. These trends can also provide hope when we feel that our efforts are falling short of the impacts that we'd like to see. This presentation will examine some of these supportive trends and specific examples and hypotheses about how they can support efforts towards a more deliberative and participatory democracy.

Procedural Governance: Insights into a trans-disciplinary meta-theory for finding and applying the most suitable participatory procedures for your case

Fuhrmann, Raban D. (Speaker of Prozedere, Director of ReformAgentur, Konstanz/Germany)

The more participatory tools and methods we have (currently already over 1000) the more there is a need for practitioners and process-responsible to know when to use which tool for which case. For that, Prozedere - a trans-disciplinary R+D community - has developed a Verfahrenstheorie (i.e. a theory for matching cases and procedures) which is based on a comprehensive Procedurology (a philosophy for procedural creativity - prozedurales Gestalten). Out of this we generated the meta-matching-method to professionalize the art of procedural governance, so that participation functions better.

G

Citizenship and education: The experience of the Citizen School project in Porto Alegre, Brazil

Gandin, Luis Armando (Universidade Federal do Rio Grande do Sul, Brazil)

A fundamental question lies at the heart of the issues surrounding the connections between educational experiences and larger socially critical movements and projects: what would a citizenship-building

education system look like? In answering this, the municipal educational system of Porto Alegre, Brazil has been receiving international attention for quite some time, through real transformations through its Citizen School project. This presentation examines the structural changes that were put in place in Porto Alegre's municipal system during the 16-year tenure of the Popular Administration (a coalition of Left-wing parties, led by the Workers Party that governed the city from 1989 to 2004) and offers an evaluation of the current state of the municipal schools in Porto Alegre. Among the questions the presentation addresses are: How did these changes come about? What were the components of the Porto Alegre experience? What did it achieve? What is its legacy? What has lasted? What does this tell us about the prospects for socially committed critical reforms aimed at building engaged citizenship? To answer these questions, the presentation brings more than fifteen years of continuous research of the Citizen School project, with data obtained through observations, interviews, and document analysis. I first situate Porto Alegre in its context and then examine why Porto Alegre's educational system deserves to be studied and what it achieved. I also present some of the challenges the experience is currently facing and finally I revisit the Porto Alegre school system a decade after the Workers Party left office and address some of what has lasted, what has become organic to the schools, and what has changed.

We the Media: Grassroots journalism by the people, for the people

Gillmor, Dan (Arizona State University)

My courses, and the book, make the case that we have to instill sharp critical thinking skills in everyone, starting with kids, so they can understand and navigate the avalanche of news and information. Moreover, to be fully literate in a digital world it's essential that we become savvy, honorable media creators as well. Another topic I'm passionate about (and the topic of my next book) talks about how we can counter the rapid re-centralization of technology and communications now taking place. We are losing control of our digital tools and fundamental rights - freedom of expression and assembly, and permission less innovation, among others - as governments and corporations create and use choke points. It will take individual and collective efforts to counteract this dangerous trend.

Improving the possibilities of success of participatory budgeting

Goldfrank, Benjamin (Seton Hall University)

After the impressive diffusion of participatory budgeting (PB) across the globe and the great variety of results its implementation has yielded, questions remain regarding how to increase the chances that PB is both long-lasting and significant for deepening democracy. This paper has a practical focus on examining some common challenges that PB's promoters face and on describing strategies that can be used to overcome these challenges and improve the possibilities of PB's success. The paper makes three main arguments: for convoking and maintaining citizen participation, it is important to create spaces open to all, without privileges, and to build links between participation and results; for deciding on resource allocation, it is preferable to develop transparent and redistributive formulas through deliberative discussions; and for strengthening PB's legitimacy, it is important to achieve ample, diverse, and qualified citizen participation.

State-level participatory budgeting: The case of Rio Grande do Sul, Brazil

Goldfrank, Benjamin (Seton Hall University)

Proponents of participatory local governance, mainly focused on Latin America, often claim that among its many positive attributes is a focus on ensuring that the poorest, least privileged, most excluded citizens receive more resources and attention from government. Many critics, by contrast, contend that the already included, better educated, higher status residents tend to be more engaged politically and to reap the benefits of participatory schemes, or that these institutions are distorted by incumbent or opposition political parties. This paper examines one of the most celebrated and replicated forms of participatory local governance, participatory budgeting (PB), in the Brazilian state of Rio Grande do Sul. Using data on participation rates, poverty, partisanship, and distribution from the state's 497 municipalities in 2011 and 2012, the paper analyzes whether residents of the state's poorest municipalities participate more than those in the wealthier municipalities, which kinds of municipalities benefit most, whether the partisan loyalties of the voters affect participation and distribution, and how digital participation differs from traditional participation in PB.

TurboVote 2014: A student voter engagement success story

Gonsher, Geoffrey E. (Arizona State University)

This project reports the process, results, and recommendations for a citizen engagement initiative among Arizona State University students. In 2014, the university partnered with TurboVote, a national technology company that engages students in the voting process. The engagement platform provides a vehicle for registering to vote online, sending regular election calendars to participants, providing early voting and absentee voting ballots, and communicating reminders regarding voting location and process for members of the electorate between the ages of 18 and 29 who are enrolled at colleges and universities in the United States.

The university-wide initiative was supported by volunteer students, assigned classroom students, and student organizations that were responsible for the planning, implementation, and evaluation of the project. This collaborative project included classroom activities, campus events, administration and faculty involvement, social media, and other forms of communication and outreach to achieve the project objectives.

The value of this initiative is both strategic and long-term for electoral politics in America. Young citizens, specifically college and university students who are engaged in the voting process early in their political socialization, are more inclined to vote on a regular basis, actively participate in electoral politics, and be involved in the public policy process in their communities and nationally as they continue through life.

This report concludes that ASU TurboVote contributed to voter engagement for the next generation. ASU placed 9th in total student registration on the list of over 200 higher education institutions that participated during the 2014 election process.

Electoral participation of Latinos: The case of Arizona

Gutierrez, Mayra Alejandra (Arizona State University)

The shift in the cultural makeup of the U.S. population has peaked general curiosity on how growing minorities are going to influence society in the future. The Latino community is perhaps the most prevailing among these groups; however, the voter turnout of this community had remained at constant rate for the previous elections. This research project examined to what extent Hispanic/Latino voter

turnout and voting behavior in Arizona's Elections has been influenced by efforts of grassroots campaigns. The hypothesis is that if social campaigns are effective in raising awareness and reaching out to the Latino community, then the voters will be more likely to cast their vote. Today, diversity is expected, and it is a given that all groups should be represented. However, despite the long way minority groups have come in U.S. politics, there is still a long road ahead to achieve the goal of having more minorities in positions of influence to impact policies and society as a whole.

H

Participatory democracy at transnational level: Experimenting with the European citizens' initiative

Häfner, Gerald and Sophie Hatzfeldt (Democracy International)

The European Citizens' Initiative was introduced in 2009 as a flagship tool for driving participatory democracy at EU level. The tool was touted to "bridge the gap between citizens and decision-makers" by offering citizens the possibility of putting forward proposals for new EU legislation. The first three years of use reveal the successes and failures of the tool, and in 2015 its rules of implementation are undergoing an official review. Democracy International has campaigned for over a decade for the introduction of the European Citizens' Initiative, for its citizen-friendly rules of usage, and toward a greater public awareness of the tool. Learn about the hopes and struggles of making the European Citizens' Initiative work by Gerald Häfner (Board Member) and Sophie Hatzfeldt (European Program Manager) from Democracy International.

Participatory practices: Exploring power in community engagement

Hanson, Cindy (University of Regina, Canada)

In participatory practices, including participatory research, power dynamics are pervasive and influence relationships and outcomes. This paper will explore how differences in power create tensions and challenges that impact the outcome of projects and research. In particular, I will interrogate tensions that arise as a result of the interplay of power in two critical CBR partnerships, namely academic/community partnerships and intra- community partnerships. The presentation will draw on

literature as well as experience. The paper will also draw on Foucault's notions of the relations of power and knowledge, realizing that it is within the fluid exertions of human relationships that power becomes apparent, constantly shaping and reshaping truth, knowledge, identity and ultimately human relationships themselves. Within the context of community work and civic engagement challenging and understanding these dynamics are critical. Tools from the field of adult education which may be employed to relieve the inherent tensions will be suggested.

Examining community cultural development organizations as social anchors in refugee camps in SW Algeria

Hardbarger (Ord), Tiffanie (Northeastern State University / Arizona State University)

The protracted conflict over the Western Sahara, often termed the last colony in Africa, has forced tens of thousands of Saharawi refugees to call refugee camps their home in the Algerian desert for 40 years. Marred by a history of oppression, conflict, and human rights violations the Saharawi people have remained vigilant in fighting for self-determination. Over the past 10 years arts, cultural activities and activism have been used as a nonviolent strategy in this fight for self-determination. International organizations work with the local government to provide arts and culture based activities in the refugee camps. The two largest annual art/film events draw in participants from the camps and abroad to artistically show solidarity and, through shared community experiences, visualize a brighter future for the Saharawi people. The framework of Social Anchor Theory (SAT), as grounded in a community development context by Clopton and Finch (2011), has been utilized to identify community cultural development social anchors in refugee camps in SW Algeria. These arts and culture based social anchors are then examined utilizing SAT to extrapolate internal and external community connections that foster social capital development, community identity and cohesiveness. There is little to no research on how arts and culture based organizations and events impact community development in isolated long-term refugee communities. Drawing on in-depth interviews regarding perceived arts and culture based social anchors in the camps, the purpose of this study is to discover how internal and external community networks are being formed, shaped, built and maintained through community cultural development.

Combining exit and voice? Intentional communities and social action

Hayes, Liz (Cardiff Metropolitan University, Wales)

In 'Exit, Voice, and Loyalty' Albert Hirschman offers two possible responses to dissatisfaction with a product or service: exit and voice or leaving and protesting. The 'exit and voice' model has been used to understand the behavior of civil society actors such as tenants' groups.

This paper looks at the case of people who appear to exit mainstream society to form an intentional community (such as a housing co-operative or commune), but who also aim to exercise voice through a mixture of 'modelling' an alternative way of living and social activism/protest. Hirschman describes the combination of both responses as 'difficult' and 'elusive', though potentially the optimum way to achieve change.

The paper is based on a study of intentional communities in the UK. A discourse analysis of over 100 intentional community websites shows that many groups form with an explicit commitment to social activism, and one umbrella group for housing co-ops makes activism a condition of membership. Despite this, many groups appear to become inward looking and disengaged over time. The research also looked at intentional communities that seem able to maintain their activism for example 'Grow Heathrow' which includes elements of both activism and 'modelling'. The Occupy movement shares these elements, so the paper asks whether it too should be considered an intentional community. The paper concludes by asking whether these groups do combine exit and voice.

Essential school supports for civic learning

Healy, Shawn (Robert R. McCormick Foundation)

This paper tests the respective contributions of traditional and innovative civic learning practices to students' civic knowledge and skills via statistical analysis of student performance on the past three iterations of the National Assessment of Educational Progress in Civics. Their ability to close the "civic achievement gap" across race and ethnicity, family income, parental educational attainment, and English language proficiency is also determined.

Next, through analysis of 2013 Illinois Five Essentials survey data, school mission and vision statements, student handbooks, school-wide civic assessments, and structured interviews with 25 teachers and administrators at Illinois high schools recognized for their strong civic learning programs, common elements for sustained, systemic commitments to students' civic development were deduced.

Justice citizens: A study of a 'thick' approach to civics and citizenship education

Heggart, Keith (University of Technology, Sydney, Australia)

Civics and citizenship education remains a contested space in many democratic countries. Involvement from the state, non-governmental organizations and policy development groups continue to confuse the topic and conflate it with democratic education, human rights education and social justice education (amongst others). Despite the widespread agreement on the importance of civics and citizenship education to the democratic health of a nation, different nations and groups have very different approaches to what makes a 'good' citizen and how such a citizen might be encouraged—ranging from an emphasis on obligation-based approaches to much more maximal, activist notions. Few of these approaches have started with the point of view of students involved in civics education programs.

This paper rejects the dominant discourse of a 'civics deficit' amongst young Australians and instead argues that young people remain passionate about a wide range of civic issues, yet they engage with these issues in substantively different ways and for different purposes than previous generations. This suggests that we require a new way of understanding young peoples' participation in civil society. This paper draws on 'Justice Citizens', a civics and citizenship program from Sydney, Australia, that engaged students in a 'thick' education program, foregrounding both the issues that they felt were important and developing their own agency to take action about those particular issues. By building links with community partners, participants became justice-oriented activists within their communities. This has significant meaning for the development of civics and citizenship education policy in Australia and around the world.

Making democracy real: Participatory governance in urban Latin America

Hetland, Gabriel (University at Albany, SUNY)

Existing literature suggests efforts to “make democracy real” by constructing participatory institutions are most likely to succeed when two conditions exist: a pro-participation Left party is in office and there is a strong and autonomous civil society. Based on 19 months of fieldwork in 4 cities in Venezuela and Bolivia, this talk shows that neither of these conditions is necessary for successful participatory democracy by demonstrating that participatory reform can succeed in cities led by Right parties and in contexts where civil society lacks full autonomy from the state and ruling party. The talk also shows that participatory success is not guaranteed even when a pro-participation left party is in office and there is a strong and autonomous civil society. To explain these unexpected outcomes, the talk emphasizes the interplay of national and local politics. This focus differs from most scholarship on participatory democracy, which tends to emphasize local-level explanatory factors, with limited attention given to national factors, and even less to the interaction between national and local factors. The specific argument presented is that, contrary to what existing literature on participatory democracy and on Venezuela and Bolivia might lead one to expect, in Venezuela an attempt to foster participatory democracy “from above” has enhanced the prospects for successful local participatory democracy, including in cities governed by the Right, while the lack of such an effort in Bolivia has inhibited the prospects for successful local participatory reform in cities governed by the Left and Right.

Social entrepreneurship as “training” for pro-active civic engagement in ex-communist countries

Hosu, Ioan (Babeş-Bolyai University, Romania)

The paper analyzes social entrepreneurship not from an economic perspective, but through the lens of citizens’ active involvement in the development of their communities. We propose that social entrepreneurship can be seen as effective “training” or “learning” for proactive civic engagement that countries with reduced democracy experience, such as ex-communist countries could mostly benefit of in acquiring the skills and abilities necessary for real democracy.

J

eDemocracy as constituted by the people

Jørgensen, Andreas Møller (University of Greenland)

With the rise of the internet new avenues and possibilities of political participation have been envisioned under the header of eDemocracy. Simultaneously, old democratic questions have been reopened: Who are to participate, how, when and on what matters? These questions are not settled as of today but are continuously negotiated by relevant actors such as politicians, citizens and academia. This paper presents an empirically informed study of citizens' power struggles of defining eDemocracy in Greenland. Drawing on Foucault's power analysis and Actor-Network Theory, it is argued that these struggles can be explored by tracing how eDemocratic discourses shape and reshape through human and technological actors' interaction. eDemocratic discursive formations are traced through interviews with citizens, politicians and civil servants and online political action. From this, the paper tentatively suggests that eDemocracy, as constituted by Greenlanders, primarily creates a space for political oppositional forces in the spirit of partisan or radical democracy. However, rather than offering clear-cut conclusions, the paper aims to stimulate discussion of two theoretical propositions: 1) That eDemocracy has initiated definitional power struggles by destabilizing hegemonic relations. 2) That the struggles for stable constitutions of eDemocracy are conditioned by power strategies as well as technological innovations.

Participatory budgeting and community mobilization: Evidence from surveys of community organizations

Johnson, Carolina (University of Washington)

Participants' descriptions and democratic theorists' projections have both suggested that participatory governance innovations such as participatory budgeting (PB) are important to reinvigorate civic engagement and community mobilization. Identifying such an impact in real-world data, however, is challenging, often presenting a chicken-and-egg problem: does PB lead to greater community engagement or do more engaged communities encourage the implementation of PB? Equally importantly, if PB does have an impact, can that impact diffuse across the community more broadly, affecting mobilization even among groups or individuals who were not directly involved in PB? In this

presentation, I will discuss evidence from my dissertation research addressing these questions. I will briefly introduce my theoretical framework and qualitative case study research that supports the expectation that, at least in some cases, PB may be expected to have an impact on mobilization in the broader community. The primary focus of the talk will be the presentation of results from a survey of community organizations in both communities that have implemented some form of PB and very similar communities that have not. Sampling 2,000 organizations across eight communities in the US and UK, this new survey provides insight into patterns of mobilization and collaborative relationships across a variety of contexts and organizational actors. This representative sample across communities offers additional leverage on the question of whether PB has a unique effect on civic engagement and civil society organizations, representing one of the first attempts to systematically describe the impact of PB at the broader community level.

K

Using participatory simulations for designing a health intervention program

[Kaarna, Kalev \(University of Tartu\), Justin Longo, and Erik Johnston \(Arizona State University\)](#)

A cornerstone of a healthy democracy is the health of its citizens, a key determinant of a nation's well-being. Population well-being and the means to promote it remain topical, and there have been many programs and initiatives in the U.S. and elsewhere to improve population well-being by focusing on behavioral choices of individuals - to turn unhealthy behaviors into healthy habits. Despite these initiatives, the programs have had limited effect on the well-being of communities. The relationships among individuals, their habits, and the well-being of a community exist as dynamic and complex systems. A failure by designers of health intervention programs to appreciate and embrace this complexity can lead to the subsequent realization that their initiative has serious limitations, thus requiring additional interventions or significant changes in the original program in order to have a significant and sustainable effect. One method for appreciating the complexity of a population well-being initiative is to use participatory simulates to explore the behavior of individuals as they are exposed to the intervention and interact within the community. This approach to simulating community dynamics can help the designers of initiatives predict the potential effect of an intervention in a particular community. We present a case study of participatory modeling with a goal of developing multi-agent models for simulating potential outcomes of a new health intervention program targeted at

undergraduate students at Northwestern University (IL). Based on the case study, several suggestions are made for using participatory simulations for designing health interventions.

The design and democracy project: Facilitating 21st century citizenship in Aotearoa, New Zealand

Kane, Karl and Tim Parkin (Massey University, New Zealand)

The Design & Democracy Project is a research unit established within Massey University's College of Creative Arts (New Zealand) to advance the role that design and design thinking has to play in 21st century citizenship. The unit works in collaboration with students, industry, Government, and the social sector to re-engage citizens and progress a participatory and direct democracy. Three key projects will be presented:

On the Fence – an educational tool that helps first-time voters engage directly with issues by matching their personal values with political candidates and parties. It is an award-winning tool that builds political confidence to transform disengaged users into informed, active voters;

Ask Away – a forum that enables youth to help set the political agenda. It provides an unintimidating, one-click way of participating in political conversations;

Flagpost – a case-study and platform that offers citizens a place to influence the redesign of the New Zealand flag, on their own terms, in their own voice. Parallel to the Government's process, Flagpost explores the possibility of an authentic collaborative design process on a national scale.

This paper will share insights gained from the development and deployment of these three online initiatives, which facilitate and enhance participation and engagement in political processes. For each project, technology is the conduit that has made it easier than ever to access information, connect, build networks and communicate. This paper explores the techniques and philosophies used to harness this technology to enhance civic engagement.

Public administrators' views on civic engagement: A review of the literature 1980-2014

Kao, Chen-Yu (Arizona State University)

Citizen participation in administrative decision making has gained significant attention both in academia and in practice. When citizens demand direct participation in and authentic influence on decision making, how do public administrators react to this demand? Working in a complex environment in which a variety of factors may constrain what they should do, could do, and would do, public administrators actually face a number of constraints and dilemmas with respect to decision making. Therefore, their views might offer some insights regarding to what extent citizen participation would have impacts on administrative decision making and under what circumstances the impacts might occur.

Current empirical evidence in this regard, however, is scattered. Some of the studies were descriptive. For those tried to test hypotheses, the researchers developed a variety of variables to try to identify critical determinants. Overall, there is still a lack of predominant empirically-based theories and a lack of rigorous theorizing from empirical evidence. A few unsatisfactory attempts were made previously to try to aggregate the empirical evidence in order to inform theory building, but a number of problems permeated in these reviews. Some of the challenges were also indicated: difficulty in comparing and contrasting empirical findings, the lack of agreement on what's the effectiveness of participation, the numerous variations in participation mechanisms and techniques, as well as the vastly different independent and dependent variables studied.

Despite the challenges, we could hardly move the field forward without this important step, as further research would probably just keep add on and make the list of variables longer and longer. This article attempts to tackle this problem by systematically reviewing, synthesizing, and criticizing the literature of citizen participation in public administration, mainly 1980 - 2014 empirical studies that specifically focus on perspectives from public administrators. After setting up the analytic approach used here, the review follows. On the one hand, this review emphasizes sorting the determinants when citizen participation is studied as dependent variables. On the other hand, this review also presents the taxonomy of the goals and outcomes when citizen participation is studied as independent variables. Following the review, an aggregated model of citizen participation in public administration is then proposed, bringing together six layers of determinants and five layers of goals and outcomes. Finally, the issues concerning theory building through empirical evidence and proposals for future research agenda in this field are also discussed.

Public service and citizens media: creating an infrastructure for active citizenship and participatory democracy

Kaufmann, Bruno (people2power.info/swissinfo.ch, Bern, Switzerland)

Swissinfo, the world service of Switzerland public broadcaster, SBC launched in spring 2015 a global media initiative for modern democracy worldwide. Reporting in ten world languages (which allows 80% of the globe's internet user to access the material in their native language) swissinfo.ch takes stock in Switzerland's long lasting record and experience of active citizenship and participatory democracy - and shares stories, developments, opinions from citizens journalists across the globe. Swissinfo also hosts the independent website people2power.info, which is more political, more activist and more open to all kind of participatory stories - without any need of Swissness. Based on these concrete examples I will make the case for more such partnerships between public broadcasters and different kind of participants in our democracies around the world, and show both opportunities and surprising limitations.

Participatory commodity networking: An integrated framework for Fairtrade research and support

Keahey, Jennifer (Arizona State University)

Fairtrade addresses inequalities in global trade by providing producers with access to certified markets governed by social standards. Yet less-advantaged groups are experiencing challenges navigating certification and market requirements. While scholars have examined these issues, there has been little focus on improving performance and Fairtrade support services remain underdeveloped. We addressed this gap via participatory action research with small-scale farmers in South Africa's rooibos tea industry. The process involved establishing a network of farmer leaders who conducted a training, research, and networking program to document producer concerns and build a foundation for shared leadership. This paper employs the rooibos case to examine how action research may be used to democratize production and trade relations. Despite the difficulties involved in extending participation to the multilateral commodity network, our work provided farmers with a platform to communicate their

interests and seek solutions to identified problems. We conclude by arguing that action research offers a viable strategy for improving producer support in specific industries, but note the importance of ensuring a genuine commitment to collective and reflective action.

Pax academica: A political sociology of peace educators in the United Nations and its universities

Kester, Kevin (Cambridge University, England)

This study aims to investigate how peace educators in the United Nations conceptualize the field of peace studies, how they position themselves within the field, and how they interpret its ambitions and pedagogical elements in terms of creating peace. The study is informed by the theories of capital/habitus and reflexivity postulated by Pierre Bourdieu (1988, 1989, 2003) and Michel Foucault (1991, 2010), and the study is epistemologically grounded in social constructivism (Kincheloe, 2005). Knowledge obtained from this study will be an amalgamation between the experiences of 30+ peace educators with data triangulated through interviews and questionnaires with postgraduate students. Methodologically, the study is grounded in qualitative ethnography using a comparative case study approach. Data has been collected through participant observation, semi-structured interviews, field-notes and open-ended questionnaires with lecturers in San Jose, Costa Rica and Hargeisa, Somaliland. The analysis follows a multi-level discursive and thematic approach borrowing from critical discourse analysis. The major contribution of the research is in offering reflexive insights into the work of peace educators in the United Nations as they structure and are structured by the field of peace studies.

Peace education and peace studies: Revisiting Galtung's framework for the 21st century

Kester, Kevin (Cambridge University, England)

In 1969 Johan Galtung scribed a now famous article on "Violence, Peace and Peace Research" that has influenced the curriculum of peace education for many years. In that article he outlined the central concept of structural violence, which has become germane to the field. According to Galtung, structural violence involves institutional and policy mechanisms that prevent individuals from meeting their basic needs and living a life of dignity. Galtung contrast structural violence with physical and cultural forms of violence. The purpose of this paper, then, is to outline an emerging concept of 'post-structural violence',

an addition of the typology of structural, physical and cultural violence to account for social, political and economic changes in the globalized world since 1990. The work focuses on post-structural violence in education and integrates foundational concepts of Galtung with ideas from Bourdieu and Foucault to push the field forward into the 21st century. There are five primary forms of post-structural educational violence addressed in the paper: symbolic violence, neoliberalism, "peace capital", activism for activism's sake, and democratic paralysis. The work ends with an invitation to dialogue on the analytic potential of this emerging concept.

Methodological flashmob

Koro-Ljungberg, Mirka (Arizona State University) and Teija Loytonen (Aalto University, Finland)

The purpose of this experimental project is to extend existing qualitative research methodologies toward more emerging and contextualized participant-driven research practices. It is our intention to use flashmob events (in this case collective research inspired events that suddenly emerge in public spaces) to generate research questions for future qualitative studies and to locate inquiry/problem spaces around educational discourses that matter for people. We vision civic engagement and participation as vital generative force for scholarly inquiry of this kind. More specifically, our methodological flashmob experiment will take place within different public spaces (e.g., shopping malls, train stations, and libraries in Phoenix and Helsinki) to produce differentiated thinking about the problems associated with public education and to highlight disperse and diverse research ideas proposed by the people. Through flashmob events we also aim to bring educational research closer to the people especially within contexts outside the Academia and to raise awareness of importance of educational research that activates and involves citizens. More specifically, we ask citizens to respond to our prompt: "What questions do you have about public education?" Generated problem areas, proposed questions, and citizens' research topics will be analyzed and the next flashmob will be planned with specific stakeholder groups that can answer and address proposed research questions.

Democracy and philanthropy: An investigation into the tensions with accountability and transparency of charitable foundations with democratic values

Kraeger, Patsy (Georgia Southern University) and Timothy R. Dahlstrom (Arizona State University)

For the past few decades, the field of philanthropic research and charitable decision-making in the US has been dominated by a paradigm focusing on foundations as philanthropic organizations required to distribute 5% percent of their holdings each year. This approach has facilitated empirical research about strategic and nonstrategic decision-making by foundations. While this is important to descriptively paint the brushstrokes how much and where the charitable donations occur, it does not look at the role of philanthropy in democracy. Foundations are not accountable to the public, (i.e. “the governed”) as are elected officials. Pluralism is proposed as a central feature of a liberal democracy with concern that exaggerated pluralism “led by disconnected, competing individual interests... [tend to bring about] political gridlock and the failure to attain important public goods” (Sievers, 2010, p. 386). Foundations, like government, seek to solve complex societal problems and use what they call strategic philanthropy to show how they seek to solve these problems. Philanthropic organizations have both positive and negative effects on democracy and civil society. The negative effects of philanthropy on civil society in a democracy are really centered on transparency (Sievers, 2010). Importantly, trying to reconcile philanthropy and its agenda with democracy, the focus becomes centered on the negative effects of philanthropy on civil society and democracy: (1) the lack of public accountability, and (2) fragmented pluralism that “can inhibit democracy’s ability to achieve common ends” (Sievers, 2010, p. 386). This paper looks at a set of foundations and examines accountability using the Foundation Center’s Glass Pockets analysis and other measures for democratic accountability to look at motivations, capacities and opportunities.

Challenges to democracy in educational policy-making: Two European cases and their transnational entanglements

Krejsler, John B. (Aarhus University, Denmark)

National teacher education policy discourse in European countries is being transformed by opaque albeit often inclusive processes in transnational policy forums like the Bologna Process, the OECD and

EU. This is operated by means of so-called ‘soft law’ around the imagined needs of how modern regions and nations are to succeed in ‘an increasingly competitive global race among Knowledge Economies’.

These policy processes present grand challenges to democracy, often labelled ‘the democratic deficit’: 1. The Open Method of Coordination as an opaque procedure for collaboration among countries produces a lack of transparency. 2. When debate around education and its purpose is decoupled from national context public debate risks becoming demotivated.

This presentation focuses on the case of Denmark and Sweden with an outlook to high-profiled Finland.

It is often difficult to notice the pervasive nature of transnational policy impact, as reforms of culturally sensitive school and teacher education areas are often discursively re-inscribed into heated national debates, and hereby lose their transnational imprints: EU and OECD are not popular figures to pull out in public political debate, neither in Denmark nor in Sweden. The Bologna Process is largely unknown in the broader public. Therefore, teacher education reforms are often discursively linked to highly profiled ministers of education. They come to personify the compelling requirements that follow from participating in a new transnational discursive community.

In the case of the Bologna Process the transformative effects of education can be rather direct. More often, however, such effects touch upon national educational agendas in opaque or indirect ways in terms of an emerging new overarching logic and a wealth of governance technologies in the forms of comparisons, stocktaking, standards, performance indicators, bench-marking and best practices. These transnational templates serve to make national teacher education programs comparable. They are fueled by the mechanism of mutual peer pressure among competing nations.

Theoretically this presentation draws on post-Foucauldian *governmentality*-studies. Empirically it draws upon discourse analysis of European (EU), Nordic and Danish and Swedish national documents as well as literature on policy reform.

Citizenship education in post-colonial South Africa: Female voices on democracy and identity from schools in a Xhosa township

Kubow, Patricia K. (Indiana University)

This paper presentation discusses the constructions of democracy and citizen identity that emerge from focus group interviews conducted with 129 female principals, teachers, and students in 12 primary, intermediate, and high schools in a historically disadvantaged Xhosa township outside Cape Town. This case study in South Africa offers international comparative perspective on citizenship education, offering insight as to the kind of schooling believed to be necessary and important in educating students for, about and in democracy. The study participants cite ethical issues in participatory democracy and governance and shed light on how public schools fall short of their mission to equip all learners with the knowledge, values, and skills for civic engagement. The findings depict the cultural and gendered contours shaping the conceptualization and application of democracy in one African context. In some instances, the females' responses reaffirm the dominant Western discourse on democracy as rights and responsibilities. More often than not though, their voices question this Western democratic narrative by offering a culturally relevant and appropriate conception of democracy and citizen identity premised on the African philosophy of ubuntu (humanness) and based on the individual and social practice of respect. Taken together, the female voices suggest that the attributes and skills needed for democratic citizenship in post-colonial South Africa are inextricably linked to psychosocial and socioeconomic characteristics that influence students' self-esteem and academic confidence. This paper explores the official and unofficial messages about citizenship that learners receive from their lived experiences in school and community.

L

Enabling factors for sustained participatory democracy

Leighninger, Matt (Public Agenda)

Examples of sustained participation at the local level seem to have some common core ingredients for success. What are these enabling factors, and how can democratic innovators draw on them to strengthen the infrastructure for participation? This presentation will draw on the recently released

Public Participation for 21st Century Democracy (Nabatchi and Leighninger 2015) to offer some suggestions for planning, research, and action.

New England town meeting has abysmal attendance? The counter-evidence from a longitudinal study of multi-year participation cycles

Leslie, Averill J. (University of Chicago)

Once enjoying near-universal celebration as American participatory democracy par excellence, the New England town meeting was submitted to a withering series of critiques over the course of the 20th century. Perhaps most devastating among these was the attention drawn to abysmal participation rates, which at present average a mere 20.5% of eligible voters and thus fall even below the 25-34% rate typical of local governments that use ballot democracy. Defenders of town meeting have resorted to arguments—some plausible, some not--that limited turnout doesn't necessarily make town meeting undemocratic, but I suggest they may have been too quick to acknowledge the charge in the first place. Using data from the first ever longitudinal study on the topic, consisting of ethnographic observation in a Vermont town from 2008 to 2015, I argue that single-year attendance statistics give a misleadingly low impression of the actual scope of community participation. Having tracked each citizen in town, I compare the year-to-year turnover of town meeting participators to the year-to-year turnover of voters in ballot-based local governments. The result? The single-year numbers conceal considerably higher year-to-year turnover for town meeting participation than for participation in the electoral forms to which critics compare it. Thus, across a multi-year cycle, town meeting is not a relatively deficient participatory institution. I then argue that a multi-year cycle is indeed the appropriate unit for judging participation: the pace of local decision-making is slow, and political institutions and local culture combine to produce a “reactive sovereignty” in which periodic rather than systematic participation is sufficient to keep local affairs in alignment with popular will.

Conceptualizing citizen inquiry

Löytönen, Teija (Aalto University, Finland) and Mirka Koro-Ljungberg (Arizona State University)

Educational research is expected to serve the field of educational policy and, by extension, the broad field of educational practice from kindergarten to higher education. The research to be applied and

disseminated in various educational contexts is often described as evidence-based research: research needs to find out “what works” in diverse educational settings (Biesta 2007; St.Pierre 2004, 2002). As described by Biesta (*ibid.*, p. 5) this leads to not only narrowing definitions of educational research and practice but also “seems to limit severely the opportunities for educational practitioners to make [...] judgments in a way that is sensitive to and relevant for their own contextualized settings”. According to Bereiter (2002) the problem is that educational knowledge is still something produced “out there” in another world thus positioning teachers as the recipients or onlookers of knowledge rather than participants in its creation. It is the unsuccessful effort to connect research to the daily concerns of practitioners. What is needed is to expand views about the interrelations among research, policy and practice.

This proposed paper presentation addresses the concept of citizen inquiry (Lather 2007) and different practices associated with it. Through a conceptual and methodological analysis of diverse practices to carry out citizen inquiry this paper re-vision future possibilities for engaging and participant-driven research methodologies. The aim is to advocate active citizenship in research especially beyond academia.

M

The building of the modern concept of democracy

Magella, Geraldo Neres, Gustavo Biasoli Alves, Marco Antonio Arantes, Vania Sandeleia Vaz da Silva, and Osmir Dombrowsky (Universidade Estadual do Oeste do Paraná, Brazil)

Based on Ellen Wood’s reflections we propose one investigation on the field of political theory about the cleavages between socialist and liberal patterns of democracy with the target to understand how the concept of democracy was built. Following the steps of Sartori, Dahl and Bobbio we intend to make a comparative analysis between those two models and identify the concrete reasons that made possible the consolidation of the liberal pattern of democracy as a universal value. We understand that democracy was just one of the possibilities in the arena when modernity shows up so to understand how it could became a universal value means to understand what was left behind in the historical and conceptual process. We strongly intend to discuss the possibility to make an operational concept of democracy that includes the conception of a radical freedom, a substantive equality and the aspects of

the participation of the governed dealing with the discursive aspects of democracy and working with the hypothesis that the dislocation of the original meaning of the original concept of democracy (Greeks) occurs by the special characteristics of the historical process and it is necessary to detail the distinctions between classical democracy and that one that shows up in the United States of America and Europe making possible a clear understanding of how govern by the people became govern by the owners this way filling some main gaps in socialist theory about democracy and the historical process involved.

Citizenship education and the Brazilian Landless Workers Movement (MST)

Mariano, Alessandro (National Leader of the MST Education Sector, Brazil)

The Brazilian Landless Workers Movement (MST), one of the largest social movements in Latin America, is internationally famous for its success occupying large unproductive land estates and pressuring the government to redistribute this land to over 1 million landless farmers. Less well known are the movement's educational initiatives. Over the past three decades, MST leaders have drawn on diverse educational theories to develop a set of pedagogical practices for schools that encourage youth to stay in the countryside, foster collective forms of work, and participate in political struggle. Activists engage in contentious actions to support their educational ideas, while facilitating community discussions, organizing teacher training, and writing curricula with state actors. In the state of Paraná, the MST administers 11 public schools that are currently functioning within MST land occupations. MST leader Alessandro Mariano, one of the state coordinators of the education sector in Paraná, will talk about these educational experiences and how the MST has succeeded in both occupying land and occupying the Brazilian school system.

The university in the new economy: Civic engagement as social critique or benevolent patriotism?

Marshall, Gary (University of Nebraska at Omaha)

In the past twenty or so years a powerful literature has developed on the changing nature of the university (Gattone, 2012; Giberson & Giberson, 2009; Slaughter & Rhoades, 2004; Bok, 2003; Gould, 2003). A major point of contention is the degree to which university researchers are increasingly

positioned as knowledge workers who produce outputs that add value. A central challenge for the academic community is to address the tension between two seemingly incommensurable views of knowledge; commodity knowledge, that has use for the workplace, inventions patents and training and development, and symbolic knowledge, which refer to aesthetics, ethics and other forms of knowledge that serve as a foundation for critique and other forms of democratic practice (Gould, 2003). Implicit is the idea that symbolic knowledge informs the social mission of the university. This longstanding expectation has been complicated because the language of audit and performance has been combined with the language of community, collaboration and service to the public. Slevin notes that: The discourse of “collaboration,” “collective responsibility,” “engagement,” “teamwork,” and “giving to the whole” at best distracts attention and at worst intentionally mystifies the far more powerful process of commodification. At the same time it replaces intellectual questioning with civic duty as the obligation of the professoriat (Slevin as cited in Gould, 2003, p. 87).

This presentation explores the literature on civic engagement in order to examine Slevin’s claim. How does the work by Boyte and Kari (2000), Daley-Harris (2015) and others serve to bolster democratic formation and practice among students and the broader socio-political context within which universities are situated? Finally, in what ways can the literature on civic engagement provide a response to the rise of the entrepreneurial subject (Catlaw & Marshall, 2014)? The symbolic knowledge that forms the basis for democratic action and civic engagement is vital in order to understand culture, power and history. The paradox and complexity of the world in which we live remains and a university education has an obligation to prepare students to operate in that world by reconciling emphasizing not only commodity knowledge but also symbolic knowledge.

Adult education, deliberative democracy and the engagement of communities in Africa

Maruatona, Tonic L. (University of Botswana, Botswana)

The world credits globalization with facilitating development. Paradoxically, Africa continues to be preoccupied by addressing complex challenges such as high HIV/AIDS prevalence rates, poverty, low quality education, and ineffective governance. This paper critically reviews the African development path since independence arguing that Africa shifted from a service-based agenda in the 1960s, experienced a brief boom and burst in the 1970-80s, had structural adjustments, and now pursues an African renaissance agenda. It argues that Africa has not optimized its potential by empowering its

population through establishing inclusive governance structures. It argues that adult education in Africa needs to facilitate the creation of deliberative and engaged public and work with civil society to engage Africans in democratic dialogue. Finally, it suggests strategies to mobilize communities from below as a way of enhancing their participation in deliberative democracy in Africa.

How to connect people to ideas and to each other

Mathews, Joe (Zocalo Public Square and ASU, Los Angeles)

How do you get citizens to make their own media, without bringing in uninformed or divisive opinions? And how do you get citizens' views on local issues out into the global media? Zocalo Public Square - a nonprofit in Los Angeles that publishes original essays daily and puts on free, public events -- points to a way. The publication's editors seek out people who know a subject best, with an emphasis on including people and voices that haven't previously been part of the conversation. And then they work over many weeks to publish stories that are published more than 250 media outlets, including the Washington Post, Guardian, Time and USA Today, and are pushed out by other civic organizations and citizen media. This marriage of elite media and average citizens is a powerful model, especially when it's backed by partnerships with institutions - universities, museums, and even government agencies - that have a commitment to place and truth. I'll explain how Zocalo is built and how it can be copied.

Pathways to political participation: Views from youth

McCollum, Erica (University of British Columbia, Canada)

In Canada, like many other western nations, levels of formal political participation, such as voting, have declined or stagnated over the last half century. These declines are often attributed to younger (post-baby-boom) generations who participate in traditional political activities at a lower rate than past generations. At the same time, however, education levels, one of the strongest factors associated with participation, have increased while political participation has declined. Additionally, recent scholarship has questioned this relationship altogether, suggesting education might be a proxy for other pre-adult factors that associate with participation. These trends raise questions about the ways in which younger Canadians relate to politics and come to participate, and what leads some groups to participate more than others. This research seeks to shed new light on this issue by using qualitative interviews to learn

about the pathways to political engagement of young Canadians, as well as the cultural models people use to think about politics and participation. It accesses the role of higher education as well as pre-adult factors in encouraging various forms of political participation. The researcher interviewed 63 Canadians sampled from low, mid and high socio-economic areas with various levels of participation and education. Participants were asked to give accounts of their pathways to political engagement (including electoral participation and political protest). The research suggests that family socialization, and entering into social contexts where political participation is promoted and discussed, underlie the pathways to participation.

Democracy from above? Exploring the results of Peru's mandated participatory budgeting

McNulty, Stephanie (Franklin and Marshall College)

This paper describes and evaluates Peru's participatory budget process, which has been mandated for all regions, provinces, and municipalities by the national government since 2003. After more than a decade of implementation, is Peru's mandated participatory budgeting strengthening democracy and improving governance? In addressing this question, this presentation will first describe the main features of Peru's mandated participatory budgeting then discuss the impact of this reform process on the quality of local democracy and governance in that country.

Learning in Chicago's 49th ward participatory budgeting process: Using a discourse analysis in the study of democratic activity across time and space

Melendez, José W. (University of Illinois, Chicago)

The paper uses a discourse analysis method for the study of how learning occurs in Chicago's 49th Ward Participatory Budgeting process (PB49). PB49 enactments here are positioned as learning environments of democratic activity. Findings for this paper related to a three-year longitudinal ethnographic case study focusing specifically on the Latino immigrant community's participation in the PB49 process. While discourse analysis is not new to the study of democratic activity, it has not been systemically done across time. Briggs (1998) very insightfully demonstrated what a socio-linguistic analysis of a participatory planning enactment could provide. This kind of discourse analysis offers insights into the

power dynamics at play in participant's social interaction. However, very few, if any planning, community development or other forms of democratic activity take place in one enactment. Moving the discourse analysis from an individualized speech act in one public meeting to their trajectory over time and space provides more nuance tools to decipher how power and learning are at play (Wortham, 2015) in complex evolving democratic activity systems.

This paper focus is on how learning occurs in practice across time from participant's own words and actions. Practice based research and analysis on learning are needed that move beyond summative evaluations that ask participants to self-report what they have learned and can missed nuance manifestations of power structure at play in democratic activity. The distinction here is made explicit, since the research presented in this paper seeks to inform theory on civic engagement and design of participatory process.

Challenges and dynamics of civic activism and democratization in the post-Soviet countries

Melikyan, Gevorg (Alliance for Democracy, Armenian Institute of International and Security Affairs (AIISA))

In the presentation I analyze challenges post-Soviet countries including Russia, Ukraine, and South Caucasian states face after the collapse of the Soviet Union in 1991. This paradigmatic change was seen by many as an opportunity for communist-oriented countries to be shifted towards more democracy, rule of law and more human rights. Many of those countries have been enthusiastic for some positive changes. Yet some of them ended up by creating false or façade democracies with weak civil society, less participation and activism, and more control over media. The presentation will examine some causes and dynamics of this situation, and analyze the impact that the worsening of relations between the West and Russia may have on the democratization processes in those former Soviet republics.

Democracy's dilemmas: What should we do now?: Re-imagining education for democratic practices for the 21st century

Melville, Keith (Fielding University and Kettering Foundation)

Politics is a process for addressing common problems. Democracy is a system of governance based on public consent. A fundamental question in democratic politics is how the public can participate in important decisions about priorities and direction -- that is, choices about what kind of society we want to create. There are many questions that citizens in a democracy must address.

Side by side with sober assessments of the serious challenges faced by different countries are hopeful calls for democratic renewal and a series of promising civic inventions. In recent years, many people have begun the task of civic invention. Renewal takes many forms, including the deliberative democracy movement, which involves dozens of groups and millions of people in communities around the world who are experimenting with new ways to engage citizens in public life and decision-making, locally and nationally. This presentation discusses some of the accomplishments and challenges of these democratic experiments, and their potential for re-imagining democracy.

Rationality online: Reason-giving in virtual discussions

Mendonça, Ricardo Fabrino (Federal University of Minas Gerais, Brazil) and Ernesto F. L. Amaral (RAND Corporation)

This article aims at discussing the idea of rationality in online debates through a deliberative approach. It does so by analyzing 2,375 comments about LGBT rights in four different platforms: Facebook, Youtube, News Portals and Votenaweb (which was specifically designed for the discussion of bills proposed in the Brazilian National Congress). Using reason-giving as a dependent variable, the article tests five hypotheses: (H1) the number of posts presenting arguments for their positions is directly related to the platform in which these comments were posted; (H2) the level of posts presenting arguments is greater when the forum is balanced; (H3) the level of posts presenting arguments is greater in the extent to which reciprocity is more frequent; (H4) the number of posts presenting arguments is smaller if the level of disrespect is greater; (H5) the level of posts that present arguments diminishes if the comments are written by anonymous participants. The results show the centrality of the platform and of the presence of respect in inducing reason-giving.

Activating collective intelligence to address social challenges and influence public policy

Mondragón, Carol (Somos Más Collective Intelligence Project, Colombia)

The multiple challenges faced by contemporary societies require innovative proposals developed and implemented in a collective, effective and sustainable manner. Somos Más, a Colombian NGO, activates collective intelligence in social ecosystems because it believes that there are challenges that can only be solved in association with others. Our goal is to help society to move from an individual to a collective thinking by generating new forms of communication, new ways to establish relationships, and new strategies to empower citizens to solve collective challenges using inter-sectoral collaborations.

Somos Más accomplishes this goal through five activities: mapping, visualization, effective participation, dynamization, and networking. Through these activities, we enable individual participation and collective intelligence to be used as an innovative tool to address social issues. Our presentation will show that when collective intelligence in social ecosystems is activated to solve collective challenges through effective participation, it materializes in concrete actions that improve social conditions and at the same time influence in public policy.

E-participation in online invited spaces: Closing the gender gap?

Mook, Laurie (Arizona State University)

Thirty years ago, computer-mediated communication (CMC) was touted as a means of leveling the playing field especially for women in domains dominated by male face-to-face communication (Herring & Stoerger, 2014). However, although there have been gains over the past, a gender gap in online participation still appears (Li, 2005). For instance, in a study of Wikipedia editors, only 18 percent were female (Antin, Yee, Nov & Cheshire, 2011). Other studies have shown that interaction styles differ between females and males, and that females tend to be more collaborative and post less frequently than males (Li, 2005). In this paper, we present the findings of a study of online citizen engagement in an e-governance platform hosted by a municipal government. We analyzed the top 20 discussed ideas using a gender lens, looking at level of ideation and roles played by participants using frameworks developed in previous studies. One hundred and twenty-seven individuals participated in the discussions, 43 percent female and 57 percent male. However, when looking at the number of

comments made by gender, a much different picture appears. In total, 836 comments were made, about one-quarter by females, and three-quarters by males. When you delve deeper into ideation levels and roles, there are distinct differences by gender in the idea reception and idea development stages, but not the idea closure stage. This paper raises the importance of taking a gender approach in analysis of online platforms, and also confirms that the gender gap in citizen engagement is not closing in the online setting. These findings are relevant for those designing, implementing and evaluating ideas generated by e-governance platforms.

Hopes of using multi-narrative history textbook (History to Open the future) for democratic citizenship education in East Asia

Moon, Yoonsun Sylvia (University of Toronto, Canada)

One of the goals of democratic citizenship education is to create citizens who can make informed choices that can benefit both individuals and society at large. As such, democratic citizenship educators aim to create a space for different perspectives to be equally heard in classroom so that students can make informed decisions by listening to the voices of various groups. Research has found that discussion of controversial issues can be a valuable tool in fostering democratic skills. In this light, history textbooks can present a rich ground for meaningful discussion of controversial issues since they tend to reflect the political agenda of the government in power; the narratives chosen by the government dominates the history curriculum while the narratives of the non-dominant groups are systematically hidden. The partial nature of history can create an antagonistic image of the other where it can become a source of conflict at various levels in society. In East Asia (China, South Korea and Japan), the narratives in their history textbooks tell very different stories about the events during the war in the early 20th century. As a result, these narratives are used to create enmity among this region where the historical conflicts discussed in textbooks are still widely felt in both private and public discourses. In order to move toward building a peaceful relationship in this region of the globe, scholars from the three countries collaboratively worked on a trilateral history textbook (History to Open the Future—the Modern History of Japan, China, and South Korea) that presents the perspectives of each country. This book can serve as a tool for discussion of controversial issues where students can learn about the stories of the other countries and thereby, initiate the process of reconciliation of the past wounds. The purpose of this paper is to examine the use of multi-narrative history in discussion of historically controversial issues

and analyze the effectiveness of the trilateral textbook History to Open the Future in fostering skills for democratic citizenship education.

(Re)imagining citizens through citizenship education in Kazakhstan

Mun, Olga (Central European University, Hungary / Cambridge University, England)

In Kazakhstan, at grades 9, 10, 11, students are exposed to civic studies classes. Thus, I will present the results of the content analysis of the school curriculum in order to reveal whether the notion of citizenry is presented from a multicultural or ethnocentric viewpoint. Moreover, the analysis will be made according to the usage of the Smith's (1991) vision of constructing the nation, since as shown in a previous study; ethnic-symbolism is highly present at some educational stages as in the content of the Kazakhstani primers (Mun, 2014). To the best of my knowledge, previous studies on this topic did not place the issue of citizenship education in the literature on nationalism; thus, the purpose of this thesis is to analyze the content of the textbooks and reveal why and what understanding of the citizenry is promoted through the texts and pictures of the civic studies textbooks. I argue that state education plays an important role in autocratic regimes in terms of promoting particular discourses. As a result of this research, we would be able to understand in greater detail how the process of citizenship education takes place in Kazakhstan. The textbook analysis will reveal whether the notions of citizenry are ethnonationalist and gendered, perpetuated by "khazakhified" school curriculum. This study will be the first step in understanding how autocratic regimes in post-Soviet space communicate the myth of citizenry and democracy to its young citizens through mainstream state education.

N

Discovering the other knowledge in environmental justice studies: The case of South Dallas

Namin, Sima (University of Texas at Arlington)

One of the main dilemmas in environmental justice research is the question of whose knowledge? That is why many scholars argue that a participatory approach and discourse analysis are necessary for environmental justice, in order to capture different discourses. In this paper, I attempt to analyze the

status of environmental justice in South Dallas neighborhoods using a collaborative planning technique. I particularly focus on Participatory GIS in order to visualize and examine the environmental factors of most concern to the residents. Accordingly, in this research gathering participant-originated data is an important entry in the analysis, which requires identifying an effective medium for communicating knowledge. I employ a variety of qualitative methods. First, access to spatial data is an important factor that increases a community's involvement. To make the information available at all phases of the study, I use a web-based GIS approach to create a forum for discussion, along with interactive maps. Additionally, in order to study local discourses, I design a set of interviews with the residents of the community. The main components of the interviews are exposure and coping styles including open-ended questions on individual experiences with environmental health issues and coping styles along with individuals' perception of community activism, official authorities, and the relationship between lay and scientific approaches. This paper (in the format of paper/project presentations) presents the primary results of the interviews and policy recommendation on environmental injustices that exist in South Dallas and fits under the category of civic engagement.

Advocates for fact: The unique role of journalism schools in educating citizens

Newton, Eric (Arizona State University)

Journalism schools can play a unique role in educating citizens. In an immersive learning environment, student journalists, working with top professionals and professors, increasingly are distributing news and information on topics scarcely seen in traditional local outlets. This "teaching hospital" model of journalism education offers a 21st Century twist on the classic Walter Lippmann-John Dewey debate about the role of news and information in a self-governing society. In the best tradition of America's local libraries, journalism school-based news organizations are, without commercial pressures, able to focus on fact-based stories aimed at satisfying a community's information needs. Educators argue their value is increased when they seek not just to inform but to engage communities using both old and new technologies.

Good governance and consejos comunitarios: Tensions and (mis)uses of participatory democracy in Colombia's local governance

Nieto, Diego (University of Toronto, Canada)

Reviewing the existing research on Colombia's participatory democracy over the last fifteen years, this paper traces the trajectories shaping the political uses of participatory democracy in the country's local governance. It does so following a two-fold strategy: on the one hand, it links these trajectories to wider transformations around participatory democracy related to discourses on Good Governance, the multiplication of non-electoral forms of participation by the citizenry, and to recent debates on the politics of participatory democracy in Latin-America. On the other hand, it outlines the specificities of the Colombian case by considering three particular features of its context: the materialization of the discourse on Participatory Good Governance, the bearings that the armed conflict has had in local governance, and the tensions arising from the emergence of the 'participatory strategy' of Consejos Comunitarios. Finally, the paper considers the effects of these features on civil society's engagement with participatory spaces, highlighting, nonetheless, encouraging progresses that seem to bridge the gap between the distorted developments and the normative promises brought about by participatory democracy a couple of decades ago.

Exploring the distributive effects of participatory budgeting: The case of Seoul, South Korea

No, Won (Arizona State University)

This study tries to find the main factors that bring out the distributive effects of participatory budgeting (PB), using the case of mandated participatory budgeting process in Seoul, South Korea. Even without the explicit criteria on equity in PB regulation, poor neighborhoods tend to receive more resources compared to rich neighborhoods in Seoul, South Korea. This study looks at the districts in the City of Seoul, South Korea, and examine PB ordinances, government reports, meeting minutes, and news archives. This presentation explores whether 1) political engagement of each district, 2) PB process structure, and 3) involvement of non-governmental actors are related to the amount of funds and the number of projects that each district win in the city-level PB.

Online and offline participation in invited spaces: A case study and a typology

No, Won (Arizona State University)

Around the world, governments have created “invited spaces” in which people are welcomed to participate by a wide range of authorities. In the past, invited spaces were strictly face-to-face meetings. Most of them were consultative in nature, although some placed decision-making power in participants’ hands. In the 21st century, governments embraced the possibilities of ICTs, and incorporated online interactions in their repertoire. Some government agencies use platforms specifically designed to promote online deliberation, ideation, and/or decision-making processes. At the early stages of ICT development, some expected that online participation would replace face-to-face participation, but recent studies found that this is not the case. Currently, government agencies can consider three possible formats when designing invited spaces: online, face-to-face, and hybrid.

Hybrid models are interesting because they can maximize the strengths of both offline and online formats while minimizing their weaknesses. Moreover, they can improve the effectiveness of participation by connecting online and offline discussions, and have the potential to facilitate the flow of information and ideas among participants in the two different settings. However, if online and offline meetings run on parallel tracks that seldom meet, there is a missed opportunity to improve the quality of processes and outcomes. Our study analyzed 4,456 comments about 1,728 ideas in an online participation platform that took place in a hybrid participatory process hosted by a municipal government. We explored three questions: a) to what extent are face-to-face meetings and activities referred to by online participants?; b) what are the contents of those references; and c) what are the lessons for the design and operation of hybrid invited spaces?

O

Redefining patterns in the Nigerian electoral process: Youth as agents of change in the 2015 General Elections

Ojedokun, Babatunde Abayomi (The Electoral Institute, Independent national Electoral Commission, Nigeria)

The 2015 General Elections in Nigeria indeed created a change in the pattern of election outcomes in Nigeria. It was the first time in the sixteen-year democratic dispensation that the opposition won the Presidential and National Assembly Elections. The factors that brought about this development might be

many but most critical among them was youth involvement in elections and the electoral process.

During the pre-election and election periods, the Nigerian voters in the youth category displayed uncommon interest in electioneering, voting, voter registration, debates, campaigns and discussions of prevalent socioeconomic and political issues. Youth interest in political parties and candidates was equally new. Youth role and determination in the outcome of elections were persistent at the elections and were contending forces against traditional influences over elections such as ethnic politics, religion, “god-fatherism” incumbency factor lopsided electoral process and money politics.

The paper empirically analyses the various modalities of youth involvement in the electoral activities leading to the conduct of the 2015 General elections. It argues that the quest for change was realised by the greater youth role in the electoral cycle. The sustainability of youth influence over election outcomes is also analysed. The paper suggests that the emerging change has largely been informed by the rising tempo of increased youth participation in the 2015 elections.

The Democracy Commitment: Civic engagement in the community college

Olivas, Alberto (Maricopa Community College District)

The idea of community colleges as “democracy’s colleges” is based on the concept that they have a unique responsibility and are uniquely positioned to ensure that every community college graduate will have had an education in democracy, to include the skills necessary for active civic participation. Based on that notion, The Democracy Commitment (TDC), a movement of community colleges dedicated to civic education, was launched four years ago and now encompasses over 230 campuses nationwide.

Since its founding, TDC has catalyzed new innovations in civic education, reexamination of older models, and consideration of the implications for bridging academic and student affairs in these efforts. A particular concern for TDC member colleges has been the need to create sustainable civic education practices that are well-suited to 2-year commuter institutions and the unique needs and interests of their students. This has led to the development of “The Civic Spectrum,” a holistic approach to civic education that gives equal weight to students’ needs related to civic knowledge (Head), civic skills (Hands), and a clear sense of connection to students’ core passions and priorities (Heart). This presentation provides an overview of key strategies and model programs that community colleges have employed to embed civic education within their institutions, and a summary of what we have learned as

a network thus far about creating sustainable programs that will survive changes in leadership and changing fiscal and political realities.

Democracy, expertise, and rhetoric: From Plato to the present

Olsen, Tyler (City University of New York)

The tense relation between technical knowledge, democratic practice, and sophisticated rhetoric has been examined at least since the time of Plato. I explore Plato's discussion of these three overlapping domains in order to shed light on our contemporary political situation. I argue that Plato struggled against two principal challenges: the encroachment of both technical knowledge and sophistic rhetoric in the democratic decision-making process. When technical knowledge is placed on too high of a pedestal, the expert perspective of those who possess such knowledge can trivialize other perspectives and isolate experts from important realities that can only be conveyed by local knowledge to which they are not privy.

When sophistic rhetoric gains too strong of a hold over the public discourse that establishes policy, the policy choices are steered towards private interests that deviate from the public good. In our contemporary political situation, wherein the powerful rhetorical capacity of politicians, media pundits, and sophisticated political campaigns (buttressed by the findings of social scientists) manipulate public discourse, and the administration of society is increasingly managed by technical experts in insular, bureaucratic positions, it seems that the only role for the public at large lies in intermittently selecting elite politicians who select a set of expert bureaucrats to administer society in a technically efficient manner. This style of governance seems to be closer to technocracy than democracy. Drawing on Plato's analysis of direct democracy in the *Gorgias* and *Protagoras*, I suggest that a dynamic interaction between technical expertise and democratic deliberation should guide democratic decision-making, permitting the expert knowledge of specialists to penetrate and be penetrated by the local knowledge of residents, reducing the influence of manipulative political rhetoric, and bringing us closer to the ideal of democracy—rule by the people.

Participatory budgeting: From concept to implementation in a rural British Columbia municipality

Osborne, Josie (Mayor, District of Tofino, BC, Canada)

In 2013, the District of Tofino (a rural municipality of 2,000 people on the West Coast of Vancouver Island, BC) began exploring the idea of participatory budgeting to increase citizen involvement and interest in municipal budgeting. Throughout 2014, the municipality sought the advice of external organizations and consulted with local non-profit organizations about the appetite and interest in a participatory budgeting project. In late 2015, Mayor and Council decided to undertake a three-year Participatory Budgeting project with Council's discretionary grant budget. In the past, decisions about Council grants were political decisions made by Mayor and Council after reviewing lengthy application forms and using a set of judging criteria. In spring 2015, the District of Tofino launched the first year of Participatory Budgeting, beginning with the development of the 'rules' of project participation under the guidance of local non-profits who themselves would participate in the program. Grant decisions were made through a democratic voting process involving Tofino's citizens, with almost 10% of local residents attending a community event to evaluate and vote on preferred projects. This presentation will focus on the development of the Participatory Budgeting project, from concept (involving political and municipal staff endorsement) to implementation, with particular focus on unanticipated challenges and benefits. Results of a post-project evaluation undertaken with participating organizations and those who chose not to participate will also be presented.

P

Crowdfunding between civic engagement and benefits

Panzaru, Florina and Alexandra Zbucnea (National University of Political Studies and Public Administration (SNSPA), Romania)

Crowdfunding is a relatively new instrument of fundraising. The main mechanism behind it is to get persons involved to support the initiation of a project, by providing a (small) amount of money in return for a personal benefit or a community-related one. Therefore, crowdfunding is connected with the civic involvement of persons, as well as with the perceived outcomes of this involvement. In order to facilitate this process, several crowdfunding platforms have been set up around the world. They have

been mainly used for the benefit of start-ups. Nevertheless, a sub-category of crowdfunding emerges – civic crowdfunding – which refers to the involvement of groups to help municipalities initiate community services.

The present research investigates the crowdfunding phenomenon in Romania. The main investigated aspect is how people involved in crowdfunding experience it: a form of civic engagement, a form of supporting economic initiatives in order to benefit from a wider variety of services and goods, or a way to obtain unique personal benefits. The maturity of the Romanian crowdfunding platforms is observed. The main method of investigation is the personal interview. All three main categories of persons involved in crowdfunding are enquired: the owners of crowdfunding platforms, the persons who tried to get financial support using these platforms, as well as the public – both those who donated money and those who did not. The results could support measures and appropriate approaches to develop crowdfunding and specific platforms in Romania.

Participatory information networks and citizensourcing in response to natural disasters: From the perspective of public engagement

Park, Chul Hyun and Erik Johnston (Arizona State University)

There is a wide repertoire of goals and models of public engagement, ranging from informing and consulting to including, collaborating, and empowering. Although the models are useful for conceptualizing public engagement, there is a novel and important phenomenon in the digital era the models cannot explain: the emergence and impacts of participatory information networks, particularly in disaster situations. Participatory information networks are volunteer-based, crowdsourced networks in which digital volunteers around the world and those who are affected by disasters work together to address disasters in a collective and innovative way by using information and communication technologies. In recent disasters, the networks processed a large amount of the disaster information from the ground and social media and coordinated remotely rescue missions and relief services. It seems that people's engagement in this kind of the networks is beyond existing typology of public engagement. In the networks, ordinary people initiate their own collaborative initiatives, self-organize to resolve complex, urgent disaster situations, and provide disaster information to formal government agencies to enhance situational awareness. This research aims to explore key characteristics of the networks and investigate how people's engagement in the networks differs from existing public

engagement. Finally, the research suggests implications on public engagement in the network age. For the purpose, this study employs the case study method with focus on a representative example of participatory information networks in the 2015 Nepal earthquake.

Designing the future: Engaging millennials in active civic participation through user centered design practices

Parkin, Tim and Karl Kane (Massey University, New Zealand)

Over the last four years Massey University's Design & Democracy Project (New Zealand) have collaborated with Government and the GLAM sector (Galleries, Libraries, Archives and Museums) to engage Millennials in participatory governance through user centered design practices.

Through this initiative, representative groups of end users become an active part of the design process, influencing policy, programs and services within civic institutions and social agencies. This generates a significant shift in hierarchy whereby the public sector design with their constituents and stakeholders, rather than for them.

That is, the audience becomes the expert, the civic agents become facilitators.

This paper will present insights from this strategy for effective engagement that the authors gained during three design-led investigations. These 'real-world' projects saw young New Zealanders' explore their current and future relationships with tax, museums and libraries. Findings draw on the responses and reflections of over 300 Bachelor of Design (Honors) students from the University's School of Design, and highlights the potential of merging practices of inclusive governance with principles of design thinking and ethnographic research methods. It also illustrates why employing user centered design methods as a strategy for effective youth engagement is quickly becoming an established element of best-practice in many agencies in New Zealand's Government and GLAM sector.

Democratic citizenship pedagogy to complexity difference in three rural high school classrooms in southern Ontario, Canada

Pattison-Meek, Joanne (Ontario Institute for Studies in Education, University of Toronto, Canada)

Little is understood about how various forms of diversity are negotiated in rural classroom contexts in Canada, or how understandings of social difference may surface, intersect with, or be denied through teachers' pedagogical choices. Thus the purpose of my study is to foreground pedagogical practices in predominantly white classroom settings that address diversity and to bring them into wider conversations of citizenship education and multicultural education research. This multiple case study explored how three social studies teachers in rural public high school classrooms in southern Ontario selected and taught subject matter and implemented pedagogies to facilitate students' expression in relation to social and ideological difference, and their motivations for doing so. Data include 56 classroom observations, 6 teacher interviews, 10 group interviews with 29 students, and analysis of student written work. Results show how teachers' pedagogical choices created opportunities for their students to explore the less visible heterogeneities embedded within their classroom settings. Findings also brought to light pedagogical opportunities and challenges for rural teachers who facilitated learning for understanding about ethnocultural diversity. The findings of this study demonstrate for teacher educators and citizenship teachers in Canada and elsewhere, especially those working with student populations with low levels of racial and ethnocultural diversity, ways of responding to curricular challenges of equity and democracy-building education.

Co-production of health and elder care: Cooperative models in Japan

Pestoff, Victor, Yayoi Saito and Johan Vamstad (Ersta-Skondal University College, Sweden / Osaka Univeristy, Japan)

Health and elder care in most developed countries faces a complex and partly contradictory mix of financial, social and political challenges. Fiscal strains combined with New Public Management agendas have caused severe cutbacks and calls for greater efficiency in public and elder health care, resulting in a growing concern about service quality. The purpose of this project is to explore a possibility to address these issues from a new perspective that emphasizes greater user participation, based on the idea that the patients and clients can play a more active part in the provision of their own care services. This project proposes to explore how health and elder care services can be provided when professionals and

patients/clients act as ‘partners’ and where the two parties co-produce the service through their mutual contributions. Institutions that promote a multi-stakeholder dialog between the staff and clients and those that enrich the work environment can also facilitate better service quality. Japan has a unique health care system with not just one, but two user-owned cooperative health care providers that also provide elder care to their members. Together, these two co-op health care systems have nearly 50,000 hospital beds (or about 5 % of total beds). However, they probably differ from each other and from public hospitals and ‘nonprofit’ hospitals or Medical Corporations (Iryo hojin) in terms of the social values they promote. Their social values will be reflected in their governance model, their relations with the staff and the relations between the staff, the patients and volunteers. This project aims to collect unique empirical data from patients, medical professionals and volunteers at nine different cooperative hospitals across Japan and compare it with similar data from two public or nonprofit hospitals. It will produce an extensive and rich material describing how the health care cooperatives in Japan organize their care according to the principle of co-production, but also in which kind of organizational setting this is possible.

[Democratic Innovations: Exploring synergies between three key post–NPM concepts in public sector reforms.](#)

[Pestoff, Victor \(Ersta-Skondal University College, Sweden / Osaka University, Japan\)](#)

The three key post-NPM concepts of social enterprise, social innovation and co-production share much in common and they all include a political dimension that can promote democratic initiatives in public sector reforms. But, can they also contribute to greater democratic governance? Hirst argued that the concept of ‘governance’ points to the need to rethink democracy and find new methods of control and regulation of the big public and private organizations that dominate both the public and private sectors. Do these three key post-NPM concepts suggest new methods of control and regulation? They are highly complex phenomena that involve multiple dimensions and require a multi-disciplinary approach; yet, the academic debate normally oversimplifies them, often from the perspective of a single discipline.

This paper notes the multi-dimensional and multi-disciplinary nature of these three post-NPM concepts and it explores links between them in the delivery of public services. Single dimensional and/or single disciplinary approaches may emphasize certain values, like cutting costs, but they often ignore trade-offs with social and democratic goals. Evidence of greater client and staff influence stems from social

enterprises providing childcare in Sweden. This paper concludes that governments need to develop more flexible, service specific and organizational specific approaches to renewing public financed services. It should promote social enterprise, social innovation and co-production, rather than looking for simple 'one size fits all' solutions to the multiple challenges facing public service delivery today. Similarly our understanding of democratic governance should build on multi-dimensional and multi-disciplinary approaches.

Community development, participation, and the social sector

Phillips, Rhonda (Purdue University)

Community development is often thought of as both a process and an outcome. It can be unstructured or highly prescribed, in terms of who makes decisions and who participates. In addition to public sector driven community development approaches, there is another key set of players from the “social sector” in which nonprofit as well as philanthropic organizations participate and influence community development processes and outcomes. This paper presents an exploration of the role and nature of the social sector in community development at the local level, with a particular focus on participation and decision-making. The inquiry will be guided by examining ideas around social agency, and how it is expressed in existing societies.

Social agency is a key concept within community development, when defined as the process of creating or increasing solidarity and agency (the capacity of people to structure their communities) (Bhattacharyya 1995). I will depart from the usual foray into community development's philosophy as structure, power and shared meaning to look further at social agency (Hustedde and Ganowicz 2013). Social agency is inherently what community is all about – building capacity and capabilities to change situations for the better. This leads directly in particular to the question of participation and its importance. How do people have a voice in decision-making and other processes, how do they express ideas, desires and needs? In other words, how do they participate to influence community development in their own communities?

Further, the role of the social sector will be examined from the perspective of increasing participation or access to the processes, and influence on social agency. Models of engagement and participation will be presented, from case studies in community development with a strong presence of social sector organizations.

Organizing participatory democracy from below: Towards a cosmopolitan perspective on social political movements

Poetz, Benedikt (University of Freiburg, Germany)

This paper provides a comparative analysis of the Egyptian January 25 revolution, the Spanish 15M movement and the South African Abahlali baseMjondolo (shack dwellers) movement. The comparative approach serves to provide a preliminary basis for the conception of social movements as a cosmopolitan risk community. This community is bounded by shared risks which are entailed in the lack of democracy, the struggle to create participation and dialogue through collective organizing as well as experiences of repression. Members of the community are engaged in the construction of democracy by creating new decentralized channels for direct participation. Additionally, indications for actually experienced and lived community in spatially distant localities emerge from the movement's cosmopolitan outlook, practices entailed in declarations of solidarity, the adaptation of protest forms and themes. Such a conceptualization of social movements in a cosmopolitan context opens up a discussion about additional concepts and units of analysis for an understanding of the dynamics surrounding the struggle for a more direct, participatory democracy in the contemporary cosmopolitan world.

Civic engagement in Mexico's northern municipalities: How people participate in a violent context?

Poom, Juan (El Colegio de Sonora, Mexico)

Since 2006 Mexico's Northern municipalities have been under fire. The former President Felipe Calderón Hinojosa started an unexpected government strategy that has negatively impacted civil rights and the lifestyle of many local communities. During the last decade, people living in localities near the U.S. border have been changing their regular activities to put more emphasis on protecting their personal safety and on the safety of their families. For example, they are changing personal habits and are more eager to participate in small but important civic actions linked to community safety. This presentation will describe and analyze those civic actions in a local community, and discuss how people participate in a context characterized by high levels of violence.

Parents of English learners as policymakers in the era of local control

Porras, Diana (University of California, Los Angeles)

When California Governor Brown signed into law the Local Control Funding Formula (LCFF), he created a more equitable public education finance system by providing additional funds to districts with higher rates of low-income students, foster youth, and English learners (EL). He also mandated that parent groups such as English Learner Advisory Committees (ELAC) be included in district annual budgetary, planning, and evaluation processes (Cal. Educ Code § 52060). These legislative actions created an opportunity for parents, particularly historically marginalized low-income and language minority parents, to play a greater role in district policy-making. LCFF opened the possibility for districts to forge empowered participatory governance (Fung, 2004), where everyday members of a local community have genuine and equal authority to decide agency goals, priorities, and strategies. Applied to a school setting, empowered participatory governance means parents are included in “critical forms of school-based civic engagement” (Terriquez, 2011, p. 585), where their interests, concerns, and ideas contribute to school decision-making. Observing the LCFF implementation efforts of Rancho los Nietos, a pseudonym for a highly regarded school district in southern California, this paper offers unique insights into the inclusion and engagement of parents of EL students in setting and informing district-wide LCFF-related policies. Through meeting observations, interviews with parents and district administrators, and document analysis, this paper contributes to the literature on participatory policymaking and parent involvement. Ultimately, the findings highlight the important contributions historically marginalized parents of EL students can make as critical participants and partners engaged in shaping district priorities and programs.

Policy dialogue and stakeholders’ involvement in the design and implementation of Romanian public policies in education

Pricopie, Remus (National University of Political Studies and Public Administration (SNSPA), Romania)

The paper presents a Romanian case study regarding the design of a public policy for education, based on policy dialogue and stakeholders’ involvement in public decision making. The policy is aimed at

reducing school abandonment in secondary and tertiary education and at increasing access to higher education.

R

Participatory local policies and territory in Gran Buenos Aires

Rofman, Adriana (Universidad Nacional de General Sarmiento, Argentina)

The study of participatory local policies has shown the need to overcome normative and abstract perspective and highlight the importance of social, economic and political conditions of the territorial space where these experiences are developed.

The study of participatory policies developed in the municipalities of Greater Buenos Aires, a region composed of 24 municipalities surrounding the City of Buenos Aires, whose economic and social life is integrated into a single large metropolitan city, is based in this perspective. Therefore, research is not only focused on internal dynamics or the results of the experiences, but also it takes into account the economic and social structure of the municipality; the institutional and political structure and the local government characteristics; the social actors and intergovernmental networks involved in the policy process, among others features. This analysis will show that the unique characteristics of the experiences are strongly related to social, economic and political conditions of the local territory.

Entrepreneurship and co-operation: A history

Ron, Amit (Arizona State University)

The notion of the “entrepreneur” as a factor in the process of economic production entered into economic theory in the 18 century. Since then, there is a theoretical debate about the proper characterization of the economic function of the entrepreneur. What is often overlooked or marginalized in histories of these debates is the extent to which economic theories of the entrepreneur were developed through an intense and tense dialogue with theories of democratic governance. This paper is part of a larger project that seeks to examine this dialogue. In economic theory, the entrepreneur is often described as a unique individual, or one that belongs to a class of unique individuals, who has talents that cannot be found among ordinary people. These descriptions were often

aligned with elitist views of society and politics. Nevertheless, other accounts of the entrepreneur aligned themselves with a different and more egalitarian understandings of society and more developmental or participatory models of democracy.

The paper I plan to present in the conference examines one dimension of this dialogue that took place mainly in the second part of the 19th century and the early part of the 20th century. In this historical “moment” economic treatises examines the role of the entrepreneur against different models or ideas of economic cooperation in and outside the workplace. The paper examines the history of this dialogue as it takes place in major economic treatises of the period such as John Stuart Mill’s “Principles of Political Economy” and Francis Amasa Walker’s “The Wage Question.”

Citizenship learning and participatory democracy and the Grameen Bank micro-credit Bangladesh

Rouf, Kazi Abdur (Noble International University)

The Grameen Bank’s group formation system helps women to work collectively with their neighborhoods and to interact freely amongst each other. Here, the GB is bringing women borrowers together on a weekly basis not only to pay their loans, but also to share experiences, support one another’s businesses, to keep their families healthy, to mitigate neighborhoods conflicts by themselves and encourage borrowers to engage in different community activities like involvement in school committees, pavement committees, village development meetings, irrigation committees, and village development committees etc. Although the GB does not have a citizenship learning program and a civic action program for borrowers, citizenship education and community development go hand in hand. Hence, political mobilization activities need to work closely with the existing MFIs and the country’s emerging NGOs in order to push forward to develop new relationships, connections between civil society (NGOs) and marginalized people in Bangladesh. It is urgent to make healthy communities, to develop human capacities and meet the poor’s deep need to connect MFIs borrowers with others; to express their values is the essence of living a good life. Otherwise marginalized people shall face serious challenges in citizenship and democratic participation, resource mobilization and policy formulation for the working poor. Moreover, the civic education can be incorporated into Grameen Bank and other MFIs/NGO programs supported by government. The popular education and adult civic education can run parallel to awakening people to become subjects of their own development and empowering them.

Inclusion of citizenship learning with MFIs participatory development approach can empower people to become active citizens and actively participate in civic activities and political debate/discourse in the society. Bangladesh can learn from PRIA Education India and Panchayat India (Ghatak and Ghatak 2002), who provide deliberative democracy and participatory democratic knowledge to people through its 'citizenship learning' trainers training program, through revitalizing local councils, and through democratic dividend to the public to strengthen democracy from below— for community common well-being.

Amplifying voices ignored by the media: Documentary film festivals, community building, and solidarity

Roy, Carole (St. Francis Xavier University, Nova Scotia, Canada)

In the last two decades media critics have sounded the alarm regarding privatization and deregulation of the media (McChesney, 1996; Berry, 2006). In Canada, historically the media were used effectively by adult educators; however that has changed. In 2010, Murray Dobbin noted that control of the media by the right resulted in a decline of political debate and understanding, and the neutralizing of dissenting voices. In addition, media scholars Winton and Garrison (2010) wrote that film distributive structures often ignore underrepresented narratives. Dobbin suggested that small groups should try to imagine a preferred future.

In this paper I will share the findings from a qualitative case study of three documentary film festivals in small Canadian towns. These citizen-initiated documentary film festivals provide an alternative as they inform citizens, promote critical thinking, and foster solidarity. These film festivals create a public space for exchanging opinions, stimulating debate, and encouraging action. By exposing problems as well as presenting victorious struggles, they embody Freire's (2004) pedagogy of indignation by 'denouncing' injustices while also 'announcing' possibilities. The diversity of their programming foster what Schugurensky (2006) called a pluralistic citizenship that allows for differences while raising awareness of current issues and encouraging solidarity. They also provide an opportunity to think critically about the images that surround us and challenge the limited representation offered by mass media while providing a supportive and collective setting for reflection and exchange.

S

Democracy International: The global coalition for democracy

Schily, Daniel (Democracy International)

Democracy International is a non-partisan non-governmental organization that aims to strengthen processes and tools of modern direct and participatory democracy at the national and international level. The organization runs campaigns and projects to further direct democracy and citizens' participation at transnational level; it supports democracy activist groups by sharing networks, knowhow and legal expertise; and it develops research on direct democracy structures worldwide. Join the session to learn about Democracy International's work on the principles, the facilitating architecture and innovative approaches of transnational participatory democracy. USA.

Democratic innovation in Latin America: The political culture of participation

Schneider, Cecilia (Universidad Nacional de Avellaneda, Argentina)

This work is part of a research project funded by the Argentine Ministry of Science and Technology of the Nation that aims to study the processes of democratic innovation that have been developed by local governments in Argentina since the mid-nineties is proposed and, in particular, the supply of mechanisms for institutional citizen's participation (PTC, by its Spanish acronym). The initial stage of the project focused on gathering and analyzing the supply of existing PTC mechanisms in the 23 capitals of the country. In the current stage, the project aims to investigate how the PTC mechanisms affect the configuration of meanings about politics and democracy. The project will also investigate the generation of civic tools both among participants who engage in PTC mechanisms as well as among those who engage in alternative political participation.

The presentation will provide an overview of the project status by presenting an initial exploratory analysis performed on a small number of cases. This analysis has increased our understanding of the actual participation dynamics channeled through PTC mechanisms. It has also been helpful to deepen our knowledge on key aspects of the democratic political culture including the relationship between participation and representation, the educational effects on participants (civic skills), political socialization, the effects on administrative cultures, and public decision management. As part of the

current work, we have developed a theoretical framework on the concept of political culture from an interdisciplinary perspective combining cultural and political anthropology and sociology.

Examining ideation processes in online invited spaces

Schugurensky, Daniel (Arizona State University)

Governments have used Information Communication Technologies (ICTs) in a various ways to include the public into their decision-making processes. And online public participation is one of the participatory activities included in the open government plans. The focus of this paper is online deliberation as a part of deliberative civic engagement. Using the data of the comments that are posted to an online deliberative platform that is opened by a city government, myplanphx.com, this paper explores how ideation naturally emerges in the online deliberation process and examines the role of participations within each stage of the ideation process. As a result, the level of ideation framework was developed throughout the analysis. The framework includes five levels of ideation – idea proposal, idea reception, idea development, idea closure, and idea implementation. In myplanphx online forum, the comments constitute the three levels in the middle – idea reception, idea development, and idea closure. The levels of ideation appeared in a different pattern based on how much the issue is controversial. While the idea reception stage appeared in a similar portion in each group, the overall disagreement ideas had idea development I stage more active. This paper concludes with the lessons for the design and implementation of online public participation processes.

Seven tensions in participatory budgeting

Schugurensky, Daniel (Arizona State University)

This presentation will address seven tensions that can be identified in participatory budgeting processes. The first four are related to design choices, and the last three are related to implementation dynamics. The first tension (distribution v. redistribution) relates to issues of equity and social justice. The second tension (direct democracy v. deliberative democracy) refers to the trade-off between community mobilization and quality of the process, and is expressed in the decision on whether allow mass voting or restrict the voting to community representatives. The third tension (process time v. meeting fatigue) refers to the time requirements to have a good process and the challenges to associated with the

number, length and frequency of meetings. The fourth tension (fragmentation-integration) refers to the dilemmas of funding more small-scale projects or funding less projects of more considerable magnitude. The fifth tension (protest v. proposal) has to do with the antagonistic logic that is typical in many government-citizens relations and the collaborative logic that drives the spirit of PB. The sixth tension (local knowledge v. technical expertise) relates to the conflicts between the opinions of those who experience the problems on daily basis and the opinions of professionals who approach the issues from different perspectives. The last tension (competition v. collaboration) is inherent in the very idea of PB, which is based on these two contradictory logics. The presentation will suggest some strategies that have been used to overcome these tensions.

[The Participedia project: A global partnership to create and mobilize knowledge about democratic innovations](#)

[Scully, Patrick \(Participedia\)](#)

The Participedia Project responds to a transformation of democratic governance, one possibly as revolutionary as the development of representative, party-based democracy that evolved out of the universal franchise. The transformation involves hundreds of thousands of new channels of citizen involvement in government, often outside of the more visible politics of electoral representation, and occurring in most countries in the world. These participatory processes vary widely in form, including citizens' advisory panels, participatory budgeting, and innovative applications of new social media. The Participedia Project's primary goals are to map the developing sphere of participatory democratic innovations; explain why they are developing as they are; assess their contributions to democracy and good governance; and transfer this knowledge back into practice. A recent \$2.5M Partnership Grant from the Social Sciences and Humanities Research Council of Canada (SSHRC) will support the collaborative work of an extensive community of academic researchers, students, practitioners of democratic innovations, design and technology professionals, and others. This presentation will discuss the main goals and challenges of this project.

Community engagement and indigenous entrepreneurship education: A Freirean approach

Sengupta, Ushnish (University of Toronto, Canada)

This presentation examines entrepreneurship education in marginalized communities, specifically indigenous communities in Canada, through the framework of Paulo Freire's critical pedagogy. Entrepreneurship is defined broadly to include starting small businesses, non-profits, social enterprise, and cooperatives. The historical importance of trade and entrepreneurship in Indigenous communities across North America has been well documented (Beavon, Newhouse, & Voyageur, 2011). The suppression of indigenous entrepreneurship and indigenous knowledge as a tool of colonization has also been critiqued comprehensively (Carter, 1993). There has been a recent resurgence and interest in indigenous entrepreneurship in Canada (CCAB, 2011). Indigenous Entrepreneurship is qualitatively different from unidimensional neoliberal entrepreneurship. As described by Anderson (2011), Indigenous Entrepreneurship has multiple goals in addition to economic self-sufficiency, including land ownership and use, and strengthening socio-economic circumstances and revitalization of traditional culture. The first argument of this paper is entrepreneurship education needs to be reflective of a broader plurality of values to be of utility to Indigenous communities. The second argument is that the format of entrepreneurship education has to change to be relevant to different local contexts (Leca, Gond & Cruz, 2014). In the conclusions, the paper calls for applying a Freirean problem-solving approach to teaching entrepreneurship (Harris & McLeod Rogers, 2014). An entrepreneurship education informed by critical pedagogy necessitates two-way dialogic approaches where there is an exchange of knowledge between practical entrepreneurship, and indigenous knowledge of local assets and community. The paper also explores extending the value of Freirean approaches for entrepreneurship education in other marginalized communities (Prieto & Friedrich, 2012).

Global citizenship as a contested notion in a time of diminishing democracy

Shultz, Lynette (University of Alberta, Canada)

In 2015 UNESCO launched its global/globalizing post-2015 education agenda that was framed around the notion of global citizenship. While not a new term, global citizenship has defied definition despite efforts by academics, educators, policy makers, and community activists to capture it for their purposes. Rather than seeking a definition, this study of UNESCO's promotion of global citizenship is a search to

understand how global citizenship works given that UNESCO has also recently removed references to democracy from its programs and materials. This shift from the social goals of democracy to the individual goals of individual liberal rights as a kind of global citizenship suggests a substantive shift in UNESCO ideals and directions. What is being put into motion here? Drawing on the work of Castells (2000) to examine how power works in the “space of flows” (p. 458) and John Law’s (2009) work on durability in policy networks, I will examine the emerging network of actors interested in global citizenship education to understand how the concept of global citizenship has gained stability in policy and activism arenas. Law (2009) describes three types of stability: material durability, including formalized documents, policy statements, partnership agreements; strategic durability, including patterns and ordering of relations and connections of actors; and discursive stability, including discourses that work to order and structure who and what is possible.

Global education in teacher education: A comparative study, Australia-Zimbabwe

Sigauke, Aaron T. (University of New England, Armidale, Australia)

In recent years, current political, social and economic events at the global level have given rise to the need for global education to be taught as a discrete or a cross-curricula focus in schools and higher education institutions worldwide. It seems necessary that today’s young people have to understand and participate in political, social and economic events at both the local and global levels. Global education is about enhancing one’s capacity to interpret and engage in events at these levels. In a number of countries one of the roles of education, among others, is viewed as being able to connect young people from different parts of the globe and making them aware of events taking place at the global level.

This research, funded by the University of New England’s Research Seed Grant (URSG), sought to compare views of pre-service teachers from one developed country, Australia, against views of a similar group from a developing one, Zimbabwe, on these and other global education issues using a mixed method approach. Data collection involved online and face-to-face distribution of survey questionnaires and face-to-face interviews with pre-service teacher participants.

While there are areas of agreement between participants from institutions of both countries there are also a number of areas where they differed, a result of differences in the contexts in which they were located. Participants from both institutions made a number of recommendations that could benefit school and higher education programs in these and other countries.

From ideals to social change: The Port Huron Statement and education for democracy

Soto, Jim (St. Clair County Community College)

The Port Huron Statement, written by the Students for a Democratic Society (SDS) in 1962, was a catalyst for the 1960's student movements in America. SDS broke with classic political theorizing of idealizing end state utopias (Plato, Marx, King), states of nature (Hobbes, Rousseau), or decision procedures (Bentham, Mill) in favor of looking at current social problems and idealizing the mechanism of social change, "participatory democracy," change agents, and "university students." The result was a call for a truly democratic society, within certain parameters, but without a predetermined outcome.

The call for university students to be agents of social change was partly based on the physical distribution of universities throughout the United States, and, in part, to make "political life...an adjunct to the academic one." If students are to be considered agents of democratic change, then education for democracy should take center stage.

So then, what is the nature of "education for democracy"? What education do democratic agents require? SDS argued that education should take place in "community of controversy", develop "real intellectual skills", be "committed to deliberativeness, honesty, (and) reflection as working tools.", and transform complex problems into personally understandable and relatable terms.

I will argue for a "problems" based approach to education where social problems are the focus of the course, and instruction supports a democratic agent's goal of understanding and transforming the world in which they live.

The discourse of civility: Language ideology and public testimony

Spiegel, Pauline (Indiana University-Purdue University)

This paper takes up a fundamental issue encountered in the section of the conference titled *Principles and Practices of Public Deliberation*. Citizens who participate in public meetings start with a power deficit (Barber 1984). They speak without benefit of already known credentials. They have been issued a general invitation by a powerful institution; their presence at public meetings is premised, at the beginning, on their own anonymity and their own individuality. The paper explains how citizen- speakers

create their right to hold the floor, the value of their opinions, and the commitments to different publics and ideas (Spiegel 2010) in an effort to “turn the tables” of power relationships (Bauman 2004). However participants cannot fully overcome the individuality that makes any speaker vulnerable to charges that they are self-interested, not objective, and not rational (Locke 1690, Warner 1990). I discuss this issue using insights drawn from anthropology and linguistics, in terms of the *values* assigned to the kinds of language that speakers use to establish themselves as citizens, a concept termed language ideology (Bourdieu, 1991, Hill 2000). Participants use these ideologies of language to attack and affirm different positions, creating an afterlife of charges and countercharges such as NIMBY (Not In My Backyard) and which circulate afterwards in the media (Urban 2001). These attacks (and associated defenses) create a discourse of civility – most often used in support of established power to attack citizen speakers.

Neighborhood level decision authority as a lure for greater citizen engagement

Swindell, David (Arizona State University)

Today’s local public administrators are increasingly interested in public servants capable of integrating citizen participation into their public work. Gone are the days where the focus was “maximum feasible participation.” Local officials and scholars are far more concerned about increased social isolation of citizens (e.g., more bowling alone).

This research examines the role of neighborhood organizations and the role of those organizations partnering with local government in the delivery of urban services. The research is motivated by the need to identify new means of luring citizens back into public space and engaging with each other in basic civic acts. Through survey results of neighborhood leaders, I seek to measure the effect participation in provision decisions over small scale service delivery has on encouraging citizen participation in these organizations. Can these organizations be effective at delivery and does success encourage greater participation or social capital? The answers may suggest at least one means for strengthening civic fabric and regenerating social capital in urban communities through local policies that redistribute provision decision authority. But institutionalized barriers to greater neighborhood involvement inhibit a fuller realization of these possibilities, tied to the reform movement in public management.

The paper relies on new, recently collected data from a recent survey of over 300 neighborhood organizations in the greater Phoenix (AZ) region to evaluate whether possible devolution strategies involving neighborhood organizations as service delivery provision units might generate social capital in urban communities, along with identifying the potential barriers to implementing such policies in urban areas.

Social capital, institutional trust and political accountability: The case for a mixed electoral system in Colombia

Sudarsky, John (President of Contrial, Corporation para el Control Social, Colombia)

This paper starts with a brief description of the Barometer of Social Capital (BARCAS) in Colombia. The low levels of political accountability and the changes since 1997 in Legislative Linkage are the critical variables to increase social capital and institutional trust, as well as to lower faith in unvalidated sources of Information. From the theory of transformation generated in the analysis of the BARCAS, the electoral system based on proportional representation which is pervasive in Latin America, will be shown to be the determinant of many of these problems. This is because citizens are unable to identify who their representatives are and thus who should be held accountable for their legislative performance. A mixed electoral system, which 60% of members elected from Single Seats Electoral Districts and 40% based in proportional representation to avoid the negative effect on minorities that majority or winner take all system have, is presented. The paper describes the actions carried in the past four years in the political arena and reflect the possibility of culturally introducing the concept of legislative accountability which is absent from the Latin American tradition.

Participatory management for public administrators: A toolbox of practitioner ideas

Sweeter, Janice and Geoffrey E. Gonsler (Arizona State University)

Public trust hovers at record lows. Participatory democracy gives citizens the tools to impact public decision-making and rebuild that trust. An analysis of several state governance initiatives revealed the influence of participatory practices on greater public agency transparency, improved citizen and industry relations, and increased public communications and collaboration.

The concept and practice of participatory management is widespread in the public sector today. Public agency stakeholders, service users, and the general public should be invited to research, discuss and recommend proposals regarding issues of public interest. This presentation outlines how public initiatives that incorporate participatory practices are affiliated with strong employee relations, an open attitude of citizen cooperation, and a more favorable corporate culture.

At the beginning of Arizona Governor Jane D. Hull's administration in 1997, the Arizona Lottery was an agency in disarray. The governor had fired the director under a cloud of corruption, the State Auditor General had released a damning report, and the agency was the first lottery in the history of the industry to face repeal by the voters. During the following seven years, players, retailers, vendors, funding beneficiaries, marketing experts, employees and community leaders collaborated with government representatives on initiatives that contributed to increased sales within statutory requirements and to an improved public image in the eyes of both the public and the elected officials. This overview concludes that "By the People" results in better outcomes for the agency, the service users and the community.

Beyond inclusion: Critical race theory and participatory budgeting in New York

Su, Celina (City University of New York)

In this case study of the New York City experience, I examine PB's contested role as an empowering, pro-poor tool for social justice. I particularly use key tenets from critical race theory, such as the prevalence and slim rewards of interest convergence, to analyze the ways in which New York's PB process currently simultaneously resists and perpetuates racial inequalities deeply embedded in American society. I draw upon four years of surveys and observations, as well as budget project data and interviews with budget delegates and representatives from all relevant city agencies. In the New York case, PB has successfully broadened notions of stakeholderhood and citizenship for many constituents (especially youth and undocumented citizens), but in doing so, it has not necessarily prompted a re-prioritization of budget allocations or changes in power dynamics and racial hierarchies, yet. The difficulties of institutionalizing anti-racist practices also highlight the risk of perpetuating a neoliberal emphasis on the individual in PB. I conclude by examining critical pedagogical and other practices that may help participants to forward anti-racist discourse and work in PB.

T

Youth as decision-makers in the present: Participatory budgeting and changing perceptions of youth citizenship

Taft, Jessica (University of California at Santa Cruz) and Ginny Browne (Participatory Budgeting Project)

Adult policy makers have increasingly decided to include youth below the age of eighteen in participatory budgeting processes as assembly participants, budget delegates, and voters. This inclusion marks a notable increase in the political rights of minors, enhancing their decision-making power in their communities. Youth inclusion in municipal governance had previously primarily taken the form of youth councils with consultative rather than authoritative power. Youth engagement in participatory budgeting therefore marks a shift in the way policy makers have thought about young people as citizens. Rather than viewing youth only as citizens-in-the-making, or future citizens, young people's inclusion in participatory budgeting processes imagines them as citizens in the present, with the capacity and authority to make choices as youth. This presentation considers how this shift has occurred, tracing the ways that adult policy-makers have discussed youth involvement in participatory budgeting and the political, cultural, and social dynamics and interventions that have led them to include young people in these processes. It will also share new data on young people's participation in PB processes with a focus on the issue priorities they articulate in deliberation spaces and the types of community improvement projects they vote for in PB. When adults design participatory processes, how is youth inclusion being brought up? Who is promoting it? What claims about youth do supporters of youth inclusion make? Who is resistant to such inclusion? What arguments and claims about youth do they make? How are competing understandings of young people's roles in political decision-making being resolved? Finally, how do adults' arguments and claims hold up against the evidence from new research on young people's participation? In presenting this analysis, we seek not only to illuminate an important transformation in adult perceptions of youth citizenship and youth engagement, but also to understand how these shifts are occurring in order to encourage the further inclusion of youth in other participatory sites and settings.

Empowering citizen researchers through community foundations: A community case study

Talmage, Craig, Eric Steffey, and Richard Knopf (Senior Research Associates for Arizona State University's Partnership for Community Development)

Community foundations continually strive to understand the areas they serve and how best to expend their limited resources to address salient community needs. The approach often undertaken by these organizations utilizes a contract with an “expert” who comes into the community with a boilerplate approach. This expert follows a common script: (1) survey of needs; (2) interviews; and, (3) a report that later all too often disappears until the next community assessment. This historical approach is inherently flawed as it fails to empower community members to continue to ask questions and assess community needs and assets after the expert(s) exits the community.

This modus operandi must change; community research must become more collaborative. Signals for change are beginning to effervesce (Wittig, 1996). The departure from expert-driven research to citizen-driven research is expanding, anchored originally in action research’s initial conception. This presentation ultimately asks: “what if community foundations were given the tools to assess their own communities, the communities that they know best?”

We will present our on-going collaboration between community development researchers and a community foundation in the Phoenix metropolitan area. When asked to conduct a status quo assessment replicating one conducted ten years prior, conversations were directed toward changing the role of the contractor as the “expert” to one of a fellow creator. This presentation discusses how “experts on research” can better train “local community experts” and empower them with research knowledge and skills to become “citizen researchers,” who can share their knowledge with local community foundations.

Self-expression and elite-challenging activities: A punk rock approach to civic engagement

Talmage, Craig, Bjorn Peterson, and Richard Knopf (Senior Research Associates for Arizona State University's Partnership for Community Development)

Broader data sets that consider elite-challenging actions and self-expression values demonstrate the reality that social capital is built not only in actions that affirm and support the elite-driven status quo,

but also through pushing back against that same status quo (Inglehart & Catterberg, 2002; Welzel et al., 2006). Welzel, Inglehart, and Deutsch (2006) have termed the combination of self-expression values and elite-challenging action as emancipative social capital and have claimed that it has the greatest civic payoff. Welzel, Inglehart, and Deutsch (2006) demonstrated that elite-challenging action does not undermine the creation of social capital or its promulgation of civic values.

If Putnam (1993) is right in arguing that social capital can be used as a predictor of good governance, then we must look not only to elite-driven actions that affirm policy and practice, but also to the expression of elite-challenging values embodied in movements like Punk Rock and others to determine whether a strong civic society is likely to emerge. Researchers have claimed that there is a significant connection between self-expression values and elite-challenging actions, and the presence of self-expression values is claimed to be a key determinant in the rise of a democratic society (e.g., Welzel & Inglehart, 2008). This presentation would provide an in-depth discussion of who are the elites and what are self-expression values. The philosophy and musical expression of punk rock will be used as a metaphor to frame the presentation. Punk rock epitomizes emancipative social capital by challenging the elite and valuing self-expression.

Open government and participatory design: The views of public administrators

Tanya, Kelly (Arizona State University)

Open government is an effort to make government functions more transparent, participatory, and collaborative. If its potential is realized, open government provides a tremendous opportunity for meaningful public participation and collaborative decision making in government. However, there are substantial challenges in realizing this potential. Open government efforts require a synthesis of programmatic, technological, and participatory design in order to be successful. There is also a tendency to rely on simple designs, like idea crowdsourcing, which has limitations for realizing more sophisticated forms of collaborative governance. This paper focuses on the role of two administrator groups who are essential in the early stages of experimentation with open government practices in public sector organizations. Administrative leadership empowers organizational experimentation, provides support, and works to integrate open government practices into daily and strategic operations. Intermediaries are responsible for the design, execution, and evaluation of open government platforms. Understanding the complementary roles of each administrator group provides insight into the working management of

open government efforts in public sector organizations. Data from administrator interviews and department documents are assessed through the lens of institutional theory, using grounded research or process based analysis for the respective administrator groups. The findings will identify insights and challenges for each group, as well as the perceived working relationship between each group. This paper contributes to one working piece of the open government puzzle by better understanding the working environment of the administrators who make open government efforts possible.

Renewable energy co-operatives: Collectively democratizing the energy sector

Tarhan, Mumtaz Derya (University of Toronto, Canada)

Energy sectors of most industrialized countries are marked by a long history of state and corporate-owned and highly centralized energy generation (mostly from fossil-based sources) and distribution. Although technological developments and pressures from social/ecological movements resulted in an increased uptake of renewable energy (RE) technologies since the early 1990s, the application of these technologies have since predominantly taken place through large-scale projects owned by corporate actors. In other words, despite an increase in global RE generation, the dominance of undemocratic ownership models and decision-making processes in the energy sector remained intact. In response, an increasing number of individuals and community groups have been forming renewable energy co-operatives (RE co-ops) in recent years to provide bottom-up and participatory solutions to their local needs and global environmental issues. The goal of this presentation is to summarize the demonstrated impacts of RE co-ops in the economic, social and environmental realms. Thereby, their impact on community development and role in accelerating the global transition towards a sustainable and democratic energy sector will be assessed.

Mobilizing the low-capacity state: The positive effects of weak states on social movement participation in Brazil

Tarlau, Rebecca (Stanford University)

How do spaces for participatory governance within state institutions develop? While many scholars argue that high state capacity is necessary for grassroots participation (Baicocchi, 2005; Coelho, 2007; Evans, 1997; Wang, 1999), other scholars deny that strong bureaucratic institutions are important

preconditions to participatory governance (Abers & Keck, 2009; Hochstetler & Keck, 2007; Wolford, 2010). In fact, Joshi and Moore (2004) assert that participatory governance becomes possible in locations where institutions are weak. The goal of this paper is to assess these assertions by drawing on the case of the Brazilian Landless Workers' Movement (MST), and activist's attempts to implement particular organizational and curricular proposals in the public educational sphere. The paper compares two municipal school districts where MST activists are demanding to participate in educational provision, and analyzes how the relative strength of the local state affects the movement's ability to implement activists' goals in these schools. The paper concludes by arguing that the "margins" of the state, where municipal governments are weak, offer many opportunities for grassroots participation; however, a strong and mobilized social movement is necessary to take advantage of these conditions.

Role of informed citizenship in democratic consolidation in Pakistan

Thahim, Nasrullah (Sustainable Environment and Development Foundation, Pakistan)

Democracy is at the same time a political system, a cultural practice and a mindset. In political terms, a substantial democracy includes a variety of features such as a good governance system based on values of transparency and accountability, a majority rule with respect for minority rights, a free and responsible media, the acceptance of diversity, political pluralism, an independent judiciary and a sovereign parliament. The democratic system of Pakistan, unfortunately, lacks several of these features. A number of reasons could be listed and discussed to explain this phenomenon. One of them is the low level of civic engagement, which in turn is related to the low level of political education of citizens in Pakistan. Indeed, civic engagement, social oversight and a critical mass concerned citizens are necessary elements for any successful democracy. This presentation addresses these issues in the context of the slow consolidation process of democracy in Pakistan, and in dialogue with the recent and current literature on political sociology.

Civic engagement and participatory democracy: Examining the state of the field

Thomas, Nancy (Tufts University) and Tim Shaffer (Kansas State University)

In June 2014, the Journal of Public Deliberation published a special issue on "the state of the field" and US democracy. The issue contains essays by democracy reformers, public engagement practitioners, advocates for civic renewal, and scholars from multiple disciplines who study deliberative democracy

and civic studies. Charged with the task of assessing “the state of the field,” these authors responded to questions such as: What reform movements and forms of engagement fall within the “field?” What challenges does the field face? What language do we use to frame the work? What promising directions should the field pursue? In July 2014, the authors gathered with many others doing comparable work at the Frontiers of Democracy conference at Tufts University in Boston. There, participants discussed the essays and the framing questions.

While Frontiers conference attendees shared a broad commitment to participatory governance practices, citizen engagement in public problem solving, and certain democratic practices (e.g., inclusive dialogue, deliberations, collective action), there was no clear consensus in response to the question, “to what end?” Questions also emerged around whether this network of civic leaders and academics is making progress, particularly among people with positional power and authority.

In this session, we’ll ask the same questions and explore new answers.

Relevant links: Journal of Public Deliberation: <http://www.publicdeliberation.net/jpd/>

Special Issue: <http://www.publicdeliberation.net/jpd/vol10/iss1/>

“It’s up to them to change, not us”: The politics and practice of Canadian multiculturalism

Thomas, Tiejia (Concordia University)

This citizenship education thematic paper presentation reports on findings from a study that sought to trace how Canadians understand and articulate issues of Canadian citizenship and cultural belonging. The study used corpus-assisted critical discourse analysis in order to examine 34 online discussion threads surrounding one controversial socio-political topic, namely: the province of Quebec’s proposed Charter of Values. Notably, in the process of attempting to build a strong provincial identity and to define the values of Quebec society, the Charter of Values proposed to restrict public sector employees from wearing religious symbols while representing a public body. This proposed restriction was diversely received, both by citizens living within Quebec and within the broader Canadian society, giving rise to many debates surrounding issues of power, privilege, and cultural belonging within the Canadian context.

My analysis of the online debates concerning the Charter of Values revealed a marked disparity between Canadian Multiculturalism policy, which provides constitutional support for diversity, and how citizens

experience and respond to diversity in practice. Significantly, analysis revealed that attempts to question and redress relations of oppression resulting from racial, ethnic, and religious diversity were routinely marginalized and delegitimized. Regrettably, this foreclosed the possibility of transforming conflicts arising from difference into sites of socio-political transformation. As such, I argue for the need for citizenship educators to engage with pedagogical strategies that open up spaces for contestation and conflict surrounding issues of privilege, belonging, and cultural difference with a view of righting power imbalances and creating a more equitable and just Canadian society.

Teaching, political and social organization, and democracy

Traverso, María Delia (Universidad de Morón, Argentina)

“Which are Primary teachers’ conceptions about the social and political organization of the Argentine Republic as a democratic country?” The object of study is focused on “Primary school teachers’ conceptions about the social and political organization of the Argentine Republic as a democratic country”. The research has been made from the qualitative methodology by means of graphics to Primary teachers from the west area of the Buenos Aires’ Conurbation in 2011 and 2013.

Representation appears as a unique way of social and political participation from the investigated conceptions. A representation which gradually keeps people away from their representatives and which creates political apathy and disbelief towards the political power. Before the connected conceptions to the paradigm of representative democracy, we introduce participative democracy that is based on “social grammars”.

Issues like participation, the voice of postponed minorities and their organization in new social groups, ethnic diversity, social grammars, demo-diversity, deliberation, horizontality of people involved in social and political processes, the articulation between the local and the global and the “democratic experimentalism” (or new experiences of democracy) emerge as elements for a new paradigmatic view which could clarify conceptions of the old paradigm about democracy.

We can say that awareness about the curricular work of teachers from a participatory and critical view of democracy benefits new conceptions and committed actions within the social and political context.

U

Participatory modeling of the Phoenix heat relief network

Uebelherr, Joshua, David Hondula and Erik Johnston (Arizona State University)

The Heat Relief Network (HRN) in the Phoenix Arizona area is a diverse collection of public and non-profit organizations ranging from homeless shelters to senior centers. Since 2006 these organizations have annually volunteered to be in the HRN as cooling centers without additional government financial support. Cooling centers offer air conditioned (AC) space to those in need during the organization's normal operating hours because access to AC has been shown to be protective against extreme heat health risk. Information infrastructures are used here as a public management application for environmental health hazards. Facility manager and participatory modeling interviews are analyzed to find improved ways to leverage communication and coordination of cooling centers. Initial facility manager interviews were conducted in partnership with Maricopa County Department of Public Health and Arizona Department of Public Health agencies in 2014. Subsequent participatory modeling interviews in 2015 with HRN professionals were used to improve a prototype agent based model of the HRN cooling centers to improve the model as a decision support tool. Results show sparse network connections and suggest that an increase in these network connections may be useful in increasing awareness of individual cooling centers as part of a larger network rather than operating in isolation from other cooling centers. Importantly, viewing the HRN from a systems perspective using such a participatory approach to governance makes information strategically available, which allows organizations to improve self-governance in efforts reduce heat health risk.

V

Latino ethnic participatory politics & the Mormon Church: An entry into complex Mormon identities and religious civic engagement

Vega, Sujey (Arizona State University)

What does the growth of Latino membership in the Mormon Church tell us about the faith and the Latino ethnic civic participation? How do Latino Saints assert notions of belonging within a majority White American religious institution and how do these claims of belonging expand to other participatory

politics? Exploring how a brief question from my first book, *Latino Heartland* (2015), led to more queries on religion and civic participation, this presentation highlights narratives of Latino Mormons themselves to understand their particular LDS experience. With an interest to gender, ethnicity, and youth programs, the paper acknowledges how active participation in one's church community serves as an important first step in civically minded Latinos. Looking to their agency and sense of spiritual and personal autonomy, the project explores what Latino Latter-Day Saints gain from participating in an otherwise White-dominated faith system. Though this project is ongoing, the paper makes use of already collected archival material, oral histories, and in-depth interviews to argue on behalf of expanding scholarly interest to religious groups throughout the United States where marginal populations of color are engaging their faith as a source of civic agency and spiritual support. This entry into Latino Mormonism situates how unrepresented communities (women and people of color) utilize religious networks and their faith's discourse to justify their place as contributing worthy members of society. In making the case for these Latino Mormon narratives, the paper troubles the associations of religious political activism with mostly conservative issues amongst White Christians.

Judge like me: The effects of gender and race in competitive collegiate debate

Vered, Michelle (Arizona State University and Cornell University)

Competitive collegiate debate serves an important space for students to learn about government and the policy process and develop their ability to be active and engaged citizens. However, as in the broader public sphere, there are significant barriers to the participation of certain groups, particularly racial and ethnic minorities and women. This study examines the participation gap in college debate as well as the phenomenon of in-group judging bias, where judges have a tendency to view speeches and arguments made by people who resemble them more favorably than those made by people who are different.

Disparities are assessed using data on participants and judges at the National Debate Tournament from 2006-2014. In-group bias is measured by looking at the variation in voting between male and female judges on a panel that disagree about which team won a particular round. The study concludes that there is a persistent under-representation of women and minorities amongst both competitors and in the judging pool, and that judges are more likely to vote for debaters who share their gender. Female students, as compared with their male peers, are thus less likely to be successful when in a situation

dominated by male evaluators. Understanding such a trend in college debate has implications in terms of thinking about how citizens view speeches and arguments made by public figures in broader settings.

“It was never meant for me”: African American women social studies teachers making sense of the quandary of citizenship

Vickery, Amanda (Arizona State University)

This qualitative multiple case study utilizes Black feminism (Collins, 2009; Thompson, 1998) as a framework to conceptualize how five African American women social studies teachers draw on their personal and community knowledge to understand and teach the construct of citizenship to students of color. While the notion of citizenship is traditionally defined as a legal status granting rights and membership to the nation state (see Knight Abowitz & Harnish, 2006; Kymlicka & Norman, 1994), the participants in this study viewed the construct as relational where one experiences a sense of belonging to the nation state (Hall & Held, 1990; Yuval-Davis, 2006). However, the women in this study reported experiencing what Salamishah Tillet (2012) referred to as civic estrangement; this is where African Americans possess legal citizenship but are positioned as perpetual outsiders and non-citizens on account of their intersecting identities as African American women (see Crenshaw, 1989, 1991). Therefore, instead of conveying traditional notions of citizenship to their students they purposely taught citizenship as relational and centered on uplifting the cultural community in which they belonged. This study hopes to shed light on how critical stances are being explored in diverse classrooms aimed at teaching a more inclusive construct of citizenship.

The local authorities and citizens trust: Case of participatory budgeting in Poland

Volodin, Dmytro (Polish Academy of Science, Poland)

Around the world economic practice, budgets of local governments are one of the most effective tools to manage the economic system and an important base of financial balance between state, local authorities and citizens. Building an effective market economy requires theoretical rethinking and practical research of local authorities financial resources distribution and people participation in this process.

Participatory budgeting may contribute to improvement of equal opportunities and quality of life through budgetary transfers into the right direction (to individual neighborhoods and settlements), on the basis of indicators like income, population and investment priorities.

This paper pursues two main objectives. First, it provides a regional overview and analysis of participatory budgeting, which is an essential topic in current literature on deliberative democracy and democratic innovations. Secondly, it analyzes cooperation between local authorities and civil society during the process of participatory budgeting from the trust perspective.

The main hypothesis of the paper is that effective implementation of participatory budgeting at the local level, improving trust in political institutions at local level.

W

Does participatory budgeting make a difference? Examining outcomes in 253 cities

Wampler, Brian (Boise University)

Participatory institutions are said to enhance governance, citizens' empowerment, and the quality of democracy, creating a virtuous cycle to improve the well-being of the poor. Drawing from an original database of Brazil's 253 largest cities over 20 years, this presentation examines whether adopting PB programs influences several indicators of well-being inputs, processes, and outcomes. The findings show that PB programs are strongly associated with increases in health care spending, increases in civil society organizations, and decreases in infant mortality rates. This connection strengthens dramatically as PB programs remain in place over longer time frames.

Civic engagement in Tempe, Arizona: A view from City Hall

Warner, Shauna (Neighborhood Services Director, City of Tempe)

The City of Tempe (pop. 166,000) is a progressive and vibrant mid-sized city and is home to Arizona State University. Tempe values resident input and believes that community members should be engaged early on in decisions that affect them. Part of building a great Tempe also means encouraging the

formation of voluntary neighborhood groups. When done effectively, public involvement fosters cooperation and collaboration among individuals with differing viewpoints to find common ground. Rather than treating involvement as a process of competing interests, it is viewed by Tempe as a forum where the public learns, forms opinions and preferences, and decides *together*. Neighborhood Services staff will provide an overview of the multiple and varied civic engagement opportunities within Tempe that provide its citizens the framework upon which to become active in shaping their community as well as examples of outreach in action.

Can a democracy exist without absolute trust in the people?

Waters, M. Dane (University of Southern California)

Since the beginning of time we have struggled with how to bridge the rights of the individual with the need to govern them. Wars have been fought to define it, millions of people have died for it, and people have sacrificed to be a part of it – it has been a long and messy struggle. But democracy, though not a panacea, has proven to be the solution that has continuously prevailed in this world of constant experimentation with the rights of the individual. But many argue that it can only truly exist through the unquestioned trust in the people. Even though that might be difficult at times, it is what many believe we must do to in order to be true to what democracy is – the people as the sovereign.

However, more and more often people are concerned that the citizens aren't informed enough to vote on actual laws that govern them. But in a democracy, a key principle is that even if the people do get it wrong – using whatever definition of right and wrong is chosen - people have the right to be wrong.

It is their choice and like most things in life it is self-correcting: the people will ultimately make it right – and if they don't, nations rise and fall and that is a fact of life and is the epitome of the right to self-determination.

In this context, this presentation examines the following question: should we have absolute trust in the voters' ability to self-govern or should there be limitations, and if so, what should those limitations be?

A new online community platform that enables large scale participatory democracy and civic engagement

Weizman, Moti (postwaves.com)

The Internet has made it easier to communicate, but also more challenging to rise above the noisy crowd and be heard. Between online forums, tweets, blogs, and news, there are more than 500 million pieces of content posted every day on the Internet. As many people experience on a daily basis, many of these posts are of mediocre quality, often biased or pushed by clever marketing techniques and hidden agendas. Postwaves is a new type of online platform for large scale communities to engage, solve problems and advance their goals 100x faster and smarter, with a unique technology built for maximizing the wisdom of the crowd. In comparison to existing forums and social networks, the platform's unique voting system is:

1. Research-based: Optimized to harness the wisdom of the crowd
2. Scalable to any group size: From five to millions of users, remains noise-free
3. Low-maintenance: Users/moderators shielded from thousands of submissions
4. Democratic: A true equal voice to the 99%
5. Unbiased: Eliminates all the voting biases revealed by research, posts are judged based on quality only

Postwaves presents a unique online platform for the large scale crowdsourcing of post curation for groups that share a common goal, such as nonprofits, government, education, businesses etc., to engage, evolve ideas and reach consensus. All of which is conducted in an environment that promotes productive change and enables a true direct democracy, in an equal, efficient and unbiased way.

Participatory governance and local technical decision making

Weller, Nicholas (Arizona State University)

Technical decision making (i.e., decisions made primarily based on the inputs of technical knowledge and expertise) is often far removed from the public eye behind the doors of expertise and objectivity, despite evidence showing that technical knowledge is often used as a cover for the exercise of judgement (Rayner and Malone, 1998). Authors from both the participatory democracy field and the

science and technology studies have called for more participation in such decision processes. Opening up these processes to public participation poses unique challenges. In this paper, I present a brief overview of the current relationship between scientific and technical knowledge, decision making, and participatory governance and opportunities to expand technical participatory decision making to local contexts. While municipal participatory governance efforts are well documented, few include more technical subjects such as the planning of infrastructure that are often dealt with technocratically at city hall. Infrastructure is highly visible to local residents and has a great impact on residents' day-to-day lives. I outline potential workshops to include citizen engagement in stormwater infrastructure planning in Phoenix, Arizona, USA.

What kind of citizen: Educating our children for the common good

Westheimer, Joel (University of Ottawa, Canada)

Ask people of any nation if they think children should learn how to be good, literate citizens and most will say "of course." Ask them if teaching children to get involved -- locally, nationally, and globally -- is a good idea, and, again, most will assure you that it is. But beyond the clichés, when teachers and education reformers wrestle with the nitty-gritty details of what will actually be taught and what students will actually do, the consensus starts to fray. That's where the real work of education and citizenship begins. Against the backdrop of our current cultural obsession with standards and accountability, this presentation shows how we can change the dominant (and damaging) narrative of schooling and pursue instead ideals of participatory democracy and civic community in our schools. In the process, we can restore sanity to the classroom and dignity and professionalism to teaching.

Global citizenship education: A comparative political economy of education perspective

Wiksten, Susan (University of California Los Angeles)

Global citizenship education was born as a post- Second World War policy agenda aimed at supporting the promotion of peace in a geopolitical and economic context that has changed much since.

Democratization of culture was proposed by Paulo Freire as a goal of education. Both the proposed goal for education and the changing global context provide a social and political impetus for re-considering participatory practices in citizenship education globally. The Paulo Freire Institute at UCLA, in

collaboration with the Instituto Paulo Freire Brasil and the North South Centre of the Council of Europe facilitated a brainstorming and review of practical approaches to global citizenship education and sustainable development at the UNESCO World Conference on Education for Sustainable Development in Aichi-Nagoya, Japan, in November 2014.

As an outcome of the collaborative effort of approximately one hundred participating educational experts from across the world, a number of generative themes were identified. Also, workshop participants proposed a portfolio of cases where experiences have been gained in the use of participatory approaches in education and local government. In this presentation, I use comparative political economy of education as a lens for discussing the empirical cases and generative themes identified. My goal is to (1) present the empirical cases and generative themes identified in the workshop, (2) analyze participant contributions and discuss possible policy indications including critique to established policy discourses (3) contribute to a richer understanding of the capabilities and limitations of participatory approaches in Global Citizenship Education.

Y

U.S. style democracy through Chinese Lens

You, Tianlong (Arizona State University)

In China today, it is possible to identify two main views on U.S. democracy. One perspective argues that U.S. provides a good example of a thin, superficial of formal democracy characterized by high levels of social, economic and educational inequality and low citizen participation. This view also argues that U.S. elections are a game of a few that is controlled by money politics, and this explains low voter turnouts. The other view holds the opposite view on the very system. This camp has great faith in the American-style electoral system, which is perceived as the foundation of the oldest modern democracy in the world. People who adhere to this vision optimistically believe that the United States democracy is the hope of humankind.

The project iAmElection aims at introducing multiple perspectives on American democracy through digital social media. The goal of this project is to provide information and analysis of US democracy to the Chinese public. We operate a website, a blog, and a podcast program at the same time, informed by offline activities including interviews with local directors of electoral campaigns and Chinese American

politicians running congressional elections. Within the first two months of this project, it produced more than forty articles that were published in some of the most popular Chinese media outlets, and over 12,000 people have downloaded the first issue of a podcast program, which was ranked No.9 among all programs at iTunes in China. This presentation will share the experience of launching and sustaining such a politically sensitive project.

Z

[Citizen engagement in transition times: A collaborative learning journey of Egyptian citizen leaders learning and leading citizen engagement](#)

[Zeidan, Moshira \(Youth Association for Development and Environment, Egypt\)](#)

As a member of of the Active Citizen Engagement and Transparency and Accountability Networks in Egypt and the program executive director of the Youth Association for Development and Environment, Moshira will discuss the learning journey of herself and other members of the networks as they have been collaborating to explore entries for social change and promoting and advocating for citizen participation at the community level through Egypt's transition times in the last 5 years.

Bio: Moshira is a co-founder of the Youth Association for Development and Environment (YADE) and she is now the YADE's Program Executive Director, providing leadership, strategic and executive/operational management, resource mobilization and capacity building. She has also been an active member of the Active Citizen Engagement Network in Egypt.