

EDUCATIONAL MATERIALS ON CITIZENSHIP FROM AN OCCUPATIONAL PERSPECTIVE

ENOTHE PROJECT: CITIZENSHIP II

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ENOTHE
European Network
of Occupational Therapy
in Higher Education



Educational materials on citizenship from an occupational perspective

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EDUCATIONAL MATERIALS ON CITIZENSHIP
FROM AN OCCUPATIONAL PERSPECTIVE

“Education is the most powerful weapon which you can use to change the world”

(Nelson Mandela)

The authors would like to dedicate this publication to the memory of Ann Allart Wilcock (1940-2019), occupational therapist and occupational scientist, for her inspiring contributions to the recognition of the place of occupation in relationship to inclusive justice, participation and population health.

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Foreword

The European Network of Occupational Therapists in Higher Education (ENOTHE) is a unique partnership. Representatives of the more than 110 affiliated universities in Europe meet and jointly develop educational materials. Participation in annual meetings between academics and students enriches mutual knowledge and understanding of the profession. Long term friendships and partnerships develop between academics and students from different cultures. The uniqueness of occupational therapy is that the profession embraces and respects this diversity. The authors of this book who have met through the network come from backgrounds representing eight cultures that span and extend beyond European borders. A logical consequence has been that they took the initiative of embracing the European Year of Citizens 2013 as a starting point to develop educational materials for students that would create awareness of the value of citizenship as a human right.

In the period of my Presidency, ENOTHE fully supported the initiative of these four leading occupational therapists, members of the Network, in developing educational materials on the important theme of citizenship. Citizenship is an important issue in occupational therapy practice and therefore should be incorporated in the education of occupational therapy students. Education is a human right as well as citizenship, both in relation to social participation and social justice. Occupational therapy education emphasizes the importance of citizenship as opposed to a focus on individualism. Occupational therapists are aware of the need to broaden the concept of an individual to incorporate a perspective that takes into account the current context. Occupational therapists offer alternative perspectives on contemporary living and recognition of diversity in our societies. Education endeavours to support students' developing awareness and understanding of their own positions as citizens and of the people they work with as citizens. This underpins concepts of social justice. Citizenship needs to be included in relation to practice and this free publication has potential to be included in continuing professional development for practitioners. These issues are not only important and applicable to occupational therapy but to other disciplines and professions in the allied health and social domain. ENOTHE expects this book will be valuable for a wide range of learners.

*Dr Marie-Antoinette Minis
President ENOTHE 2015-2019*

Chapter 1: Introduction

A restriction on occupation is also a restriction on citizenship

This booklet presents educational materials for teachers or educators and students of occupational therapy in higher education programmes. The materials can also be applied in interprofessional programmes, to enable an occupation¹-based approach to citizenship to be negotiated in the inter-curricula context. In addition, they will be useful for the continuing professional development of people working in health and social fields and in community development programmes.

The general aim is to facilitate and highlight addressing issues of citizenship in the contemporary education of occupational therapists. The purpose is to bring the co-creation of knowledge, skills and values of participatory citizenship together with strategic political, cultural and critical thinking into education, particularly at the Diploma/Bachelor or pre-registration levels. There is developing awareness about human rights, the UN Agenda 2030 for sustainable development (<https://sdgs.un.org/2030agenda>), social inequalities, intersectionality, invisible populations, and the social determinants of health. This wider recognition of the complex relationships between environment and social factors in health has led the move away from a bio-medical model of health. In occupational therapy practice this is leading to a greater focus on the occupational needs of the population through social and occupational justice, with approaches to inclusion, diversity and practice located in the places of people's everyday lives.

Occupational therapists are called upon in their daily practices to work with others to establish strategic approaches towards overcoming barriers to participatory citizenship as well as to (co)create learning processes between citizens in all contexts. We believe that addressing

¹ In occupational therapy 'occupation' is described as 'doing, being, becoming and belonging' which are understood as four interacting and interdependent dimensions of human activity, which unfold over a lifetime in relation to personal identity and the way people connect with each other as individuals and more widely in relation to society. For a further explanation see Hitch, D., Pépin, G., & Stagnitti, K. (2014). In the footsteps of Wilcock, part one: The evolution of doing, being, becoming, and belonging. *Occupational Therapy in Health Care*, 28(3), 231-246; Hitch, D., Pépin, G., & Stagnitti, K. (2014). In the footsteps of Wilcock, part two: The interdependent nature of doing, being, becoming, and belonging. *Occupational Therapy in Health Care*, 28(3), 247-263.

participatory citizenship as a framing paradigm represents a relevant contribution to the changing competencies of occupational therapists for the challenges of the 21st century.

Despite this, a strong orientation towards understanding people as citizens and the implications of this for occupation and occupational therapy is not evident in education, practice, research and management across Europe. This booklet addresses the growing interest in citizenship amongst many educators, students and practitioners, alongside limited discussions in the discipline specific literature and educational guidelines.

This booklet has been developed by the members of the European Network of Occupational Therapy in Higher Education (ENOTHE) citizenship project group. This group was formed in 2012 to consider the concept of citizenship in occupational therapy education, practice and research, for the European Year of the Citizen 2013. The members of the group have critically explored some of the main influences on occupational therapists' partnerships with citizens, groups and communities from perspectives on citizenship as a framing paradigm, in order to recognise and problematise broader population needs. We have attempted to challenge assumptions within the dominant paradigms and frameworks leading our profession and develop an understanding of how occupation and health relate to citizenship, social justice and human development. The four of us, all university educators in occupational therapy, bring together multiple citizenships, citizenship experiences and belongings, geographically originated in Brazil and Spain, Ireland, Greece and Scotland, Tunisia and the Netherlands, and England, as well as living with and knowledge of several languages (namely Spanish, Portuguese, Dutch, French, Arabic, Greek, English and Galician), most being fluent in at least two or three languages. These multiple citizenship configurations of our coexisting citizenship stories are built upon experiences of migration, transnationality, postcolonialism, cultural diversity and socio-economic and political realities, nourishing our reflections and debates about citizenship, occupation and occupational therapy. As a group, working together since 2012, we have regularly reflected on our own positions as citizens in an increasingly globalised world and are engaged in the ongoing debate about how professional practice should address present and future contexts. The educational materials are distilled from the activities and experiences of the group, including external activities such as outcomes of workshops, a survey, and a scoping review of the literature,

as well as dialogue and reflections internal to the group (see Appendices 1 and 2 for further information on the activities of the group).

The booklet is written in three sections, which present:

Section 1: An introduction to the concept of citizenship and particularly of participatory citizenship (Chapter 2).

Section 2: A discussion of competences and learning outcomes, as well as of the theoretical approaches that underpin these educational materials (Chapters 3 and 4).

Section 3: A range of educational materials, enabling flexible, contextualised, approaches, for the exploration, understanding and development of knowledge regarding participatory citizenship (Chapter 5).

We welcome feedback on your experience with these materials and the booklet as a whole. Please contact us at: enothecitizenshipgroup@gmail.com

Chapter 2: Understandings of citizenships

Citizenship and participatory citizenship

Citizenship is a complex and contested concept, understood in different ways throughout the world. It is commonly perceived in a rather narrow way, as a legal status that is awarded to certain people living in a particular geographical area in order to participate in the governmental processes of that area, primarily voting in elections. However, it is also used in connection to the idea of 'civil society' and the obligations and responsibilities that come with the organisation and construction of a common social world. In this sense, enacting citizenship, being a citizen, may not be named as such by the people involved in the various activities of citizenship, although forming an important part of their daily lives. This chapter aims to briefly introduce the various understandings of citizenship as they have developed throughout history, before proposing the concept of participatory citizenship that is guiding the work of our group and underpins these proposals for educational activities. The link between such understandings of citizenship and occupation will also be illuminated.

Historically the concept of citizenship and of being a citizen with certain rights and obligations, can be linked to the emergence of groups of people living more or less permanently in one place, developing from the hunter-gatherer societies. Once a person has started to recognise a space (physical and temporal) as their home, they may need to start to identify their relationship with other people who live around them, for example in order to develop trust to support trade for items that cannot be locally sourced (Swedberg, 2010). Groups may form to organise their society in relation to gathering and storing food, organising safety and establishing laws, erecting communally useful buildings and allocating spaces for particular social functions. Processes begin to develop by which such organisation is discussed and regulated. Some people will emerge as leaders by a combination of asserting their own power and through the power given them by others. They emerge as responsible for other members of the group or community, that is, for maintaining the welfare of the group in a space. Diverse ways of leaderships have been encountered in the same/different culture(s) and periods.

While Mesopotamian societies are recognised as the first known examples of civilisation, around the world, early societies have clearly demonstrated forms of political and social organisation, for example by erecting large-scale public spaces and monuments, indicating something of a public life. Two of the locations where government has been independently invented by human societies are in Meso and South America, where the evidence of ancient societies with considerable civic organisation can be found in significant archaeological remains in what is now Central America, Bolivia and Peru. In his synthesis of pre-Colombian Americas, Mann (2005) suggests that some of this work required voluntary labour on projects such as the road and irrigation systems, organised under autocratic rulers but for a common goal. However, Isin (1997) makes a distinction between these bureaucratic societies, also found in Egypt, China, Mesopotamia and India, organised around the absolute dominance of a nobility and those which developed citizenship.

The most detailed early examples of locations in Europe where the idea of 'citizenship' is named as people with specific rights and obligations are Greece and Rome, where city states emerged from tribal societies. Around the eighth century BCE, in some Greek city states, notably Athens, certain adult males exercised the right to take part in public office and to own land, by right of their obligation to equip themselves to serve in the army. Unlike societies in Egypt and Mesopotamia, some Greek societies did not develop alongside the need to irrigate large areas of land and administer agricultural distribution. They did not develop royal bureaucracies centred on clan associations who could then monopolise military power and subjugate the majority of their people. Instead, groups of the men formed around military obligations and the enterprise of conquests enabling a category of citizens to develop into a *polis* by a series of challenges to the ties of kinship around a king. By the sixth century BCE the extension of military tactics to include masses of infantry involved a wider group of people in the army, who were not drawn from the nobility, who also demanded rights from the dominant warrior citizen class of nobles who had initially challenged royal power. This meant that a larger number of men who came from the peasantry, artisans and small traders were also able to obtain citizenship rights (Isin, 1997).

The development of Roman citizenship largely parallels that of the Ancient Greeks, but it developed a graduated territoriality in later developments of Roman politics (Isin, 1997). Over time, as the Roman empire expanded across Europe, Roman citizenship was accorded to some of the

populations they had conquered. Through creating various levels of citizenship (relating to the empire, to a province, and a city within that province), and extending it from an important element in the construction of a city state, the Romans were able to maintain their empire. At the same time, in both the Greek and Roman empires, large sectors of the population were excluded from the rights and responsibilities of citizenship including women and slaves, creating a legal framework for exclusion (see further discussion at the end of this chapter).

The ancient idea of *citi-zens* and *city-states* being interlinked has led to the contemporary legal framework of citizenship in many countries of the world. People are awarded citizenship of a country through birth, marriage or blood lineage, while such markers of citizenship may exclude others. Governments may withdraw citizenship while others may find themselves 'stateless' due to geo-political shifts, or conditions of their birth. In addition, it is important to note that there are many states, for example those governed by traditional Arab ruling families, where citizenship is not regarded as having as much importance as the greater stability of society (Hourani, 2013). In this discussion we will particularly focus on the various forms of citizenship that are discussed from various regions of the world.

Legal citizenship entails the right, and in some countries, the obligation to vote. This 'thin' democracy (Hoskins et al. 2012, p 9), is characteristic of the liberal model of citizenship where voting is encouraged, and the development of autonomous individuals, respecting equality before the law, is emphasized. However, this view of citizenship is limited, and challenged in a variety of ways. The link between the individual and a particular country or state, has been challenged in Europe by ideas such as European citizenship, while the notion of global citizenship is gaining increasing momentum. Both these ideas contribute to the notion of citizenship as transcending national boundaries, as more than having legal rights, and extend to ideas around common identities between all peoples, to our responsibilities to each other as citizens, and to our participation in shaping our common world. Nussbaum's notion of cosmopolitanism (2010) links to these ideas. It is based on the thoughts of the stoic philosophers of Ancient Greece that the primary allegiance of any citizen is not to a specific or single state or power, but rather to a moral community committed to a fundamental respect for humanity (Ayaz Naseem and Hyslop-Margison, 2006). Nussbaum took up this notion but recognises that people have affinities and connections at multiple levels, from the local to the global,

and how we integrate and move through these is part of being a cosmopolitan citizen (Hoskins et al. 2012).

These ideas about participating in a shared, common polity or organised state, take shape in multiple ways throughout the world. Theoretically, these have been developed in various models of citizenship, for example, the communitarian model, the civic republican, and the critical model are discussed in some literature (Hoskins et al, 2012; Dagger, 2004; Delanty, 2002). Not all models of citizenship are compatible with each other. Some include critical approaches that focus on social justice and empowerment, such as those based on the writings of Paulo Freire around critical reflection and engagement in consciousness raising; other approaches focus on local communities, volunteering (in the sense of making equitable social contributions rather than the conscripted or forced 'voluntarism' that can be related to welfare entitlement or other forms of obligation) and the responsibilities and duties of the individual; as well as approaches that focus on the idea of the civic virtues and the development of civic competences which may involve the performance of certain obligations. Each varying conceptualisation of citizenship implies a different emphasis on the position of the person and collective as contributors to the social. Although they represent different positions in relation to citizenship these models often coexist in our societies and daily life, for example, as different institutions adopt different perspectives. We can see that recognition of these differences is integral to our capacity to work within our societal incongruences. Work by Hoskins et al. (2012) in Europe, took these various approaches and developed the idea of 'active' or 'participatory' citizenship. As a group, we have based our work and the materials presented here on this idea of participatory citizenship, as we discussed in the *Statement on Participatory Citizenship* (see Appendix 3):

We recommend the use of the term "participatory citizenship" as a working definition. Participatory citizenship is defined as "participation in civil society, community and/or political life, characterised by mutual respect and non-violence and in accordance with human rights and democracy" (Hoskins, & Kerr, 2012). This definition is supported by the different traditions and models of citizenship across Europe, including the liberal, communitarian, civic republican and critical citizenship models (Hoskins et al., 2012). It

comprises a wide range of activities including informal social interaction, civic engagement, protest activities and conventional politics.

It can be seen that participatory citizenship is not a static condition, acquired by a person due to their relationship with a particular state, but is an active process of engagement and involvement in the social world. It is therefore clear that for occupational therapists while advocating and facilitating all persons to engage in the occupation of voting is hugely important, the concept of participatory citizenship situates a much broader consideration of occupation and the activities of our daily lives in our communities, at the core of the process.

We propose several reasons for occupational therapists to consider the significance of participatory citizenship. Most important is that it offers a shift in our perspective from a focus on the individual and facilitating their participation in a range of occupations, some of which may be located with others in their community, to a relational view of the person as situated with others and engaged in the common construction of the social world (Fransen, Pollard, Kantartzis, Viana-Moldes, 2015). It involves considering the issues of how 'we' are together, what 'we' do together, creates the possibilities for occupation for 'us' all and the responsibility that 'we' all hold for that. Here the use of inverted commas when referring to 'we', 'our' and 'us' signifies that when negotiating the terms of participation in a society work may need to be done to recognise the different positions of individuals and communities within it. For example, different people may have different experiences of involvement, and barriers to participation, and consequently society may seem to work better for some people than others. This fundamental shift in perspective, supported by the concept of participatory citizenship, allows alternative viewpoints to be developed rather than imposing a centralised idea. Social perspectives are often developed through subjective experiences of intersectionalities (i.e. gender inequalities in different occupations, poverty conditions, social violence, forced migration, disabilities, chronic conditions of health, ageism, etc). In relation to the consequences these have for health, individual identities and the way people see the construction of the social world may often have developed in different ways to the personal experience and views of occupational therapy professionals or researchers working with them, even if they share the same professional status and class (Melo, Malfitano, & Lopes, 2020; Kapilashrami, Hill, & Meer, 2015).

Taking a relational view positions everyone as citizens before any other relationship (such as that between patients/clients/service users and occupational therapists), offering a shift in the power dynamic within the relationship. It invites consideration of the challenges experienced in working to enact citizenship within the context of everyday occupations; having voice and action in the shared construction of everyday life with others. This involves working with attitudes and perceptions, values and legislation that positions people or groups of people as dis-citizens, as second class or less-than citizens (Duffy, 2013) and invites all of us to confront our own intersectionalities, identities and prejudices (both individually and collectively) (Agner, 2020).

As authors working around our ideas about and understandings of citizenship, we consider it useful to identify what we see to be some of the key characteristics of participatory citizenship.

Characteristics of citizenship

A complex, fluid and multi-layered process

As we have stated, citizenship is complex. It may be useful to consider that people hold multiple citizenships rather than thinking of citizenship as a singular entity. This is not only in terms of ideas such as national and global citizenships, but also in people's relationships with various collectives and groups. Citizenship is also a process rather than a static state, something that we enact on a daily basis, it is part of our ongoing occupations. It is also important to recognise that citizenship is contested and can be denied or withdrawn. This may be as part of a legal process which introduces changes to status, but is also embedded as part of everyday life where some people are seen as 'less-than' others, denied recognition (Frazer and Honneth, 2003), oppressed and invisibilised (Freire 1972; Santos, 2010) by the dominant majority. An unquestioning acceptance of western, or global Northern thought systems reinforces this problem at almost every level in a global society. According to Santos (2007) cognitive justice (which recognises the coexistence of multiple forms of knowledge alongside Western paradigms) is interdependent with social justice.

Core conditions e.g. Respect and dignity; Equality

We see that within the process of citizenship certain core conditions emerge as of particular importance. The concept of dignity and ‘of a life worthy of it’ is central in the Human Development Approach and discussions of capabilities (Nussbaum, 2012, p.29). It emphasizes the importance of our recognition of our equality at birth, how our human dignity is equal at the moment of our birth, and therefore ‘if people are considered as citizens, the claims of all citizens are equal’ (p.31). This is not to state that the provision for all people should be equal, and the concept of equity is important in considering how we should address the multiple and differing needs of all peoples. Therefore, the recognition of equal human dignity and the acknowledgment of equity of opportunity, access, voice, action and power are underpinning conditions for citizenship.

Important values: Human and participatory rights; democracy

Participatory citizenship implies a recognition of values around human rights and democracy, as is clearly stated in its definition. It is here that we can see the advantages of using the term participatory citizenship as opposed to participation alone, as participation may not include specific recognition of such values and may also include negative and oppressive participation (i.e. conditions which are potentially threatening to the person’s health and well-being or deny the possibility of having a voice or to disagree with the established order) or nuanced and complex (some activities may entail risks but provide social belonging, such as political corruption, gang membership, or forms of enterprise and activities which may be marginal or even criminal and counter to certain democratic and civic values (Twinley, 2020)). Inclusion of these participatory citizenship values leads to awareness not only of the rights and obligations of citizenship, but also to notions such as civic competence, that is to the knowledge and skills required for participatory citizenship, for people to be active in their communities in general as well as in specific political activities (Hoskins et al, 2012). The nature of our pluralistic societies and diverging interests, with our interacting and occasionally conflicting citizenships, requires forms of democracy that facilitate debate, negotiation and protection of rights (Bellamy, 1999) and multiple forms of knowledge or epistemologies (Santos, 2007; 2010).

As societies progress existing rights may alter or new rights may be introduced, and such changes may be inconsistent with previous values. For example, it is often recognised that indigenous peoples have had their fundamental rights abrogated through centuries of colonialism; in the last century or so the rights of women have been recognised, and more recently new principles apply to gender diversity. While rights may be protected, they are not fixed in perpetuity. One of the features of a global society is that multiple conceptions of rights may coexist, for example where religious belief may have to fit within a civil code of law, or such codes of law may have to accommodate local values to be acceptable, or the concept of rights may not have an equivalent outside Western society and languages. Although there is a universal code of human rights under the United Nations there are many variations within different administrations, for example, in countries which are federations of states, such as the USA, or between the member states of the EU (Bellamy & Lacey, 2018). In some instances where there is no state, indigenous principles, local community obligations or religious codes of law may be the basis for the establishment of rights, such as mobilising popular movements against state or colonial oppression. In other instances, rights such as individual economic freedoms within a free market have been promoted over gender rights, and in yet others, campaigning for western style rights such as freedom of sexual expression have been perceived as undermining social cohesions necessary to other rights movements. These issues are highly complex and are often accompanied by post-colonial contexts of instability (Boyd & Burrill, 2020) or problems of translation – for example, an understanding of rights as the right to ‘power and profit’ as demonstrated by British colonial policy in China rather than an earlier Confucian ‘duty’, which is itself problematic where the Western concept refers to the individual (Cheng, 2019).

Processes of citizenship

In turning to the processes of citizenship as we may engage with these as occupational therapists, we now present some key elements as we have come to understand these (See *Statement on Participatory Citizenship* Appendix 3; Fransen et al, 2015), underpinned by the core characteristics previously discussed.

Physical, social and virtual spaces in which to practice citizenship

Citizenship takes place in the social world, where people meet to play, study, work and relax. It takes place in our publicly and privately owned institutions (universities, schools, hospitals), organisations (professional associations, clubs) and businesses (shops, restaurants, offices) as well as in our public spaces – streets, markets, squares and parks, and the natural world. Access and engagement in the occupations of these places may be determined through a vast range of processes, in which citizens are involved to varying degrees. We also may need to question whether the necessary spaces exist for active citizens engagement in processes of government and democracy (Delanty, 1997). Critical analysis of these processes around access and engagement may raise awareness of silenced, excluded, and marginalised people, as well as anybody whose voice and action may be restricted, belittled or censored. As well as equity of engagement in the processes of these institutions these spaces also facilitate opportunities for people to shape and to share experiences of life with others, in work, education, leisure, play and intimacy.

Virtual participation may take many forms. E-participation is one of these, defined as “the process of engaging citizens through ICTs [Information and Communication Technologies] in policy and decision-making in order to make public administration participatory, inclusive, collaborative and deliberative for intrinsic and instrumental ends” (United Nations, 2014, p. 61). It is used primarily locally and nationally for providing information, online services, voting, petitions, and on-line discussions, with trust and perceived usefulness important indicators of uptake, again indicating the potential threat of limited access by certain groups who may lack access to the technology (Zolotov, Oliveira and Casteleyn, 2018). Social media is another form of virtual participation, enabling the organization of large numbers of disparate citizens across regions for action around issues of common interest, seen in contemporary action for political, social and economic rights through a global response to Black Lives Matters, other campaigns in Hong Kong, Chile, Lebanon, responses to the COVID 19 crisis, numerous wildfire emergencies, and around climate change. In fact, the increased power of ICT is already used by governments when they want to manipulate their own citizens and those in other countries, for example limiting the flow of information and communication in and out of countries or floating false news on social media through robots (Bradshaw, Bailey & Howard, 2020). On the other hand there are complex reasons, including distrust of internet platforms, for digital exclusion and “dis-citizenship”, invisibilising and the silencing of

people who cannot access, manage, or participate in ICT (Goedhart, Broerse, Kattouw, & Dedding, 2019; Rottinghaus, & Escher, 2020).

Participatory citizenship as a way of living together

Participatory citizenship is expressed through occupation with others in a social context and incorporates a wide range of occupations (individual and collective). Hoskins et al. (2012, p.14) discuss these occupations to include involvement in participatory democracy (including occupations that hold governments accountable), in representative democracy (including occupations such as voting) as well as everyday occupations in the community. We see occupations that involve protest and support, as well as membership of political parties and local associations. Associations may focus on global issues such as climate change and responsible consumption, and others on local issues such as the organisation of public events and activities. Occupations may include cultural actions – actions on social issues through art events, as well as health-based actions. Alongside these organised occupations, our informal daily encounters with others represent our subjective actions as citizens in the way we engage with others, the opportunities we create for ourselves and others, and how we challenge daily experiences of inequality, discrimination, exclusion or privilege (Kantartzis, 2018).

Partnerships

Participatory citizenship is essentially a relational process involving multiple dimensions in complex relationships. The possibility to constitute ourselves as citizens through acts of citizenship (Isin, 2013) is a process involving many social actors. Working to facilitate occupations of citizenship therefore requires the ability to consider multiple perspectives, to develop collaborative approaches, without necessarily pre-defined timescales and outcomes, to engage with the complexity of the situation and to look for the opportunities for creative and innovative actions which the bringing together of multiple partners may provoke.

Denial or restrictions of citizenship

The preceding discussion makes it clear that people and groups of people experience different forms of inclusion and exclusion from the occupations of participatory citizenship. An example might be where people are segregated according to race or ethnicity. During the apartheid era in South Africa complex legal restrictions determined the rights, opportunities and life quality of different groups of people based on categorisations of racial characteristics and supposed 'homelands' to which they belonged. Besterman (2020) argues that the machinery of apartheid is now operated on a global scale by the countries of the Global North against the numerous refugees and migrants created by economic and social policy towards the Global South. These policies contain, exclude and eliminate individuals and whole populations whose trauma results from proxy wars, economic imperialism, and the structures of violence forced upon them by the imbalance of global power favouring the countries of the North. For many individuals this issue is experienced at cross border controls, where some people are allowed to enter and others cannot, some people are allowed to settle and others are unable to satisfy conditions mainly based on economic, ethnic and cultural characteristics – unless there is a demand for certain categories of worker in the country's economy, for example care workers (Liu-Farrer, Yeoh & Bass, 2020). However, the situation is not a binary position of being included or excluded, awarded legal citizenship or not. The very diverse nature of societies and their histories complicate the negotiation of the membership conditions that may be considered appropriate to being able to participate in them. Fahrmeir (2021) traces the development of naturalisation as a process by which people of minority origins acquired or lost their citizenship in a host country. Naturalisation is a process of access to membership of a community but may not mean full citizenship. The movement of political borders, population movements (both in response to government encouraged settlement and as refugees), oppression, colonial acquisition might be some of the factors through which naturalisation and citizenship rights may be invoked or later revoked, as happened for example in several European countries during the 20th century world wars.

Colonialism is a key example of how these conditions have been disrupted and re-organised to serve the ends of powerful groups. Generally, colonial power and influence had and still has a profound effect in devaluing the knowledge and practices through which many people organised their lives and imposed ways of knowing and doing. The damage to local cultural, spiritual and social structures

and environments, the dispossession of land, together with imposed economic disadvantage and identity has significantly impacted on people and societies with a permanent historical effect. These influences continue to deny and limit people's access to participating in the spaces and occupations of citizenship and the relationships that characterise it (Santos, 2010). Despite this, the power to contest and to fight these devastating influences should not be underestimated either as a force through history (Linebaugh & Rediker, 2000) or in the present. This may take form at the social level, for example amongst South African black youth (Theron, 2016), or at the political level, for example the Rhodes Must Fall campaign against colonial monuments in post-apartheid South Africa (Nyamnjoh, 2016).

The arguments concerning the legacies of colonialism, such as the Rhodes Must Fall campaign in the previous decade, presents one example of how citizenship is also disrupted across and within nations with the ongoing impacts of colonialism, as local occupation has been denied or repressed and reshaped according to the choices of the coloniser (for example through racist policy concerning rights to homes, education, health, work, leisure and relationships over the history of British colonisation of African people). While this may be experienced as a current process, through indigenous rights campaigns or movements such as Black Lives Matter, it is important to recognise a long history of resistance and resilience (Lavalley & Johnson, 2020; Tharoor, 2018; Nyamnjoh, 2016; Linebaugh & Rediker, 2000). As Linebaugh and Rediker (2000) argued, this history is not only colonial but derives from the translation of feudalism to capitalism from which colonialism was a development, and so can be linked to a far wider history of conflict over class values, dispossession and right to a living on the land.

Another important issue in many European countries today challenging participatory citizenship, is rising health inequity, such as life expectancy, differences which are linked to the cumulative effect of social and economic difference through the lifespan. Social and economic pressures impact on mental health, relationships and home life (Bracke et al., 2020; Jutz, 2020). Children who cannot concentrate because of factors in their environment such as poor housing, hunger or parental discord may avoid going to school, or be unable to engage fully once there. People who miss out on schooling find themselves unable to read. The longer they go on not learning to read, the more challenging it becomes to learn. Not being able to read and write limits scope for work and

undermines health, generating depression and anxiety through the sheer number of daily tasks which require these skills. These are just some of the barriers in accessing opportunities for participatory citizenship, through social and economic inequalities. Mental health issues, learning difficulties and physical disabilities provide many more (for example, Marmot et al., 2020). Further threats to participatory citizenship happen through conflict, disaster, and changes in economic circumstances (Gibbs et al., 2017), while the current Corona-19 virus pandemic has led to multiple restrictions, particularly to public, collective occupations (especially for those considered vulnerable), permitting a sharp focus on the importance of these for enactment of citizenship. The unequal distribution of the vaccine across the world's population and countries and our collective silence within these human rights violations sharply reveals our collective difficulties in managing our global community relations as neighbouring citizens across the Earth (Wong, & Wong, 2020).

There are multiple ways in which groups of people may be regarded as second-class citizens by a more powerful group. Considering people as 'less-than' citizens, denying them power, recognition, voice, opportunity or respect has the effect of a process of producing "dis-citizenship" (Duffy, 2013). In many cases it may even result in epistemicide, the erasure of the knowledge or a culture ever existed (Santos, 2010; Pollard, Viana-Moldes, Fransen-Jaïbi, Kantartzis, 2020). Earlier Devlin and Pothier (2006) had already referred to dis-citizenship with regard to the way the experiences of people with disabilities have been colonised by the emergence of health professionals without being included in decision making processes, perpetuating their marginalisation.

One way then to think about citizenship and its relationship to occupation is as a kind of ecology of participation, in which belonging, becoming, doing and being supports diversity through a focus on horizontal partnerships, rather than narrowing citizenship to an excluding homogeneity. This can enable a permissive and open basis for people to navigate their connections with each other, develop supporting networks and frameworks, support learning with each other and facilitating creativity and discovery, but implies a complexity which will be challenging.

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Chapter 3: Learning about citizenship

Competences and learning outcomes

Important international guidelines for Diploma/Bachelor/pre-registration occupational therapy study programmes can be found in the World Federation of Occupational Therapists Minimum Standards for the Education of Occupational Therapists (WFOT, 2016) and, especially for Europe, in the Tuning Project (2008). These are reference points for the design and delivery of degree programmes in occupational therapy. Both give reference points and guidelines for competences and learning outcomes for the education of occupational therapists which are relevant to citizenship. Further, more general guidelines for learning about citizenship have been developed through UNESCO (2014, 2015, 2019).

This section will begin by reviewing these existing documents that guide education in respect to competences for citizenship and will conclude with some proposals for developing the competences that underpin occupational therapy education.

Guiding documents from UNESCO

UNESCO has published several documents related to learning and competences for the 21st century which are important documents for education. Global citizenship education (GCE) is represented (UNESCO, 2014, p 9) as *“a framing paradigm, a conceptual shift in that it recognizes the relevance of education in understanding and resolving global issues in their social, political, cultural, economic and environmental dimensions”*.

This shift also acknowledges the role of education in moving beyond the development of cognitive skills to build values, soft skills and attitudes among learners for the promotion of social transformation. It is based on an understanding of the importance of global citizenship for emphasising the interdependency and interconnectedness (political, economic, social and cultural), and a common humanity, from the local to global (UNESCO, 2019). GCE has a critical role to play in equipping learners with competences to deal with the dynamic and interdependent world of the

21st century (UNESCO, 2014) as well as contributing to the 2030 Agenda for Sustainable Development (UNESCO, 2019). UNESCO proposes that this education can take different forms but has common elements, and the learning objectives should serve to acquire the following competences:

- “develop an understanding of global governance structures, rights and responsibilities, global issues and connections between global, national and local systems and processes;
- recognise and appreciate difference and multiple identities, e.g. culture, language, religion, gender and our common humanity, and develop skills for living in an increasingly diverse world;
- develop and apply critical skills for civic literacy, e.g. critical inquiry, information technology, media literacy, critical thinking, decision-making, problem solving, negotiation, peace building and personal and social responsibility;
- recognise and examine beliefs and values and how they influence political and social decision-making, perceptions about social justice and civic engagement;
- develop attitudes of care and empathy for others and the environment and respect for diversity;
- develop values of fairness and social justice, and skills to critically analyse inequalities based on gender, socio-economic status, culture, religion, age and other issues;
- participate in, and contribute to, contemporary global issues at local, national and global levels as informed, engaged, responsible and responsive global citizens” (UNESCO, 2015, p 19)

Guidelines relating to citizenship in Occupational Therapy Education

The WFOT minimum standards for the education of occupational therapy

In the latest revision of the WFOT Minimum Standards for the Education of Occupational Therapists (WFOT, 2016), occupational therapy is defined as: *“an autonomous health profession with a major focus on the provision of equal opportunities for participation in society for people with disabilities. Human rights are embedded as a key feature of this focus [...] The standards define essential knowledge, skills and attitudes for the competent practice of occupational therapy”* (WFOT, 2016, p8).

These minimum standards have societal, professional, educational and ethical purposes in relation to occupational therapy education. They define and anticipate the relationship of the occupational therapy profession to a globalised context of practice and are meant to enable the profession to meet the challenges and increase standards and expectations of proficiency. They set out a requirement for occupational therapy education to encourage active engagement in developing services and promoting research, adding to the visibility of the profession and in making a broad set of contributions to the quality of life and health experience. Consequent to these factors human rights advocacy is a core principle across all areas of practice and in relation to disability issues and equitable access to all services (WFOT, 2016, p9). These new content areas impact on, but are frequently external to, the direct service model addressing specific health and disability issues and reflect ‘emerging areas’ of practice globally.

It is clear that some of the purposes stated in the WFOT Minimum Standards directly advocate for enhancing, and including explicit learning about citizenship issues from an occupational perspective, although the term citizenship is not necessarily used. This learning is formulated as aiming at the following societal purposes:

- “Educate occupational therapists who are empowered and prepared as leaders to serve the daily life challenges encountered in populations and societies locally and globally.

- Advance social participation, health, wellness and social inclusion globally with knowledge and practices that address the social determinants of health and occupational justice, beyond education on bodily dysfunction.
- Address the particular occupational needs of societies for accessible, acceptable, good quality and inclusive services in health, education, employment, housing, transportation, welfare and other systems.
- Reach out proactively to partner with communities and other stakeholders to develop services and funding sources to help populations, communities and individuals to live well, particularly those who struggle with addictions, chronic disease, developmental challenges, disability, old age, ethnic oppression, poverty and other social challenges that limit their participation, **as valued and respected citizens**, in necessary and desired occupations [*emphasis added*].
- Contribute to building a more peaceful, prosperous and just world by addressing the profession's responsibility to uphold the principles of dignity, equality and equity (UNESCO, 2000) in all matters relating to social participation, health, well-being and inclusion
- Participate in introduction level research on occupation, social participation, health, wellness, human rights, inclusion and the "enablement" of populations, communities and individuals through professional engagement." (WFOT, 2016, p11)

For professional purposes learning is aimed at: "recognising and integrating the foundational ethical framework that guides the occupational therapy profession," (WFOT, 2016, p12). For educational purposes learning aims to: "produce graduates with a strong sense of social justice plus the capability and desire to be global citizens" and to "promote the espousal and enactment of professional personnel that embrace the ethical tenets of the profession." (WFOT, 2016, p12).

Accordingly, and in line with all professional ethical codes of practice, these purposes demand that occupational therapy education and practice are constantly updated to address the changing

conditions and expectations of society including issues of citizenship in order for students to acquire the competences to realise these requirements. The term competences refers to the essential knowledge, skills and attitudes for “being able to do what you are required to do in a safe and effective manner” (WFOT, 2016, p68). However, none of the six areas of competence described in the Minimum Standards (WFOT, 2016, p29) address citizenship explicitly. In these areas:

The person-environment-occupation relationship and its relationship to health; Therapeutic and professional relationships; An occupational therapy process; Professional reasoning and behaviour; The context of practice; The application of evidence to ensure best practice,

the relationship is implied. For example, with the occupational process the effective use of enabling/enablement skills and attitudes includes the strategic application of knowledge of occupation is described as a:

professional, therapeutic tool used with participants to analyse occupational issues, and to engage population, communities, and individuals in learning through doing to restore health or enhance well-being, citizenship, in inclusion and/or health equity. (WFOT, 2016, p37).

Other examples do not refer to citizenship but this concept can be inferred through references to “community engagement” and “community development”, addressing “social challenges” and “social inclusion in daily life” on the same page. While it is clear that ideas around citizenship are threaded throughout the Minimum Standards of the WFOT, citizenship as a concept is not yet well defined and conceptualised in occupational therapy and occupational science literature and only very scarcely addressed in any detail. Practice approaches to ‘enhance citizenship by occupation’ are not explained, which presents a problem if it is to be served through occupational therapy education.

The Tuning Project: reference points for the design and delivery of degree programmes in Occupational Therapy

The Tuning project aimed to facilitate the harmonization of educational programmes across Europe, establishing a specific process followed by each academic discipline or subject area. Part of the outcomes of this process was the identification of competences and in continuation learning outcomes. Competences represent a dynamic combination of cognitive and meta-cognitive skills, knowledge and understanding, interpersonal, intellectual and practical skills and ethical values. Some competences are subject-related (specific to a field of study), others are generic (common to any degree course). Learning outcomes are statements of what a learner is expected to know, understand and be able to demonstrate after the completion of a learning experience (Tuning Project, 2008, p 211). According to the Tuning Project, learning outcomes are expressed in terms of the level of competence to be obtained by the learner.

Citizenship is not mentioned in the first part outlining the Tuning Project competences for occupational therapy. However, the section discussing future trends and challenges in the European Higher Education Area in occupational therapy identifies themes to be further addressed in the 21st century:

Higher education must address social needs, which could be defined as a social contract between higher education institutions and social and individual needs, because citizens make society. So, in that sense, **the relevance of universities lies in building citizenship**, and it must be done on a regional, national and international level (Tuning Project, 2008, p 154) [emphasis added].

The European social agenda (COM (2005)33final) and the Council of Europe Disability Action Plan (2006) “both focus on **strengthening citizenship**” through “equal employment and equal opportunities in all life areas” (Tuning Project, 2008, p 161) [emphasis added]. The Tuning Project also requires attention to life-long learning competences to be integrated in the occupational therapy curricula, which it had noted had not previously been well served in occupational therapy training. The project identified key competences for personal development, **active citizenship**,

social inclusion and employment (Tuning Project, 2008, p163), which include “social and civic competences”.

Amongst the relevant research themes for occupational therapy are a range of issues of social cohesion in relation to labour markets, urban and rural communities, environment, and aspects of taxation and welfare, as well as the topics of migration, ethnicity and integration which have proved such significant issues in recent European times: “settlement and integration policy and its relation to social and human rights, citizenship, political participation, media treatment” (Tuning Project, 2008, p166) and indeed, are of concern for the future of communities across Europe. The project also draws attention to the significance of demographic changes and social trends, such as ageing, the impact of lifestyle and working pattern changes on family, social integration, and private life. All of these issues and more might be bound up in the experience of being a citizen, which receives specific mention:

Research should concentrate on improving understanding of the issues involved in achieving a sense of democratic “ownership” and reflecting upon contemporary definitions, perceptions and practices of citizenship in the context of the European Union. (Tuning Project, 2008, p 168).

It is important to note that because of the effects of global patterns of migration and the increasing diversity of the populations of many European countries “the context of the European Union” does not necessarily suggest an inward facing perspective, and nor should the focus apply to people currently in the adult population, but also holistic provision, opportunities and guidance for those who are already progressing toward adult life (OECD, 2018).

A programme dealing with citizenship must be interested in genuine exchange with the rest of the world. It has to be able to come to terms with the historical legacy of European colonial and trading relationships in terms of the shaping of a global cultural, business, intellectual, and social environment within which any individual, family or community is situated, but also to deal with projected changes, the most significant of which may be climate change, economic change in part related to this, and social change as a consequence of all these factors.

National registration bodies

National organisations exist with the mission to guarantee the contextual and cultural identity of the occupations and promote occupational justice in society; but also with the obligation to follow the country's legislation, interdependent with the European, the WFOT, and the UNESCO principles.

United Nations 2030 Agenda for Sustainable Development

Underpinning all the former discussion is positioned the United Nations 2030 Agenda for Sustainable Development; an agenda which is based on the understanding of global solidarity, with the participation of all countries, stakeholders and people (UN, n.d.). UNESCO (2019) recognises the important links between learning for global citizenship and achievement of the development goals, while the agenda recognises and celebrates within the idea of global citizenship the diversity around the globe, with tolerance, respect and shared responsibility (UN, n.d.).

Citizenship related competences and learning outcomes to address in Occupational Therapy education – a proposition

Despite this brief overview, citizenship has a scope which is far reaching. Questions around individuals' and community health or occupational performance involve many aspects of daily life which are experienced differently and in diverse ways. Citizenship itself is the topic of centuries of philosophical discussion and political rhetoric, and yet it can only form a part of the education and training of health professionals. Professional status in itself can be problematic in addressing the inclusion of service users, and this is an issue frequently encountered in discussion amongst disability activists (Block et al. 2016). The breadth of the topic could make occupational therapy's claims to a holistic vision ring hollow, and the purpose of the booklet can only be to present ideas that will promote discussion and reflection amongst students, enable them to explore their differences and similarities, to consider a range of social perspectives and to work inclusively. For students to address their own questions around citizenship issues and their relationship to occupation-based practices, we offer a number of suggestions rather than set out prescriptive

lesson plans. In this way, we hope to promote activities that can be adapted to different levels within a programme, will suit a range of contexts, or at least provide impetus for the users of this booklet to develop their own activities, appropriate to the needs of their students. However, we believe that the idea of citizenship as presented in this booklet, linked to notions of participatory or active citizenship, can provide strong foundations for the work of occupational therapists, particularly as we work to support the UN 2030 Agenda for Sustainable Development and to tackle the problems of social and occupational injustices around the globe. This suggests the need for a shift to explicit discussions of citizenship in documents and guidelines for both education and practice, for example, with the development of citizenship competences in the forthcoming revision of the WFOT Minimum Standards for Education.

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Chapter 4. Approaches to learning about citizenship

In some ways the university and other sites of learning are like our society, where different models of citizenship, logics, philosophies and pedagogies coexist. However, we believe that it may be useful in this section to briefly outline some issues for reflection and to discuss the approaches to learning about citizenship that underpin the learning materials that we present here.

Underpinning educational philosophies

Underpinning any educational process is a particular view of the world and of knowledge in that world. We recognise the constructed nature of knowledges and knowledges as contextual or situated. Students develop their knowledge within the public context, and education is a kind of knowledge-making which often reflects the political agendas of governments determining curricular content or the structure of educational institutions (Kelly, 2009). For professionals, the boundaries between knowledge from theories and research and knowledge from personal and professional experience are fluid and interact (Whiteford, 2005).

It is important to consider the role of higher education institutions/universities in relation to the position of citizenship in the curriculum. There are key questions about the role universities may have in regard to the nature of social and ethical education and the implications these drivers have for democracy (Connell, 2019). There is some critique that education for democracy and citizenship are not seen to be relevant to Higher Education in Europe (see Arthur, 2005). However, the importance of promoting values around civic engagement was evident in understandings of the purpose of higher education in the USA before the Trump era (see Hansen et al. 2007) (Battiste et al., 2018).

Within a framework of encouraging students' awareness and responsiveness to social issues, inequality and injustices, in the UK voluntarism is frequently promoted as a means of engaging with citizenship. As well as having a role of 'making citizens' the contribution to citizenship of higher education is also discussed in relation to support for critical debate and enquiry, the promotion of

social justice, and the preservation of cultural identities, for example (Annette and McLaughlin in Arthur, 2005, pg 81). The Tuning Project agrees with these principles:

Higher education must address social needs, which could be defined as a social contract between higher education institutions and social and individual needs, because citizens make society. So, in that sense, the relevance of universities lies in building citizenship, and it must be done on a regional, national and international level (Tuning Project, 2008, p 154).

Recently, UNESCO stressed the requirement of a lifelong learning perspective, beginning in early childhood and continuing through all levels of education into adulthood, including both formal and informal approaches. Although progress is being made this perspective has not yet been applied in the adult learning and education programmes of many countries (UNESCO, 2019).

We see higher education institutions as having an important role in the development of critical, reflexive, global and local citizens within the constraints of the modern world. This requires consideration of the learning theories and pedagogies that underpin the educational programmes offered.

Learning theories and pedagogies

Every educational institution constructs its educational programmes within particular learning theories and pedagogies. We do not intend to offer a discussion here of alternative perspectives, or the advantages of particular pedagogies for learning about citizenship. Each institution will need to identify their own way of incorporating these perspectives in their curriculum. However, we believe it may be useful to identify clearly the pedagogical approaches that have driven our thinking in the development of these materials, and our specific ideas about ways of learning about citizenship and being a citizen.

We suggest occupational therapists learn about citizenship in ways that bring out the ever-constant link between knowledge and practice, *praxis*. *Praxis*, the interaction between concepts and action,

produces the ability to think in terms of values and refer to them and is in tune with participatory citizenship as an occupational practice.

We acknowledge the relevance of the principles of adult learning:

- Begin where the learners are, building on existing knowledge and experience.
- Co-create multiple forms of representation. Include active learning and reflexive processes.
- Stimulate group and team collaboration on complex issues, develop a critical understanding about intersectionalities and how they shape occupations.
- Involve learners in observation, participation, planning and teaching others.
- Mobilizing emotions and feelings is important.

Pedagogy for transformative learning implies change both at the individual and community or institutional levels. Transformative pedagogy requires that students become able to see themselves as agents of change – envisaging what can be. Attention is paid to dimensions of power and students are enabled to constantly challenge, critique, and engage in debate and dialogue (Kelly, 2009). They are challenged to recognise their own habits, values and beliefs and to integrate new knowledge that reflects their changed experience (Ukpokodu, 2009).

The knowledge-creation learning metaphor (Paavola & Hkkarainen, 2005) outlines a dialogical learning process that involves developing understanding through engagement with the object of study (e.g. students ‘doing’ citizenship facilitates their understanding of citizenship as both practice and concept). We can consider the emphasis given in our programmes to critical, participatory methods not only in research but also in the development of our curriculum and our learning activities. Professional power and status in itself can be problematic in addressing the inclusion of service users, and this is an issue frequently encountered in discussion amongst disability activists (Block et al. 2016). This is a further perspective to deconstruct in the process of using this material.

Finally, we recognise the “hidden curriculum” of educational institutions (Kelly, 2009, p.10), that is, what students learn from being part of the institution, its structures and processes, and particularly its values and beliefs. In terms of citizenship, and its central importance in conceptualizing our relationships and our praxis in our shared world, we can see that much learning will take place in

the day-to-day living together of students, teachers and other staff. While the hidden curriculum can be seen as an insidious form of social control, we also recognise that our ongoing reflexive discussions as educators, administrators and students, can make explicit some of the values and beliefs guiding the way we work together. The construction of educational institutions based on principles of human rights, celebrating diversity both in terms of students and staff and also in terms of the understanding of what is 'knowledge' and the value given to various areas of knowledge, will also be significant. Educational institutions may usefully encourage students' experiences of citizenship, for example, through participation in their processes alongside the educational activities presented in this booklet. Developing the understanding that participation in citizenship as a conscious process in our everyday lives is important for all and may be achieved through engagement in the organisations, campaigns and political activities of the university and our local communities. It is seen that participation in such activities increases participants' social confidence – communicating with a range of different people, expressing views publicly, as well as developing knowledge of social and political issues (Merrifield, 2001).

As a situated occupation in our societies, education based on participatory citizenship should have the intrinsic potential to transform our social existence, individually and collectively. The occupational therapy curriculum is not neutral, but should be a practical scenario of complex relationships. In fact, it is also an opportunity to reduce, maintain or increase oppressive power relationships, social inequalities, colonialism, knowledge epistemicide (Santos, 2010) and occupational and social injustice (Pollard et al, 2020). *An ongoing problematizing task!*

How the educational materials can be used

As we have seen in the previous discussion, citizenship can enter the educational curriculum of occupational therapists, and of course other students across a wide variety of disciplines, at multiple levels. At one level we can see the *development of 'citizens'* who are knowledgeable and skilled at contributing to the civic and equitable society to be one of the core purposes of higher (and any) education. This may be addressed by the overall structure and functions of each university, as well as the relationships of the university with its local community, with students and with staff (Connell,

2019). It may be embedded in the vision and mission statements as well as the explicit values of the university but it is also enacted through its own practices. Discussion of such a role of higher education institutions may be found in the literature, e.g. (Connell, 2019; Battiste et al 2018).

However, the educational materials presented here focus more specifically on the learning activities of occupational therapy students. We believe that occupational therapy with its focus on participation in occupation has a core alignment with participatory citizenship. Participating citizens engage in occupation in the public world, with intent to shape the nature and purpose of that world. Therefore, the educational materials presented here specifically focus on developing the knowledge, skills, values and attitudes of students of occupational therapy both as citizens themselves but also as co-enablers of participatory citizenship in our daily practice.

The materials facilitate deep and active engagement with the topic of participatory citizenship, reflection on the experience and interaction with others. We use occupation as the vehicle for/through learning, the occupational focus is embedded and intertwined in the learning processes.

This booklet is intended to be accessible and freely available, and as we hope it will be widely used, our aim is to suggest ideas rather than set out prescriptive lesson plans. In this way, we hope to promote activities that can be adapted and problematized to different levels within a programme, will suit a range of contexts, or at least provide impetus for the users of this booklet to develop their own activities, appropriate to the identified needs (and hopes) of the global occupational therapy community towards social justice.

Organisation of educational materials

We have developed the educational materials to facilitate learning around participatory citizenship as we understand it and as we have introduced it in Chapter 2. We see the need for the development of learning in a number of areas, and these are encountered to varying degrees in all of the learning activities:

Characteristics of citizenship

Regarding the characteristics of citizenship, we note the following as central elements encountered in the activities and to be emphasised during the learning process:

- That citizenship is complex and multi-layered
- With core conditions that include respect and dignity; equity
- It is underpinned by the essential constituents of human rights and democracy
- There are various models and theories of citizenship both within Europe and around the world

Processes of citizenship

As a process (rather than a static and final state) citizenship has a number of key elements that may be explored:

- Physical, social and virtual spaces in which to practice citizenship
- Actions (occupation) for citizenship – activism, creative and cultural events etc.
- The partnerships involved as a relational process

We do not suggest that there is a particular way that these materials should be used, or a specific order in which they should be presented. Institutions, students and curricula vary. With these materials we aim to offer ideas, strategies, and topics that educators can adapt and apply to their own particular situation.

Beginnings

However, we suggest some considerations that may be useful in ‘beginning’ the educational process.

In planning teaching and learning around citizenship, we see that it is important to identify the prior learning of students on concepts of citizenship (e.g. that educators gain knowledge of the citizenship curricula in previous levels of education). It is also important to identify the extent of public discourse and actions around ideas of citizenship (which will have contributed to the framing of

students' existing knowledge, understandings and attitudes). Educators should develop some familiarity with specific understandings of citizenship – language, history, social, political, particularly in relation to their own contexts. It is also important to be aware of the particular situations as well as the existing knowledges and understandings of the student group. It may be useful to begin by using the questionnaire that our group developed in the early stages of the work of the group (Activity 1).

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Chapter 5. Educational activities

A journey around citizenship

*“There are no foreign lands,
it is the traveller only who is foreign”*

DOIG 2013

The educational activities presented are a means to explore and deepen understandings of citizenship from an occupational perspective. The ideas have a coherence between them. The materials are organised in three themes and are linked to chapter 2 and the discussion of the characteristics and processes of understandings of citizenship.

Theme 1. Understanding experiences and perceptions of citizenships: “we are all citizens”

Theme 2. Foundations and characteristics of citizenship

Theme 3. Facilitating processes of citizenship and addressing denial or restriction of citizenship

The activities within each theme are listed below, with an introduction to the theme. Full descriptions of each activity are to be found following this.

Theme 1. Understanding experiences and perceptions of citizenships: “we are all citizens”

The activities within this theme aim to enable the participants to think of themselves as citizens, of themselves as actors in the shared construction of society (city, professional, state, world). This involves reflecting on one's existing knowledge and experiences of citizenship as well as actively exploring how social arrangements are created and maintained, including ideas around voice and involvement in these processes. These activities will facilitate the development of understandings of citizenship as being more than a legal status and focus on the occupations of citizenship and processes of inclusion in and exclusion from these. Activity 1 is recommended as the first activity and starting point of the educational activities around citizenship.

Activity 1. Exploring our own understandings of citizenship

Activity 2. Understandings of citizenship: building a collective metaplan

Activity 3. Constructing a place for us to live together

Theme 2. Foundations and characteristics of participatory citizenship

The activities within this theme focus on exploring the characteristics of participatory citizenship that provide the foundations for developing our understanding and actions related to this concept. While certain common characteristics are recognised, such as that participatory citizenship is underpinned by the concepts of human rights, equality and democracy, at the same time recognising its complexity and multi dimensionality across contexts, is also a key element in the developing competences of participants. This creates the necessity of learning experiences that ‘ask more questions than they answer’, encouraging participants to be reflexive and challenging in their responses to the activities they experience.

Activities include exploration of the multiple representations of citizenship, whether in theoretical models, in the media or in the documentation of international organisations. Other activities invite participants to consider the lived experience of citizenship through both exploration of their local contexts and the use of case studies from further away.

Activity 4. Reviewing the *Statement on Citizenship*

Activity 5. Whats is going on? A popular representation of citizenship in media

Activity 6. Exploring Educational Ideologies: card game

Activity 7. Models of citizenship

Activity 8. Walkabout

Theme 3. Facilitating processes of citizenship and addressing denial or restrictions of citizenship

The activities within this theme explore how the processes of citizenship may be facilitated while also increasing awareness of the conditions of possibility that restrict opportunities for the enactment of citizenship through occupation.

These activities involve a variety of different approaches to involve the learners in thinking, debating and discussing the ways that occupation is involved in processes of citizenship. They encourage critical thinking regarding a wide range of issues influencing these processes, from local living spaces, to how we understand and enact participation as occupational therapists. The activities are predominantly preparation for action and change rather than involving citizens from beyond the learning environment. Building collaborative opportunities for action and incorporating understanding of citizenship within practice will be the next step, beyond the discussions within this booklet.

Activity 09: Case studies: living experiences of occupation transforming citizenship

Activity 10. Mapping opportunities for participatory citizenship in our communities

Activity 11: Exploring levels of citizen participation

Activity 12. Engaging in advocacy

NB Throughout the activities the term 'participant(s)' will be used rather than 'student(s)'. This is to emphasise that we consider the activities to be useful for a wide range of learning situations and organisations.

ACTIVITIES

ACTIVITY 1. Exploring our own understandings of citizenship

This educational activity is recommended as an introduction and starting point for the educational activities around citizenship. This activity can act as a primary source of information for understanding the needs, opinions and experiences of a group of participants. Understanding their own views concerning citizenship, in terms of needs and practices forms a basis for further learning.

While it explores the understandings and experiences of the participants, this activity is related to all the themes. It explores the idea of “being a citizen”, to facilitate the participants to think about “everyone” including themselves, as citizens. It invites questions regarding: what are the rights and responsibilities, the nature of our relationships with each other, if primarily we consider ourselves and the people around us, as citizens? What do we “do” as citizens? This informal survey begins with a set of questions which each student answers independently.

Learning outcomes

The participants will be able to:

- Explore their own knowledge, experience and understandings of citizenship
- Be aware of the various and diverse understandings and forms of citizenship
- Consider their own perspectives on the relationship between citizenship and occupational therapy/occupational science
- Explore the idea of citizenship as a concept within occupational science

Description of the activity

Materials. One questionnaire (Appendices 6 [English], 7 [French] or 8 [Spanish]) for each participant

Environment. Sufficient space for all participants to come together for discussions as well as to work in small groups of 6- 8 people. Tables are not essential.

Human. Number of participants can vary according to the space available, but 18-24 are suggested here.

Time. 1 ½ - 2 hour session.

Instructions

1. Participants are introduced to the activity and invited to complete the questionnaire. They are advised that their responses will remain confidential. (5-10 minutes)
2. Participants work independently completing the questionnaire. (20 minutes)
3. After the individual work, the participants are divided into three small groups of six to eight people to exchange their understandings. The goals of this small group work are:
 - exploratory: gathering insights and building understanding of citizenship
 - descriptive: interesting similarities, differences, interesting examples, stories.(30 minutes)
4. All participants then come together in a plenary session where each group presents the results of their discussions in 5 minutes. (20 minutes)
5. Resume and closing remarks by the facilitator. (5-10 minutes)

This proposed session is for an hour and a half. To include a wider discussion, the session should at least take two hours with a comfort break.

Suggestion for adaptation of the activity

Alternatively, or in addition to the activity described above, the questionnaires may be collected, analysed and presented through a small report or presentation.

In that case, participants are asked to agree to participate in this survey and informed that their individual responses will be collected after the session. It should be made explicit that the questionnaire is anonymous and details will be kept confidential.

The analysis and report can be made by the facilitator, or by the group (for example divided into four subgroups, each compiling the answers to two questions).

At the next meeting the report will be shared, the group will discuss the results and may formulate conclusions and recommendations in response to what has been learnt.

ACTIVITY 2. Understandings of citizenship: building a collective metaplan

Thinking about participatory citizenship is needed as a strategic position in occupational therapy education, profession, research and governance. This activity offers an opportunity to dialogue, think and propose collective actions to link participatory citizenship and occupational therapy/occupational science.

Learning outcomes

The participants will be able to:

- Reflect and share their visions and understandings about participatory citizenship related to occupational therapy/occupational science
- Increase their awareness about participatory citizenship and occupations
- Make individual choices; establish collective priorities and actions for change

Description of the activity

Materials

- Cards with three different colours, size A5. Colour 1: 5 cards per participant. Colour 2: 6 cards for each group of 4 to 6 people. Colour 3: 6 cards for each group of 4 to 6 people.
- A4 sheets of white paper
- Black markers
- Vertical blackboard or wall
- Stickers
- Blue tack

Environment. Workshop type table or tables grouped together.

Human. Participants work individually and in small groups (four to six people). The total number will depend on the available space and time.

Time. 3 hours in total, with a 20-minute break in between steps 4 and 5.

Instructions

To this Activity we will use an adaptation of the methodology “Metaplan” described in:

Rivas-Quarneti, N., Magalhaes, L., Movilla-Fernández, MJ. (2017). Contributions of the Metaplan in Critical Qualitative Research in Health Sciences: a path towards dialogic action. Atas do Congresso Íbero-Americano em Investigação Qualitativa. Volume 2. <https://proceedings.ciaiq.org/index.php/ciaiq2017/article/view/1262>

Session/Part 1

1. Presentation of the group, the activity and the key question
Question: Participatory Citizenship and Occupational Therapy. What is it about for you and what needs to change? (Discuss theories, related concepts, experiences, perceptions, feelings, hope). (10 minutes).
2. Participants write individual comments to the question on (all) their 5 *Colour 1 cards*. One comment per card (15 minutes).
3. The facilitator shuffles all the cards and reads them aloud. All responses are placed on one side of the board or wall.
(Important: The facilitator or a voluntary participant will take pictures of the board during the whole activity as an “ongoing group mural”. After the workshop, the pictures can be sent to all participants who want them.)
The whole group debates and agrees how these cards will be thematically grouped.
Finally, a title will be given to each group of cards and written down twice on different A4 sheets. One sheet will be hung on the wall, next to the group of cards; the other one will be saved for step 6. (40 minutes)
4. To agree on the priority of the needs for change, all the participants simultaneously stick 3 stickers on the thematic groups of their preference. (5 minutes).
The three most voted topics will be worked on in the second part of the session (steps 6,7).

5. Break (20 minutes)

Session/Part 2

6. Small groups of 4 to 6 people are to discuss each of the three topics selected in step 4. Each group will have all the *Colour 2* and the *Colour 3 cards*. Each group will write 2 proposals for alternatives for change (with personal, local, social resources).
Simpler, feasible proposals will be written on *Colour 2 cards*. The necessary, but more complex, medium and long-term proposals will be written on *Colour 3 Cards*. (20 minutes)
7. The A4 Titles' sheet (from Step 3) will be placed on the other side of the board / wall, and the *Colour cards 2 and 3* (Step 5) will be placed around the corresponding title.
Each group will present their proposals for action and change for Theme 1. They will repeat this process for Theme 2 and 3.
After the presentations, there will be a discussion of the themes and priorities among all the participants. (20 minutes/Theme)
8. Comments about this participatory experience will be freely shared and the session will be closed. (10 minutes)

Suggested topics for discussion/reflexive questions and dilemmas

The activity is fully dependent on the participants' engagement and their social/cultural/political/economic and lived backgrounds. Because of these differences in experience each group will produce a totally different activity and actions. It should be very interesting to collect pictures from the different "ongoing group murals" produced through this activity.

Suggestions for adaptation of the activity

In order to save time, it is possible to adapt the activity by reducing the number of cards in step 1; the number of themes in step 4; the number of generated alternatives in step 5. The feedback in

step 8 could also be shared by writing in post-its.

Link to other themes

This activity can also relate to the Theme 2 “Foundations and Characteristics of participatory citizenship” and Theme 3 “Facilitating processes of citizenship and addressing denial or restrictions of citizenship”.

ACTIVITY 3. Creating our own community

Citizenship is about how we live together, the rights and responsibilities that we have, not only in relation to the state, but also in relation to each other as we go about our daily lives. Many aspects of how we live- how we eat and drink, shop, drive, do hobbies, etc. - that is how we use our spaces and resources, are shaped by many years of practice embedded in shared cultural values and assumptions as well as legal frameworks. In complex, modern societies, how these discussions and decisions take place may be implicit for many citizens, rarely considered or a topic for discussion.

This activity through the construction of an imaginary community invites participants to consider how civil society is organised and how groups of people work together to organise their day-to-day lives together.

Learning outcomes

The participants will be able to:

- Engage in the process of planning an 'ideal' community and reflect on their values and assumptions around this idea
- Identify areas where common decision making is required
- Explore the processes of decision making in a group of people, including identifying their own preferred style of engagement in these processes

Description of the activity

Materials. This activity involves the construction of an imaginary island. This may be constructed using a wide range of materials. The entire activity may be undertaken using paper and marker pens or clay. Alternatively, a combination of materials may be used including recyclable materials and natural materials (wood, earth, branches, feathers etc) for the construction of buildings, facilities and natural surroundings. The base of the island should be made large enough that a range of items can be placed on it.

Environment. Workshop-type table or tables grouped together, large enough to take a large sheet

of paper or cardboard for the base of the island and for the members of the group to work together around it.

Human. Participants work in groups of four to six people. Total number will depend on available space.

Time. 3 hours in total, which may be split into 2 x 1 ½ hour sessions.

Instructions

Session/Part 1

1. Participants are invited to work in small groups of four to six people.
2. They are asked to discuss and create an imaginary island where they all would like to live. As a first step they are asked to discuss, agree and construct using the materials available some basic features of the island such as climate/location; key geographical features (coastline, mountains, rivers, etc) and habitat (plant and animal life).
3. They are asked to note, as they do this, how they make their decisions.
4. Once these features are created, the participants are asked to think about where they would like to live on the island, who they would like to live with and have as their neighbours. Style of homes can also be considered. Participants are advised that they cannot start to build their home until all other island dwellers are in agreement or 'approve' their plans.
5. Once homes are 'built' the group is asked to discuss and decide how transport to and from the island will be managed. What form(s) of transport will be developed, where, how will these be managed etc. Again, the agreement of all members is required.

Session/Part 2

6. This part will begin with a discussion by the participants of how they have managed their island community up to this point. This may take place in the large group with all the participants together.

Questions for reflective discussion are:

- Did everyone get a chance to speak and express their opinion?
- Was there disagreement and how was this managed? How does it feel to have to negotiate for what you want or believe in?

7. Up to this point there have been three occasions for agreement (the basic characteristics of the island; your home; transport). Is a process for agreement developing in the group? Consider whether you are satisfied with this process and prepare to discuss this when you continue to work with your group (20 mins)
8. Work in small groups. While reflecting on the discussion each group is invited to select what they wish to focus on as the next development for the island. For example, do they wish to organise the education of the inhabitants, health care, food production and supplies, work opportunities, etc. One area is selected in order to enable some depth of discussion. Having selected the area for development, participants are asked to engage in a process of brainstorming, with blue-sky thinking, about what this development might look like and how it might be organised.

Consider in relation to your chosen area for development:

What are the aims?

Who should be involved in planning this development?

How will final decisions be made and agreement reached? For example, should one person have overall responsibility or a group of people? If a group, who should be included in this group?

What might be some problems or issues that you expect might arise, and how might you deal with these?

(40 mins)

9. Large group discussion including a 5-minute presentation from each small group outlining the group's idea for the development, including responses to the questions about how this can be organised.

Closing discussion and final remarks with opportunity to consider the learning undertaken during this activity. (30 mins)

Suggested topics for discussion/reflexive questions and dilemmas

How did the processes of making decisions unfold?

How did the group ensure that everyone was included in decision making and how were disagreements managed?

Was it important that everyone was included in discussions and/or decision making? If not, why not?

Suggestion for adaptation of the activity

The activity could be continued in more sessions, for example, continuing into deeper discussions in relation to new areas (parts 7 and 8). The activity can be used to link participatory citizenship to other curriculum content such as the Sustainable Development Goals (SDG, UN) and the Social Determinants of Health (WHO).

A similar activity involves asking participants to consider the situation where there is a proposal for a nuclear power plant (for example) to be built in their local town. Working in small groups participants are asked to prepare their position regarding this, representing the views of various organisations (e.g. green party, parent's association, chamber of commerce).

Instead of constructing an island the participants can be asked to construct any common space with agreed boundaries.

Link to other themes

This activity also links to the theme of Foundations and Characteristics of citizenship – considering the multi-dimensional nature of citizenship as well as issues of human and social rights and equality as practical issues in how we live together.

ACTIVITY 4. Reviewing the Statement of Citizenship

In the European Year of Citizens (2013), the European Network of Occupational Therapy in Higher Education (ENOTHE) wished to explore the position of occupational therapy in relation to the citizenship of all people in Europe. The position statement “Citizenship: exploring the contribution of Occupational Therapy” was developed with the aim to explore perspectives and approaches to occupational education, practice and research in relation to citizenship. The statement is a reference point and serves as a presentation of the topic to facilitate further discussion and dialogue. It is linked to the definition, foundations and characteristics of the concept of participatory citizenship and is shaped in particular to the exploration of its complexity, multiple dimensions and multiple levels.

In this activity participants will critically engage with this position statement. The participants will be asked two questions after reading the position statement: 1. “What should be kept?” and 2. “What should be changed?”

Learning outcomes

The participants will be able to:

- Have knowledge of the concept of citizenship, how it is defined, its foundations and characteristics
- Explore the relationship between citizenship, occupation and occupational therapy
- Critically engage and review the statement in relation to their own understandings
- Formulate recommendations and updates to the statement from their own perspectives

Description of the activity

Materials.

- The position statement in citizenship in English, Spanish or French (Appendix 3).
- Flipchart paper

- Pinboard and pins
- Rectangular cards (10 x 20), in two colours (pink and yellow).
- Markers pens (one colour only)

Environment. Room with chairs in a semicircle, facing the pin board (on which the cards will be pinned and moved around during the clustering process). Cover the pin board from top to bottom with flipchart paper. Write the question clearly on the top of the flipchart paper

Human. Groups of 10-20 participants.

Time. 1 ½ hour session.

Instructions

1. Briefly explain the process, read out the questions, check that everyone understands, and provide some background information on the issues it relates to. (5-10 minutes)
2. Participants read the statement. (20 minutes)
3. Distribute the cards to each participant for writing their ideas (one per card), and give brief guidance on how to write cards. (5 minutes)

For groups of 10-15, give each person 3-4 cards. For groups of 16-20, give 2-3 cards each. Leave a stack of cards in the middle of the room, so that someone with further ideas can take further cards from the pile.

Rules for card writing:

- Think before you write
 - Only one idea per card, in no more than 3 lines
 - Use brief but clear statements.
 - Write legibly in large letters so that writing can be read from a distance.
4. After reading the statement each participant is asked to write down three aspects of the position statement that they thought should be changed (pink cards) and three which they thought should be kept (yellow cards).

Give participants time to think and write their ideas and responses to the question individually and without discussion. (5-10 minutes).

Note: questions can be deepened or specified, related to for example: universal or specific, applicability, up to date-ness, readability, etc.

5. Ask each participant to read out aloud one of their cards. Pin the cards on the pin board in turn, each some distance from the next.

Participants are encouraged to comment on what they have written down, supporting why they want to change or keep parts of the statement.

Ask participants to decide if the cards are closely related and can be pinned close together to form a cluster, or if they are different ideas that should be kept apart. Move the cards if needed.

Repeat the process until all cards are pinned up.

6. Once all cards have been pinned, ask participants to review and revise the clusters if needed.

By this time there should be several idea clusters on the pin board. Ask participants to step up to the pin board and take a closer look. Get them involved in the clustering process by assigning 1-2 volunteers to help with moving cards while the others provide direction.

7. Once the clusters have been finalized, draw a cloud circle around each cluster and ask participants to create a title/label for it.

8. Optional: Prioritize the clusters through group discussion, or (if this does not give clear priorities) a vote. Alternatively, give each participant one coloured sticky dot and ask them to place their dot next to their suggested priority cluster.

Suggestion for adaptation of the activity

It may be preferred to work with anonymous responses. In that case the cards should be collected on the floor in the middle of the room or in a box (for example copier paper box). This should help to preserve some semblance of anonymity. The cards will be selected at random and read out aloud.

Change the questions. Decide what kind of input you will request from participants and how the inputs will be used after the exercise is completed.

It is also possible to focus on a part of the statement to encourage greater depth of thinking: for example: "citizenship and education", or to divide the different parts of the statement between subgroups of participants.

The activity may also be spread over several sessions to revise the statement more thoroughly. For this a certain level of motivation and engagement to work with the statement is required. In this case we suggest 3 sessions as follows:

Session 1: exercise as described above related to part 1,2 and 3 of the statement

Session 2: exercise as described above related to part 4 of the statement

Session 3: exercise as described above related to part 5 of the statement

Further activities

The idea clusters, and the specific ideas within each, can be taken forward as inputs for another session or used as a basis for the writing of a revised/revisited version of the position-statement on citizenship and occupational therapy, located in context (participants of.....) and in time (year 20xx).

ACTIVITY 5. What is going on? The popular representation of citizenship in media

Participatory citizenship is a public performance and so is open to discussion in a democratic society. One vehicle for this discussion is through the media. Generally, media forms serve audiences and are funded largely through the market for advertising which reaches those audiences. This creates a problem of representation in which media strive to be popular, and reflect a status quo, rather than representative of the whole community or population. This is because the consumers of media – viewers or readers – will tend to use or buy media which appears to agree with their existing opinions, rather than reading or viewing material that challenges their view of the world. The effect the media has on personal opinion is complex. A newspaper article or a television programme may not directly influence opinion, but it may generate a discussion in community spaces such as the home, or a street corner, in which opinions are argued and changed. In social media a similar process occurs, but this is augmented by the messaging of people with information that supports the algorithm of their preferences (by bots, which are remote computer programmes set up by government or corporations to manipulate social media), or through discussion taking place in social media, which are the equivalent of a street corner debate. Because it is electronic, the process may be much faster. Because social media operates through individuals sending messages between personal devices and using networks that serve these devices (such as Facebook, Twitter, Tiktok, or Snapchat) the exchange of information has no editorial control, consequently there is a lot of potential for people and automated bots to make news up, or to forward opinion, or misinformation. Often misinformation has been planted in social media to create public opinion pressures on political issues (Bliss et al, 2020; Marlow, Miller, & Roberts, 2021).

The possibilities for participatory citizenship for everyone are often assisted or constrained by the presence of popular narratives which support the different perspectives that people may have about a range of issues. For example, news stories may concentrate on benefit fraud by people claiming to have disabilities; the dangerousness of certain mental health conditions; negative stories associated with a particular cultural group or followers of particular traditions, gender or ethnic identity, or people from a particular geographic region, local community or housing estate. News stories may seek to represent certain professional groups as lacking competence or safeguards; people with disabilities as pitiable or heroic; people who have experienced disaster as helpless.

This activity aims to provide participants the opportunity to explore their attitudes to media issues and how they may affect different groups within the community, and to critically reflect on the nature and processes of media representation that may impact on themselves or their fellow citizens.

Learning outcomes

The participants will be able to:

- Explore the paradigms underpinning education and practice
- Identify the current narratives about citizen participation in their own community from the media around them
- Reflect on where these narratives are developed, who might be reporting them and why, as well as the interests they may serve.
- Consider ways to address the negative consequences of media depiction of their fellow citizens.

Description of the activity

Materials. 1 large sheet of A1 paper for each participant. Supply of newspapers and magazines. Coloured markers or pens. Sticky notes.

Environment. Sufficient space for each group of participants (2-3 per group) to work at their sheet of paper. It may be preferable to have participants present in smaller groups and reconvene in a larger room at the end of the activity to share learning.

Human. For around 25 participants.

Time. 3 hours session, which can be broken up into shorter periods.

Instructions

1. Briefly introduce the topic of media representation of health issues (for example, presentation of disabilities, mental illness, expert medical opinion, effect of vaccination or medication) and how this may affect participatory citizenship – screenshot recent

stories onto slides which can be offered to the participants as examples.

2. Ask the participants to work in small groups of 5 to collect newspapers and journals and to identify a theme to work on, in which a condition, occupational barrier or disability is presented in ways that may impact on citizenship and participation.
3. Ask the participants to identify the impact of the media presentation. Think about the impression amongst the audience which is being created of people affected by conditions and what effect this might have on their rights as citizens. Are the presentations likely to promote inclusion or exacerbate exclusion? Think about why these stereotypical representations are being made at this particular time. This impact might be through the way a particular condition is represented or described, such as people with experiences of mental distress or specific conditions within this like personality disorder or schizophrenia; it might be examples of marginalisation or misrepresentation of particular groups such as asylum seekers or older people, or it might be something broader such as pity for people with a specific condition, or heroic presentations of disability.
4. To avoid too much repetition within a class it may be useful to have previously identified different topics which can be allocated to groups on slips of paper to ensure that each has a different presentation to consider.
5. Each group then develops a poster using cut out headlines, pictures and stories to illustrate a theme represented within the media (45 minutes). This poster can then be affixed to a wall or whiteboard as part of a 'gallery display' to the rest of the class, and the class then tours the gallery (15 minutes).
6. The participants regroup around their posters and work together to propose a counter narrative to the dominant idea illustrated on it by the media, and concrete action which can be developed in practice (40 minutes). Participants then have to discuss how this can be presented back to the class (20 minutes). Allow each group (5-10 minutes) to make their presentation. For a class of 25 this would leave about 10 - 15 minutes at the end of

the class to sum up.

During the activity, participants need to ask:

How is this group being represented, and why?

What is the likely impact of these stories on the people being represented in this way? (How would they feel themselves, how would others see them, what are community relationships likely to be like)

What questions are the media stories not asking about the lives of these people?

Could you negotiate work with them as an occupational therapist or as a person supplying occupation-based intervention to redress their misrepresentation? (If so, how? If inappropriate, why not?)

These questions may enable them to form the basis of their presentation.

Suggestion for adaptation of the activity

Develop a book or film club which explores the presentation of disabilities and alternative identities. For example, science fiction has a strong vein of this, see the final chapter in Block et al. Eds. (2016) *Occupying disability* "Hope and Love: Conclusions" which has some suggestions about possible narratives.

Look at the presentation of disability in advertising and other programming on television and explore the underpinning messages. Some useful overviews are given here <http://www.disabilityplanet.co.uk/critical-analysis.html>.

In either of these activities the occupational aspect comes from thinking through how these representations impact on the way that disabilities and other differences are understood and acted upon in everyday life, and from that how the rights and capacities of individuals are perceived. It may be possible to consider such provocative questions as how does occupational therapy

contribute to the marginalisation and perpetuation of disability through its presentation of its own professional identity?

Further activities

These issues can be taken into further sessions and developed into projects that might relate to extended role placements or placements in community based settings - developing actions which challenge stereotypes around particular groups through the positive community-based activities which emphasise participation and rights.

Activities could be developed alongside input from experts by experience – a key piece of learning here might be that compromise and realism might be necessary to develop effective actions that produce a sustainable strategy of change (for example developing something with the municipal council), rather than a reactive and short term one off event (such as a concert without follow up).

References

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ACTIVITY 6. Exploring educational ideologies: card game

(Re)thinking occupational paradigms and praxis towards a participatory citizenship

Are our paradigms really supporting participatory citizenship contemporary issues? Our praxes (thoughts & actions) are never neutral, they belong to one or more philosophical approaches influenced by the situated contexts of our human being. In many cases we are not aware of these or we are not able to argue for it in depth. This activity offers an opportunity to make explicit this complexity, through a card game, where a reflexive process of dialogue, debate and (re)consideration of theoretical educational paradigms is needed.

The activity is centred on four educational ideologies (Askew and Carnell, 1998), which can be mapped along two axes: horizontal (intrinsic to extrinsic knowledge), and vertical (social regulation to radical change). The intersection of the two axes forms four quadrants where each relates to a different educational paradigm: Functionalist, (extrinsic knowledge with social regulation); Client-centred (intrinsic knowledge with social regulation); Liberatory (intrinsic knowledge with radical change); and Social justice (extrinsic knowledge with radical change).

The proposed activity is an invitation to the participants to develop discussion about the philosophical understanding which underpins the individual and collective human learning and sharing process.

Learning outcomes

The participants will be able to:

- Recognise and explore the paradigms they are working within and potential (or not) for change (in occupational therapy education/practice/management/research)
- Share a space for reflection and debate about scenarios, partnerships, power-relations and (co)create possible changes
- Problematize at the institutional level: reflecting and discussing about ideologies

- underpinning their experience at all levels of education (previous studies; occupational therapy curriculum; Master level studies, etc) and other spaces to learn together (i.e neighbourhood, among others).
- Experience personal/collective agency towards participatory citizenship and social change (both within and beyond occupational therapy)

Description of the activity

Materials.

Each group should have:

One set of 24 coloured cards, organized in six thematical groups: *view of the learner, role of learner; role of teacher; teaching methods; curriculum base; learning in relation to change.* (available in Appendix 6).

One big sheet of paper with the axes and the names of the quadrants written on it as the following description:

AXES. The axes are crossing as a “+” symbol.

- Horizontal axis: *intrinsic knowledge* on the left and *extrinsic knowledge* on the right;
- Vertical axis: *radical changes* on the top and *social regulation* on the bottom);

QUADRANTS. 4 zones demarcated by the 2 axes.

- Bottom-right quadrant: Functionalism
- Bottom-left quadrant: Client-Centred
- Up-left: Liberatory
- Up-right: Social Justice

Blue tack.

Human. Participants will work in small groups of 4-8 persons. If there are more than 30 participants, there should be two facilitators to support the activity process.

Environment. Flexible space to work in small groups as well as all together

Time. 1 ½ hour sessions.

Instructions

1. The leader(s) will facilitate a presentation of the background and the overview of the activity.
2. By collective thinking and discussion, each small group positions each colour thematic card in what they consider to be the relevant quadrant: one card by quadrant. Complete the process with all groups of cards (there is only one card of each colour per quadrant).
3. Once they have decided on the quadrant for all 24 cards, still in small groups, each participant will take some minutes to reflect about their own area/experience as student/educator/practitioner/researcher/manager
4. In continuation, participants will share with their group (thoughts, feelings, dilemmas, etc.)
Themes for discussion include:
 - Findings, doubts, dilemmas.
 - Are there similarities between cards? Which ones? Why do you think it happens?
 - Which areas or quadrants do you think are current in occupational therapy education/practice/research/management? Do you believe it is empowering participatory citizenship?
 - How would you change the paradigm to enhance participatory citizenship based on individual/collective occupational therapy?
5. Bring three main ideas/elements/actions/dilemmas/scenarios for change to the large group.

Further topics for discussion/reflexive questions and dilemma's

Another interesting issue is to debate the coherence between theory and practice and research and life, and how our methods used in learning/teaching/researching/living could facilitate participatory or alienated citizenship, (including ourselves). How can we change this?

How philosophical paradigms can help us to be more reflexive and engaged as critical citizens?

Suggestion for adaptation of the activity

If you have less time, e.g. one hour, you can select 2 or 3 groups of thematic cards to work in more depth.

References

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ACTIVITY 7. Models of citizenship

Models of citizenship underpin the understanding of praxis (theory and practice) developed in this booklet. This activity introduction is retrieved from *Reflections on occupation transforming citizenship* (Fransen-Jaïbi, et al, 2020, p76):

“Citizenship takes many different forms. Ensuring effective practices and policies to promote citizenship for all people demands a clear recognition of the differences in understanding of the concepts and their variations. Most of the literature on citizenship distinguishes four main and competing models of citizenship, which are presented in Table 1.

These models of citizenship result from different historical, cultural, economic, political and social developments. They identify what it means to be a citizen and how the role, principles and focus of the citizen depends on the underlying ideology. In this sense, it is important to highlight that more than one of these models coexists simultaneously in society and its institutions (family, education, work, health and social care, professional organisations, legislation, etc.) and that people are living this paradoxical dynamism, articulating different discourses, roles and actions depending on each scenario”.

CITIZENSHIP MODELS	LIBERAL	COMMUNITARIAN	CIVIC REPUBLICAN	CRITICAL
<i>Principles</i>	Citizens' involvement in public life is minimal, and is primarily enacted through the vote	Citizenship focuses on -identity and feelings of belonging to a group, and the need to work towards the collective benefit of this group	Citizens become the actors of positive laws for social change and the instruments to prevent corruption	Citizens critique and improve society through social and political action based on the ideas of empowerment and social justice
<i>Focus</i>	Atomized individuals	Communities	Emphasizes the need for citizens to act politically within the public sphere, and to be actively engaged within a political community as equal and free citizens	More dynamic view on democracy that is grounded in critical and engaged citizens. Focus on equal participation in the power relations of democracy
<i>Citizens role</i>	Citizens' conform to the rules Volunteering	More hierarchical and top-down decision making	Equality in political participation. Learn civic competences	Create change towards greater equality

Table 1: *Models of Citizenship: characteristics.* Adaptation from *Contextual Analysis Report. Participatory Citizenship in the European Union Institute of Education (Hoskins et al., 2012).*

Learning outcomes

The participants will be able to:

- Identify four models of citizenship
- Identify examples of different models of citizenship in our lives, groups and society
- Understand the complexity of citizenship: the coexistence of the four citizenship models in societies (and how they work at micro, meso and macro level), and their influence on occupations and human daily life (personal/group/population)
- Reflect about our own role as citizens in different situations and (re)think possibilities of change

Description of the activity

Materials.

Session 1: For each small group: a printed copy of the Table of Citizenship models (Table 1), Post-it notes in different colours and 1 card with the name of one model of citizenship (each group will have the name of a different model).

Session 2: 16 Flipcharts and colour markers.

Session 3: Post-it notes from session 1.

Human. 24 - 32 participants (maximum)

Environment. Sufficient room for the participants to work in 4 small groups around a table. A large room to present group work and discussion.

Time. 4.5 hours in total, which may be split into 3 x 1 ½ hour sessions.

Instructions

Session 1. Starting with models

1. Participants are invited to work in 4 small groups of 6 – 8 people.
2. Participants are asked to read the information in the table about the 4 models of citizenship.

3. Each participant will reflect and write their first impressions about the text on a post-it note, which will be kept for the last session. Then, by groups, participants will comment impressions in their group for 5-10 min and make a collective note on the flipchart (ideas, similarities and differences, doubts, feelings, etc).
4. Each group flips the model card to discover which model they will work with: Liberal, Communitarian, Civic Republican or Critical.
5. Each participant has 5 minutes to think about their specific model of citizenship and identify one example from their everyday lives and write it on a new post-it (in different colour to point 3).
6. Afterwards, participants will share and discuss their examples with their group; reasonably choose the 2 topics that they will share with the class in the next round. As they do this, participants are asked to note how they make their decisions.
7. All groups will come together. Each group will share their 2 examples to all participants. In total, 8 examples will be shared.
8. A final discussion of the activity will close the session

Session 2. In small groups: going deeper.

1. The participants return to their small groups and start from the point 6 of the previous session, with their generated examples of a specific model of citizenship
2. Today, the small group is invited to think about their 2 selected examples and critically relate them to the other models of citizenship. They can reflect on and debate about the social conditions shaped their examples. In addition, they can think about how they are linked or not to the other models of citizenship.
3. When they have completed the last task, the participants are invited to: Identify 2 strengths and 2 difficulties related to each example and model of citizenship;

Reflect as a group about which ways these models (co)exist in society (at micro, meso and macro level); think about. Which models would they prefer to live with and why?

Questions for reflective discussion are:

- Did everyone propose the same model of citizenship within their group in relation to a specific situation? (step 2, session2)
- How do different models of citizenship promote (or work against) active participation in occupations and social life, in the neighbourhood, in the country, and in the world?
- Was there disagreement in the group and how was this managed?

4. Each small group will prepare each example with the 4 models of citizenship on one flipchart. Participants may write or draw and use whatever means of expression they prefer. At the end of this session each group will have prepared 2 flipcharts (2 examples of the 4 models) ready for presenting them to all the groups in the next session.

Session 3. All audience. Visiting “posters”, sharing and debating together.

1. The 8 flipcharts (2 from each group) will be displayed as posters in the main room, with an A4 paper beside each one.
2. Everybody in the room will freely explore the exhibition of flipcharts, while talking to colleagues, and sharing comments.
3. Participants can then vote for the 2 most important examples to them, using stickers or marking on the A4 paper beside each flipchart poster. Use 2 stickers or write XX by your preferred poster and one 1 sticker/ or mark X, to the second preferred one. (The facilitator will actively observe this exploration process)
4. Sitting in a big circle, the participants will comment on their impressions, experiences, knowledge, etc., concerning the examples on the walls.
 - What surprises you?
 - Which examples and models do you like the most? Why?

- Which examples are best related to your own life stories?
 - Which model/s of citizenship is/are more familiar for you and why?
 - Which model/s of citizenship is/are present in their occupational therapy curriculum/practice/work?
 - How do you solve the disagreement as a group, in daily life? Who are involved in the decision-making processes, how and why?
5. The participants will be asked to reflect on the first session, right after reading the information about Models of Citizenship; to remember their first post-its with their first impressions; after that, to remember all sessions and their learning process and to write their reflections on the back of this post-it.

Suggested topics for discussion/reflexive questions and dilemmas

Participatory citizenship evolves into collective action. Is this an issue for occupational therapy/therapists? Why?

Global/Planetary/Earth/ citizenship: Which of the models apply to our relationship to this concept and what contributions can we make to sustainable citizenship?

Suggestions for adapting the activity

Group/participants. The facilitator can prepare 8 groups running at the same time, 2 per each model of citizenship: to promote more internal discussion in the small groups (4-5 people) or to adapt for larger groups. In this case, some material should be doubled (2 cards per each model), but the product will be reduced: 1 example for each small group (but with 8 flipcharts/posters in total).

The activity could be continued in more sessions, for example, continuing into deeper discussions in relation to specific areas or new areas (see headings 6 to 8). The activity can be used to link participatory citizenship to other curriculum content as the Sustainable Development Goals (SDG, UN), Social Determinants of Health (WHO) and health promotion (WHO, Ottawa, 1986).

Link to other themes This activity is transversal through all themes and activities.

References

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ACTIVITY 8. Walkabout

Occupations need space. Spaces determine how they can be used by people through their features and the assets they contain. People may be unable to carry out some preferred occupations because their environment does not support them, but it may support others. How individuals are able to participate in their communities or function as citizens may be affected by features in their environment, both natural features and built structures, and through some of the ways in which spaces are organised within the community. How people are able to use the assets of their community and share them with others, and in the process meet and engage with other people is a key component of social identity and the sense of belonging to an area. How does not being able to do these things affect identity, dignity and being recognised as a citizen.

Perhaps a person uses a wheelchair, but wants to visit a concert in a club: how are they to plan their night out and get to enjoy seeing a live concert? If there is no lift so they can get to the dance floor, or they find their view of the stage is restricted, they may not enjoy the event because they cannot fully participate. However, organising transport to and from the concert may be as challenging as getting into the venue.

Other people may find that going out at any hour of the day is difficult. The design of the housing development in which they live may offer many places where thieves could lurk and attack vulnerable people. They may have experienced hostility, or may be reluctant to walk around outside if there have been reports of crime in the area and they imagine that they might be an easy victim. A vulnerable person with heightened anxiety may experience some problems in participating in anything. Their environment may be more of a problem than any condition or disability. If, for example, they also have reading and writing difficulties it may be especially problematic to visit unfamiliar areas.

Some people are happy with their surroundings. The city in which they live may give easy access to pleasant places to visit and have accessible transport connections; the community in which they inhabit may foster positive social relations in which people aim to look out for each other. They may feel comfortable and enjoy a positive social and community life which is reciprocated by their

friends. Other people in the same community, despite all its assets and amenities, can feel isolated and rejected. It is possible to reframe the perception of many communities so that people can recognise the assets their community can afford them and that they may also provide each other as reciprocal components of citizenship.

A walkabout is a ritual and spiritual passage in ancestral territories in the outback undertaken by (male) aborigines for about 6 months. When they have learned what the outback has to teach them, boys can return to their group. In this much shorter activity, participants explore an environment for a couple of visits and learn about what it may be like to live in it.

Learning Outcomes

The participants will be able to:

- Understand the relationship between occupation, participation, place and health
- Identify how place contributes to occupational identity in relation to opportunity and citizenship
- Reflect on the differences between environments and their occupational impact on access to the means for participatory citizenship for health

Description of the activity

Materials. a projected map of the areas participants are expected to explore; a class register which lists names and allows you to write the post code or name of the areas groups of participants will explore.

Human. 24 - 32 participants

Time. One session introduces the activity; participants need a few hours to plan and complete their walkabout and reflect on what they have seen; preparation time for a presentation activity in small groups in a subsequent session, the following week.

Instructions

Session 1

1. Participants are invited to work in 4 small groups of 6 – 8 people.
2. If you are a class of participants, allocate each other areas to which you can travel but which are unfamiliar – perhaps you can use post codes or electoral districts. Avoid places which are dangerous.
3. Preferably travel to the area by public transport (if you are driving you cannot observe so easily). Please take care while in unfamiliar areas. Arrange to go in twos. Stay in main streets and public spaces rather than unfamiliar alleys or side streets and go in daylight hours, preferably in the morning. Let someone in your house know where you are going and carry a mobile phone. Check bus and travel times in advance.
4. Use the location you have been given as a starting point for your exploration of the area – but don't just stick to the area around the bus stop. Gather the information you need to present a short presentation about this area and the occupational forms it contains in a later seminar.

What to observe:

- Look at the condition of properties, how recently they were built, whether they have been modified or extended, whether they are single or multiple occupancy, and the state of gardens.
- Who lives there - which communities and cultures, families, older people, younger people and participants? What do people wear and what does this say about their social status? Look at the condition of private vehicles which are parked in the area and those passing through.
- What businesses can you see, and who are the customers using them? Can local people buy the things they need? What kind of services are available, would you have to travel further to meet all your needs?

- What accessibility is there (in relation to the condition you are working with) - pavements and street furniture, inclines, kerbs, access to amenities such as shops, pubs, libraries, parks?
- How much traffic is there? What is the public transport like? How easy is it to get to main roads, town centre, the motorway links or to local hospital services?
- What community resources are there? Are there schools or colleges; is there a pub, café, restaurants, community halls, library, GP centre, dentist, church/mosque/temple/synagogue and which groups are served?

Some things to do and find out about (during and after the session):

- Find the nearest local library and go in if possible. Report on your first impressions of the library.
- Research the history of this area and report briefly your findings.
- Look up demographic information (information about the local population) for this area and report on this.
- Go into a shop or cafe in the area and buy something (avoid supermarkets and chain stores). Take a photograph of it. You may be asked to show the picture of what you bought at your presentation in the seminar.
- What is the price or rent of a three bedroomed house or apartment for sale in this area? (look up online)
- What school would a 7-year-old child and a 14-year-old child go to who lives in this area? Find the latest Government inspection reports for these schools and briefly describe the key findings.
- Who are the local councillors and the politicians for this area and what party are they from? What political ward is this area part of?
- Is there a community magazine? See if you can find a physical copy or look up online.
- If you had 2 hours of free time in that area, where would you go and what would you do?

Individual Study

Developing occupation based interventions. Think about a community intervention from the list below:

- Baking
- Gardening
- Walking
- Writing
- Photography
- Art
- Repair café and recycling swop shop
- Time bank
- Local history group
- Other

Then imagine...

- You are a newly appointed occupational therapist.
- Some funding is available for an arts and educational project with your client group. This is through a social connection that one of the local doctors has, which is available through a community arts foundation. You can't afford to miss this opportunity – but you need to justify – with evidence - how your client group will benefit. You decide that instead of focussing on clinical conditions, you can address more needs through directing the intervention to people experiencing loneliness, isolation, social vulnerability, loss and bereavement, poverty, poor numeracy and literacy, factors which contribute to medical conditions, but are also factors inhibiting citizenship engagement. Functioning as a citizen is key to inclusion and health occupation.
- The foundation's arts and education worker is keen to work with an existing group, but does not know the local area (which could be where you are about to do your walkabout).
- You think you could get a better project if it had a local focus and you realise that the arts and education workers' time is limited – what will happen to the project when they leave and the money has been used up. You decide that the project must be developed in such a way that it

is easy for the people involved to continue it or develop something from it for themselves – something they can work for the community and which demonstrates citizenship values, although these need not be a main focus.

- Explain what local assets and resources combined with your community intervention could make a great occupation based project that meets identifiable needs with your client group.
- Explain how the features of the intervention are sustainable in ways that will enable people to own and carry on the intervention themselves - which may be a way of enacting their citizenship.

Preparation for a presentation activity in small groups in a subsequent session, the following week. Write a 1500 word (15 minutes) presentation on powerpoint, or a poster, which will make your market pitch for your intervention.

Session 2

For the seminar: Present to each other in small groups.

Give feedback on your peers' presentations – what else might they have included?

What do you think about their activities and interventions and whether they might be suitable or practical? Would local health centres support such an intervention?

Final discussion: How would the interventions enable recognition and equal dignity (identity and belonging)? Do they contribute to citizenship for health?

Suggestions for adapting the activity

Run the final session as a competition with a panel, or a class vote, to award a prize or prizes for the presentation and intervention which is the most effective, or most sustainable in terms of generating citizenship values. The prizes could be simply tokenistic, indicating a small community grant, or to introduce some element of competition, chocolate!

To prepare for this, the panel, or the entire class can set three or four 'funding criteria', including

the promotion of citizenship opportunities, by which the interventions should be judged as part of the preparation for the first session.

It is often difficult to sustain student led voluntary activities in the wider community, but it may be possible to develop some of the students projects on a time limited basis and even find small funds which would enable them to happen, or to develop activities which might at least be run within the student campus, for students to gain the experience of developing and organising these kinds of community project. If this is done, students will need to devise an appropriate criteria for evaluation and means of evaluating them, as well as produce a reflection on their experience for their portfolio. The outcomes could be disseminated and such projects would potentially make conference presentations for the ENOTHE annual meeting.

ACTIVITY 9. Case Studies

In this group activity you will find four different case-studies to explore, analyse and debate with others. This is a transversal activity, with is linked to the whole booklet. We would like to invite you to be deeply engaged in the process of creating and (re)thinking possible interconnections between citizenship and occupation.

Learning outcomes

The participants will be able to:

- Explore the influence of life contexts, occupations and citizenships
- Understand the role of occupations transforming citizenships
- Question social inequalities as a principle of occupational injustice and citizenship violation

Description of the activity

Materials. The Case Studies presented below, pen and paper.

Human. Around 30 participants, working in small groups (4 to 6) and then move to large.

Environment. Workshop type table or tables grouped together.

Time. 8-10-12 hours in sessions of around 2 hours length (slow process). Maybe two periods in two days in a row (intensive).

Instructions

For this activity, you can use one or more case studies simultaneously or successively. You can also explore a specific issue (for example: the role of the occupational therapist) across the case studies. Apart from the way, the sessions are organised, the authors suggest that the activity concludes with the last two questions (11 and 12), which are related to the practical identification and analysis in your own context.

Preferably, the sessions will be developed in small groups with moments to exchange to whole group. Participants will be invited to go through the case studies, the life experiences, the chapters,

others texts, etc., to think and to (re)think with others. The following questions are proposed to facilitate awareness raising, dialogue and democracy. Debate is a natural way of being together.

1. How do the case studies connect with **you**? Which **feelings and thoughts** are emerging? Please, share with others.
2. What do you think and feel about the **human relations** described in the case studies?
3. Do you think that the **situated occupations** mentioned in the cases are meaningful? Why? Are they **transforming citizenships**? In which sense? Why? Are these occupations important in your own context, too?
4. Do you think the **partnerships and resources** described in the cases were relevant? In which sense?
5. Which ideas and **characteristics of citizenship** are involved in the case studies?
6. Do you agree with what happened in all cases? If not, please, suggest modifications in order to guarantee **populations' rights**. Please, give arguments to support your answers.
7. How are the **power issues** shared between the actors or participants? Are there power issues which are not negotiated?
8. If you are thinking about **citizenship models**, which one/s are present in the cases? Please argue your reasoning with the others.
9. Which **places** are described in the case studies? Are these **public spaces**? Do these public spaces exist in your own context? Are there similar?
10. If you are thinking about the **occupational therapist role**, which principles and characteristics appear within the case studies?
11. Are you able to **identify invisible** (vulnerated) groups, occupations, places, and situations in **your own context**?
12. Would you like **to create and share a case study** with us?

Case-study 1. Farmers in Colombia

Seated in the vacant room, Ana knew she had witnessed tangible evidence of the true transformative power of occupation. As a Colombian citizen and occupational therapist, Ana had grown up and pursued her education in a country where a 60 year-civil war had gone from being at the forefront of all citizens' minds, to one that had taken permanent residence as a defining piece in the fabric of their lives. Possibly the longest-running internal conflict in the Western hemisphere (Centre for Justice and Accountability, n.d.), Colombia's armed conflict was rooted in political violence and a chronic persistence of social and economic inequalities, worsened by drug trafficking, corruption and abuse of power. In recent years, several collective efforts across the nation produced the disarmament of some guerrilla and paramilitary groups, as well as the public admission of government involvement in human right violations. However, the healing of a nation touches every life and peace must overcome in a few years what conflict has had decades to shape, namely citizenship and trust. With more than 5.7 million internally displaced people, occupational therapists in Colombia labour daily to see the power of occupation enable healing, shape identities and rediscover new paths.*

Earlier that day, Ana had conducted a workshop for internally displaced peasants. As part of a public funded initiative that aims to provide victims of internal displacement with opportunities to engage in entrepreneurial initiatives, Anna had been instructed to lead the group in discovering options for alternative productive occupations. The day before Ana had conducted the workshop with catastrophic results. Having come from different parts of the country, typically identified as being influenced by specific guerrilla or paramilitary groups, participants had found it impossible to work in collaboration as the wounds inflicted to their families and heritage by each of the groups was associated with the places of origin of others in the room. But in her knowledge of occupation Ana found her greatest skill. This time she called for each person to participate in a workshop specifically for people who shared a particular occupation back home, such as farmers. Now, with all farmers who had lost the only land they had known to be theirs sitting in the room, their common occupation provided them with a means of connecting and empathizing. They realized that regardless of their stories, they could all relate to the loss of an occupation that shaped their identity, and that common place was the platform upon which they stood to collaborate, imagine, create and move forward.

That afternoon, having used her knowledge of how occupation shapes identity, Ana could see clearer than ever: that sometimes occupation is all we have in common; and there is room to heal in that common place (Case study written by Liliana Álvarez Jaramillo and reproduced with permission of all the authors, 2015.) ()*

Note: For confidentiality and privacy purposes, the name of the therapist has been changed.

Case 2. Pecket Learning Community, UK

Pecket learning community was a radical basic adult education college which was set up in 1985 by a group of adult learners working with an adult educator who decided to set up their own college. None of them had any fundraising experience or of running an organization.

They wanted to do away with distinctions like tutor and student, and campaigned and fundraised to set up and run their own college. With the help of the adult educator they bought space in an old Co-operative shop in the village of Pecket Well, in West Yorkshire. The college opened in March 1992, run by volunteer directors, two thirds of whom were people with direct experience of adult literacy difficulties. Other directors might come from a professional background but had to recognize that they were learners themselves, and the process adopted by Pecket towards all its adult learning programmes was of co-operative education. This was liberating: everyone could recognize that there would be things they did not understand, people had 'to learn to be a learner'.

Classes thus became workshops in which people worked on their struggles with writing, reading, numeracy or community skills. People learned in a non-hierarchical way and they learned to empower each other. This is very important when working with the multiple barriers and depleted confidence which adult learners often have. They can be quickly demoralized and never come back to the learning environment. In the co-operative education model, which Pecket developed, the recognition of this issue was part of almost everyone's experience. Many of the members had at some time been afraid to enter classrooms, and one of the most important features of the college was the tea urn, which was available all day if you needed a place of refuge. Workshops appointed special roles such as the 'word watcher' to ensure that no terms which were difficult were left unexplained, residential weekend courses appointed 'toffee twins' whose role was to offer each other support through the course.

Pecket learning community was not an occupational therapy programme, but it could be described as occupation based. Access to education is fundamental to many aspects of everyday occupation. In the villages of West Yorkshire many people were isolated because they could not read bus timetables, experienced multiple exclusions, the biggest of which was that their needs had been

abandoned in the educational process. Pecket's educational methods were about peers skill sharing, negotiating their learning about literacy and numeracy through meaningful activities which included running their own college (Smart, 2005; Smart et al., 2010; Hamilton et al., 2014). ()(***)*

Case 3. Somali migrants seeking access to UK health services, UK

*The Somali community in Sheffield, UK live in some of the most deprived neighbourhoods, with high rates of mortality and morbidity, poor quality of housing, high rates of unemployment, low income and low educational attainment. Somalis have sometimes reported problems with accessing health care, a real-life-occupation for all citizens. Somali people may be reluctant to reveal some health issues, and feel that staff may be prejudiced, not properly explaining procedures, or that professionals do not listen to them or communicate adequately. Non-verbal communication is important in Somali expectations of person/user/client/citizen/therapist consultations, and a hospital letter or appointment can easily be forgotten in the midst of managing multiple family issues. Some may still not understand clinical or complicated terminology; some western health concepts such as depression, stress and anxiety are not present in the Somali culture and language. Translators may lack proper training. People can become confused and lose confidence in the services. Western health service cultures emphasise individual lifestyle choices. Service users may also be held responsible for not keeping appointments where health structures, messages and appointment systems may differ from their previous experience. Health professionals such as occupational therapists, may not understand or be aware of this combination of factors and assume that people from the Somali community are less co-operative (Case study written by Ismail Mubarak Musa and reproduced with permission of all the authors, 2017) (**)(***)*

Case-study 4. A participatory movement to transform a school playground in A Coruña, Spain

Participation in play is fundamental for children's development, inclusion and meaningful life. School playgrounds have been identified as places where occupational injustices often occur. Play is often challenged due to factors such as disability, gender, adults' danger perception, space design and materials, or funding policies, among other (Bundy et al., 2017; Snow et al., 2018). In a community-university project, some of these contextual issues were identified by the researchers and the local partners at a public primary school. Collaboration was established to address these occupational injustices and generate a scenario where the children were protagonists in the whole process and decision-making matters.

Critical epistemologies and participatory methodologies are fundamental to achieve this occupation-based social transformation (Farias, Laliberte-Rudman, & Magalhães, 2016; Rudman, 2018). Therefore a participatory methodology, photovoice (Hartman, Mandich, Magalhães, & Orchard, 2011), was prioritised to better understand children's play barriers and facilitators in the playground and to co-create courses of action that enable inclusion and participation.

We collaboratively established 5 research phases: 1) involving the community in the research design, 2) community's data generation and analysis, 3) exhibition of findings to increase community's awareness, 4) community's agenda for changing the playground; 5) changing the playground. Phase 1 and 2 are completed. 450 children ages 3 to 12, 15 teachers, 12 families and 3 school workers (cleaning and maintenance team) have engaged in the process by taking pictures of the daily play spaces of children, identifying barriers and facilitators as well as proposing changes. Thematic analysis of the visual, textual and oral material is being conducted by the researchers. Member-checking and third phase was already carried on by all profile of participants (students, teachers, parents, researchers). Nowadays, all partners are involved in the common agenda and actions for changing the playground. This experience is an example of how to generate situated knowledge of children's play as well as collaborate with the local community to address their needs and tackle occupational injustices, overcoming the discipline's difficulties to enact transformation.

Rivas-Quarneti, N. & Viana-Moldes, I. (2019). Photovoice to "change our playground": children's contributions to Occupational Science. Oral presentation at OSE Conference, Amsterdam. Case study retrieved from Rivas-Quarneti & Viana-Moldes, (2019) reproduced with permission of all the authors.

Link to other themes

This activity is transversal through all themes and activities.

References

Case study 1 and 2 (*) (***)

Fransen-Jaïbi, H., Viana-Moldes, I., Pollard, N. & Kantartzis, S. (2020) *Reflections on occupation transforming citizenship. In* Bruggen H, Kantartzis S, Pollard N, (eds.) *'And a seed was planted...'* *Occupation based approaches for social inclusion. Volume 1: Theoretical Views and Shifting Perspectives* (p75-90), London: Whiting and Birch.

Case study 3 (**)(***)

Pollard, N., Kantartzis, S., Ismail, M.M., Fransen-Jaïbi, H. & Viana-Moldes, I. (2018) The occupation of accessing healthcare and processes of (dis)citizenship in UK Somali migrants: Sheffield case study, *World Federation of Occupational Therapists Bulletin*, 75(1), 27-33. <https://doi.org/10.1080/14473828.2018.1434989>

Case study 1, 2 and 3 (***)

Fransen-Jaïbi, H., Pollard N., Viana-Moldes, I., Kantartzis S., Stadler-Grillmaier, J., Alvarez L. and Mubarak Musa, I. (2018). *Meaningful occupation as a fundamental principle of Health and Citizenship*. Poster at WFOT Congress, South Africa. Available at https://www.researchgate.net/publication/325360347_Meaningful_occupation_as_a_fundamental_principle_of_health_and_citizenship

Case study 4

(More information about this project can be found in: www.transformandopatios.org)

Bundy, A., Engelen, L., Wyver, S., Tranter, P., Ragen, J., Bauman, A., ... Naughton, G. (2017). Sydney Playground Project: A Cluster-Randomized Trial to Increase Physical Activity, Play, and Social Skills. *The Journal of School Health*, 87(10), 751–759. <https://doi.org/10.1111/josh.12550>

Farias, L., Laliberte Rudman, D., & Magalhães, L. (2016). Illustrating the importance of critical epistemology to realize the promise of occupational justice. *OTJR: Occupation, Participation and health*, 36(4), 234-243. <https://doi.org/10.1177%2F1539449216665561>

Hartman, L. R., Mandich, A., Magalhães, L., & Orchard, T. (2011). How do we 'see' occupations? An

examination of visual research methodologies in the study of human occupation. *Journal of Occupational Science*, 18(4), 292-305. <https://doi.org/10.1080/14427591.2011.610776>

Rudman, D. L. L. (2018). Occupational therapy and occupational science: building critical and transformative alliances/Terapia ocupacional e ciência ocupacional: construindo alianças críticas e transformadoras. *Cadernos Brasileiros de Terapia Ocupacional*, 26(1). <https://doi.org/10.4322/2526-8910.ctoEN1246>

Snow, D., Bundy, A., Tranter, P., Wyver, S., Naughton, G., Ragen, J., & Engelen, L. (2018). Girls' perspectives on the ideal school playground experience: an exploratory study of four Australian primary schools. *Children's geographies*, 17(2), 148-161. <https://doi.org/10.1080/14733285.2018.1463430>

ACTIVITY 10. Mapping opportunities for participatory citizenship in our communities

Citizenship as a participatory process takes place primarily in public space that is beyond the private spaces of our homes. Public spaces include both the informal places of everyday occupation as well as the formal places of social institutions, for example those providing employment, education, and legal regulation. They may include virtual spaces. In order to participate in the construction and maintenance of our shared lives in these places, equity of access (accessibility) and equity of engagement in the processes of these places needs to be ensured. These places are not neutral, but influence possibilities for participatory citizenship for everyone. Promoting places for citizenship may be an important area of intervention for occupational therapists to consider.

This activity aims to provide participants the opportunity to explore the places with which they are familiar and to critically reflect on the nature and process of participation that they offer both the student and their fellow citizens.

Learning outcomes

The participants will be able to:

- Identify the places of their citizen participation in their own community
- Reflect on who has access to these places, and who and what controls that access
- Identify how the possibility to enact citizenship may be excluded, marginalised or restricted in some way in these places
- Identify potential for developing interventions in community spaces

Description of the activity

Materials. 1 large sheet of A1 paper for each student. Coloured markers or pens. Sticky notes. Enough space for each student to work on their sheet of paper.

Human. Participants work individually, coming together for the final discussion. The number of participants therefore depends on the space available and the number of facilitators available for the final discussion (a maximum of 15 participants per facilitator is recommended).

Time. 1- 1 ½ hour session. This activity is classroom based and will take approximately this time depending on the participants' previous engagement with the topic of participatory citizenship.

Instructions

1. Brief introduction to the activity and that the focus is on exploring the places of each participant's own local community and themselves as participatory citizens in those places.
2. Each participant is asked to draw a map, using all the paper, of the places they go to outside their own homes in their community. Include how they travel or move between places.
3. Choose 4 of the places. Please choose one from each of the following groups: shop/commercial outlet; place offering a public service (e.g. library, doctor's surgery, council office, bus stop); leisure venue/place to relax; place of work/education.
4. For each of these 4 places, using a sticky note, ask each participant to make a note of the following:
 - Who do you meet in this place: strangers only; familiar faces/neighbours; people you chat to; friends; relatives/family?
 - How is access to this place controlled, both visibly and invisibly? (e.g. physical accessibility, cost, culture/language/class, age, ownership)
 - What influence do you have over what happens in this place? (E.g. over what is offered for sale/prices/decoration/opening hours). Consider who manages and makes decisions about this place.
5. Note on your map any places to which you would not go, and why?
6. Consider your map again – note a place where you consider yourself to be a participatory citizen.

Suggested topics for discussion/reflexive questions and dilemmas

- How did you interpret the idea of community? What did you include?
- Where did you consider yourself to be a participatory citizen? Why?
- What are some of the barriers and challenges to your citizenship that you identified? How is access controlled? Who might be excluded from some places, how and why?
- Do you consider that you (and other people) have a 'voice' in the places of your community? Do you have influence over what happens in your community?
- How would you change something in one of those places in order to promote citizenship for yourself or others?
- What did you not include in your map/where do you not go? How might these places be perceived by other people and what effects might this have on their experiences of participatory citizenship?
- Consider some specific populations that live in your community (e.g. Roma people, refugees, unemployed, homeless, etc.). What are the opportunities and barriers to their opportunities for participatory citizenship?

Suggestion for adaptation of the activity

If only limited time is available, identify 2 rather than 4 places.

Undertake the activity in a location with which the participants are not familiar/ for someone else.

Focus on their own educational institution and places within it. Consider the situation of a student, teacher, researcher, decision maker.

Focus on a practice placement. Consider the situation of a service user, a student, a neighbour, a political decision maker.

Link to other themes

This activity may be introduced as the first of a series of activities related to places for participatory citizenship and how we may promote and facilitate participatory citizenship. It may be extended to include the activities that take place in a particular location that encourage or support citizenship.

ACTIVITY 11. Exploring levels of citizen participation

The word "participation" is often used in association with citizenship and is one of the keywords in contemporary theories and practices. Participation usually suggests volitional involvement in an activity or an organisation, but this may occur at different levels, including external coercion or being forced. While some people may be at the centre of an activity and decision making, others may take a peripheral or even a reluctant role. The level of an actor's participation therefore relates to conditions such as how much power or influence they are able to have, and want to have, in a particular situation.

Many different actors adopt the language of participation, but with different and sometimes contradictory meaning, motivations and objectives. They may represent opposite ends of a political spectrum. While some may wish to transform power structures in society that oppress citizens by reducing their rights or their economic means for participation, others talk of the economic participation in the free market needed to advance a neoliberal agenda. Clarity and specificity are therefore necessary in any policy discussion, interventions or projects which are based in participatory approaches. It also helps to understand participation as something deeply political and with a wide range of meanings.

The importance of participation in the occupational therapy process requires critical consideration (Fransen et al, 2013). Participation is a social process that can range from empowerment to forced participation, exploitation, and manipulation (Arnstein, 1969). It is important to adequately consider these complexities and the possibility that persons may experience multiple patterns of interdependence, mutual dependence and concurrent forms of social participation. These concepts of participation and partnership need to be explored and our occupational knowledge base and competences broadened to a systematic and societal level of cross-sectoral collaboration (Fransen et al, 2013).

The following activity aims to develop insight into the different levels, meanings, forms and functions of participation. It helps to understand what citizens actually do, or what is done to them, when they are encouraged to participate. It also helps to better describe characteristics of

participatory processes and assess the degree of participation already achieved within activities and to develop options to increase it further.

Three useful tools developed by well-known scholars will be explored and used in the educational activity in order to clarify and specify what is meant by participation.

Learning outcomes

The participants will be able to:

- raise awareness and obtain knowledge of the complexity and variations of participation
- identify different levels of participation using the ladder of Arnstein and describe levels of participation with practical examples
- name four forms and functions of participation: nominal, instrumental, representative and transformative, as distinguished by White and apply to practical examples
- explore the seven uses and interpretations of participation as suggested by Pretty, Guijt, Scoones & Thompson (1995)
- reflect on participation in collaborative and partnership situations from this participatory citizenship perspective using these frameworks and tools.

Description of the activity

The activity has the form of a worldcafé (The World Café, 2008)

Materials.

Tool 1: The table of Arnstein (see references) and its explanation and worksheets

Tool 2: The four forms of participation of White (see references) and its explanation

Tool 3: The typology of participation suggested by Pretty et al. (see references) and its explanation

One flipchart per table, marker pens (multiple colours), post-it notes

Human. 3 groups of 6 - 10 people

Environment. Classroom with 3 tables (ideally round), 1 for each group. Internet connection to search for the tools and their explanation. Every table works with one tool and one task. Every table has one host and one rapporteur

Time. 90-120 minutes.

Note: If there is no internet connection the search of the tools and the explanation should be done as homework in preparation for the activity

Instructions

1. Introduce the activity and briefly introduce the topic and the background information on the issues to which it relates. Briefly explain to the participants how this world-café will unfold. Explain the role and responsibilities of the host and the rapporteur. (10-15 minutes)
2. Each table uses a different tool and task for describing and analysing levels and forms of participation. The host of each table will further explain/introduce what the task is about and the background of the specific framework. (5 minutes)

Tasks par table:

Table 1: Levels of participation following “Arnstein’s ladder of citizen participation “

Instructions:

- Draw the ladder of citizen participation from Arnstein on the flipchart.
- Give examples* of participation you have been involved in (or know of) to illustrate each level.
- What have been the strengths and/or weaknesses in each case?

Table 2: Framework of White with four forms of participation

Instructions:

- Draw the scheme of White on the flipchart and add explanations if useful
- Give examples* of actors “at the top” (more powerful) and “actors at the grassroots’ (less powerful) in participation you have been involved in (or know of).

- Think about the hidden agendas and the dynamic relationship between more and less powerful actors.
- Discuss the differences or compatibility between bottom-up and top-down interests.

Table 3: Typology of participation of Pretty et al. describing seven interpretations of the term of participation

Instructions:

- Write the 7 typologies of Pretty et al. on the flip chart and write down key elements of the explanation.
- Taking examples* from the field of occupational therapy practice or projects you have been involved in (or know of), assess/situate/describe the different typologies of participation in the examples.
- Think of options to increase participation.

*Note regarding examples: Participants choose a real life situation they have encountered or are involved in where participation, collaboration and empowerment are important issues. This may be an occupational therapy intervention/process, a project, an association (scientific or professional) within occupational therapy or within the university, a network or community.

3. When time is up (approximately 15 mins), a signal is given that the participants have to finish their discussions and move to the next table. The host and rapporteur remain at their table to welcome the new group and to share a summary of the earlier session (3-5 minutes)
Discussion then proceeds for about 15 minutes
4. After three rounds of café conversations are completed, all groups are invited to join in a plenary session for reflections on the topic and task in the remaining time.

Suggestion for adaptation of the activity:

The world café-activity creates the environment for exploring an issue in a short time by sharing experiences and thoughts/opinion/knowledge in a creative and participatory way. However, it is a

long session and hosts are necessary to manage the conversations. Each of the three tools may be used as an activity in themselves of 90 minutes, with the possibility of exploring them in more depth.

Suggestions for adaptation are:

- The three groups work with only one task each for 50 minutes. Afterwards the different groups present for 10 minutes each in a plenary session their results and discussions.
- Several 90 minutes sessions can be held in which each group only works with one of the models.

An approximate plan can take the following outline:

1. Introduction to the activity and the 3 frameworks: (15 to 20 minutes)
2. Work with the question in groups (45-50 minutes)
3. Plenary session for presentation of the groupwork (15-20 minutes)
4. Concluding remarks (10-15 minutes)

Further activities

- This activity may be useful while participants are involved in community projects. The frameworks and tools (one or several) can be used to analyse levels of participation (amongst themselves and amongst the community participants) of the projects in which they are involved.

References

Table of Arnstein:

Arnstein, Sherry R. (1969). A ladder of Citizen Participation. *Journal of the American Institute of Planners*, 35 (4), 216-24.

The four forms of participation of Sarah White:

White, S. (1996). Depoliticising Development: The Uses and Abuses of Participation (La dépolitisation du développement: Usages et abus de la participation / Despolitizando o desenvolvimento: Participação: Usos e abusos / Despolitizando el desarrollo: Los usos y abusos de la participación). *Development in Practice*, 6(1), 6-15. Pages 7-8

Typology of participation suggested by Pretty et al. (Box 4.4 “A typology of participation”, p60-61):

Pretty, J., Guijt, I., Scoones, I. & Thompson, J. (1995) *Participatory learning & action. A trainers guide*. Participatory methodology series. International Institute for Environment and Development, London.UK <https://pubs.iied.org/sites/default/files/pdfs/migrate/6021IIED.pdf>

The World Café (2008): <http://www.theworldcafe.com/pdfs/cafetogo.pdf>

ACTIVITY 12. Engaging in advocacy

Advocacy is considered a key skill of occupational therapists, recognising the importance of the systems and structures of our societies in shaping the occupational opportunities or possibilities for all citizens. Advocacy aims to influence public policy decisions (including the distribution of resources) and can be carried out by an individual or a group. Being a citizen and doing citizenship involves voice and action in the public world, including raising awareness of hidden issues and silenced or marginalised voices.

The aim of this activity is to influence policy around a particular issue that is important to the participants, professionally or personally. It is proposed that this activity takes place as part of wider learning around the socio-political context and its impact on occupation and people's lives.

Learning outcomes

The participants will be able to:

- Recognise issues related to human rights, social inclusion and/or citizenship where policy at institutional, municipal or national level is negatively influencing peoples' occupational lives
- Explore how policy is constructed and maintained by institutions, professionals and others
- Understand and engage with processes of contributing to public debate and action around contemporary topics
- Experience personal agency towards social change

Description of the activity

Materials. Internet access. Other materials as required by the selected campaign.

Time. This activity may take place over a number of weeks with participants engaging in independent study activities. The number of weeks required will depend on whether related knowledge and skills will be introduced to support this activity (e.g. skills in searching the literature, information on influencing opinion/marketing, leaflet design etc).

Human. Participants will work in small groups of 3-4 persons.

Instructions

1. In small groups participants will discuss contemporary issues that are important to them personally or professionally (e.g. around climate change, national legislation around rights and obligations of certain groups in society, economic barriers). Each group will identify one issue that they wish to address and define it clearly.
2. The participants will undertake a literature review to develop a strong evidence base around the issue and to support the position they will take on it.
3. Identify organisations or institutions, and the responsible people or departments within those, who have influence on the issue. Select one or more of these who will be targeted by the campaign.
4. Consider the various ways in which issues can be presented in order to achieve attitude change e.g. via social media, letter, pamphlet.
5. Prepare materials appropriate for the message and send/use as decided.
6. Review outcomes and plan future action. This should include who else should or could be involved.

Suggested topics for discussion/reflexive questions and dilemmas

Discussion will be ongoing over the weeks required for the preparation of the materials. Final discussion will be about the learning with which the participants' engaged as well as about the outcomes of the advocacy activity.

Suggestion for adaptation of the activity

The proposed activity here is for participants to prepare one letter or pamphlet for distribution (that is, take a first step in advocating for a particular issue). However, participants/programmes may

wish to develop larger campaigns, developing partnerships with other interested groups, and leading to larger scale action.

Suggesting reading

Kirsh BH (2015) Transforming values into action: Advocacy as a professional imperative. *Canadian Journal of Occupational Therapy* 82(4): 212-223. <https://doi.org/10.1177%2F0008417415601395>

Epilogue

“Occupational therapists should be inspired by the citizens”

“Citizenship is taken for granted if you belong – you only notice it when you don't have it”

“Restricted participation in occupation also restricts citizenship”

These were the opening quotes from the keynote lecture at the ENOTHE Annual meeting in York, UK in 2013, extracted from the responses to the first exploratory questionnaires we had distributed on citizenship, occupation and the contribution of occupational therapy.

At that time, a broad range of knowledge, theories and practices about injustices and about human development existed. Among those, the reality that the impact of participation and citizenship on health and well-being depend greatly on the Social Determinants of Health. These notions of restricted participation, limited citizenship and social exclusion were congruent with the developing concept of occupational justice in the fields of occupational therapy and occupational science.

These opening quotes have been markers of our journey around citizenship with in mind: “There are no foreign lands. It is only the traveller who is foreign”. Driven by the moral question: “How occupation (and occupational therapy) could contribute to citizenship?” and how to contribute to the public space and the shaping of society we live in and make it a better world for all?

Today, September 2021, almost a decade later, finding us all together in the middle of a global pandemic which has highlighted so many aspects of citizenship (including new ways to being citizens and new ways to operate exclusions), the booklet is ready, putting citizenship to the fore as a framing paradigm, in its complexity and layers, but also hopefully in an accessible way. As we all know: Citizenship is easy to say, but much harder to do. We wanted this booklet to be a practical manual with educational activities to work with and around citizenship from an occupational perspective, raising questions and sharing ideas and tools.

It is true that the booklet has a heavy emphasis on the challenges to citizenship. These challenges may be seen as protagonists in the diverse stories of citizenships. Protagonists as actors, helping us, to examine and imagine the processes of inclusion and exclusion, and in doing so facilitate better

understanding and creative imaginations of what transformations are necessary to achieve equality of human rights as well as full participation of citizens.

Now, in this final note, we want to take a moment to look into the future, to do some time travel and flash 10 or 20 years forward and imagine what supporting citizenship for all might look like and how daily life would be. Our future direction will be pushed by new technologies, demographic changes, climate changes and economic transformations such as globalisation, just as it will be determined by the weight of our histories and contexts. But the future will also be pulled forward by our visions – both personal and collective. Visions about what is possible, plausible, probable, and vision about what is preferable or desired.

How will the future evolve through setting citizenship with its basis in socio-political thought as the new paradigm in occupational therapy and occupational science? As citizenship comes from outside dominant paradigms, it may be resisted by those invested in old paradigms, as is the matter with new paradigms in general. However, the awareness of different paradigms may lead to more tolerance and acceptance of others, as to the possibility to allow pluralistic futures. Then, what was once considered different and marginal, may become commonplace. It is essential to find this commonplace, citizenship, where everyone matters as a participant, an ordinary and valuable person, engaged in occupation together. All citizens, equal and with contributions to make. This coming together, will require ongoing nurturing, but we see, and this booklet is written with recognition of this, that the nature of participatory citizenship can be negotiated through occupation, celebrating diversity, recognising our essential interrelatedness, and will be of support to all in caring for us and for our common world.

“Because a society is first and foremost the transformation of the individual into a citizen.

Citizenship, this unbreakable bond, this unalterable cement”

Mehdi Kattou (2020, p 273)

Yours,

Ines, Sarah, Nick & Hetty

September 2021

References

Kattou, M (2020) : *L'éveil. Sans changement, les papillons n'auraient pas existé ! Essai sociopolitique.*
Tunis, Tunisia : Imprimerie Boussaa.

APPENDICES

Appendix 1. The citizenship project group: biography and working processes

The authors are members of the ENOTHE-citizenship project group engaged in investigating citizenship in relation to occupation and the contribution of occupational therapy and occupational science.

The beginning: 2013

The European Network of Occupational Therapy in Higher Education (ENOTHE) board established this project group to explore the position of occupational therapy research, education and practice in relation to citizenship as a response to the European Year of Citizens in 2013.

From the beginning, the ENOTHE Citizenship project group has been working from the epistemological foundation "Restriction of participation in occupations is also a restriction of citizenship". The main aim was to explore the concept of *participatory citizenship* (Hoskins et al., 2012) and how it may contribute to occupation-based theory, practice and research. The group, whose members have varying viewpoints arising from the countries in which they work and from which they originate (Fransen: Tunisia/Netherlands; Kantartzis: UK/Greece; Pollard: UK & Viana-Moldes: Spain/Brazil), started with an open survey to ENOTHE members, a literature review, the preparation of a statement on citizenship in different languages (French, Spanish and English) and a keynote conference at the ENOTHE Annual meeting in York 2013:

- "Citoyenneté : explorer la contribution de l'ergothérapie"

http://www.enothe.eu/activities/meet/ac13/CITIZENSHIP_STATEMENT_FRENCH.pdf

- "Ciudadanía: explorando la contribución de Terapia Ocupacional"

http://www.enothe.eu/activities/meet/ac13/CITIZENSHIP_STATEMENT_SPANISH.pdf

- "Citizenship: exploring the contribution of Occupational Therapy"

http://www.enothe.eu/activities/meet/ac13/CITIZENSHIP_STATEMENT_ENGLISH.pdf

The Citizenship ENOTHE Project Group: 2014-2016

After 2013, the group decided to continue working with the theme in depth and applied for support as an official ENOTHE project group: *the Citizenship ENOTHE Project Group*. This was approved and the duration of the project was 2 years and subsequently an extension of one year was requested (2014 to 2016). In this period, we were especially interested in problematizing occupational theories and practices and the relationships with participatory citizenship. The group held several workshops at international conferences cocreating dialogues and incorporating discussions with practitioners, educators and participants (Japan, France, Nijmegen, Bulgaria, Galway, Tunisia) in and outside Occupational Therapy spheres. Part of the actions were also the publication of these documents:

Fransen H, Pollard N, Kantartzis S, Viana-Moldes I. Participatory citizenship: Critical perspectives on client-centred occupational therapy. *Scand J Occup Ther.* 2015 Jul; 22(4):260-6. <http://dx.doi.org/10.3109/11038128.2015.1020338> . Epub 2015 May 4.

Special Theme Issue on Critical Perspectives on Client-centred Occupational Therapy - Guest Editors - Elizabeth Townsend, Canada and Gudrun Palmadottir, Iceland

The article debates the theoretical lens underpinning client-centred occupational therapy and participatory citizenship and invites reflection on different dilemmas.

Fransen-Jaïbi, H., Viana-Moldes, I., Pollard, N. & Kantartzis, S. (2020). *Reflections on occupation transforming citizenship. (book chapter). In* Bruggen H, Kantartzis S, Pollard N, (eds.) 'And a seed was planted...' Occupation based approaches for social inclusion. Volume 1: Theoretical Views and Shifting Perspectives (2020), London: Whiting and Birch.

This book chapter introduces some conceptual models of citizenship and is illustrated with two case studies related to the power of occupations transforming participatory citizenship, from micro to macro levels; life' stories, individual and collectively and structural changing needs.

The ENOTHE Citizenship II Project Group: 2017-2019

This second project duration is 2017 and 2018. In this period, we were especially interested to problematize participatory citizenship from an occupational perspective and how is it considered within the occupational therapy curriculum. We also held workshops at different international conferences (Spain, Croatia, Germany, UK Portugal, Belgium).

In 2017, in order to make visible educational and scientific exchanges, reciprocal collaboration and co-creating a critical occupational therapy curriculum at different levels and scenarios, local to international, started *Networks of Educational and Social Innovation in Occupational Science/Therapy (RIES_CONECTO, coordinated by Viana-Moldes)*; an ongoing initiative called *Groups of Innovative Teaching (GID)*, supported by the University of A Coruña, Spain. These groups have academic recognition and certification, but not economic support. All the Citizenship ENOTHE project members were also taking part in it, in total 27 persons, from 10 countries. Materials from the citizenship ENOTHE group were officially contributing to the daily occupational therapy educational life in different international contexts.

In this sense, with the strong commitment of our background and diverse feedbacks received, we started the preparation of educational activities and materials to use during occupational therapy studies.

Working processes and activities

The group's activities are both external, such as literature reviews, a questionnaire to European occupational therapy educational programmes, workshops and presentations, publications, and internal: a continuous journey as a deliberate and creative spiralling process of thinking together as a group.

In this sense, the group's own dialectic-reflexive movement has led to different stages of the study: analysis of the concept citizenship and relevant dimensions; critical perspective on client-centred practice; analysis and awareness of the paradigms that underlie our reading, building and enacting the world; professional reasoning and occupational therapy process; and, reconsidering the

transformative value of the occupation.

At the same time, we have developed several actions: initial positioning on the subject, questionnaires to different actors, student-teachers-practitioner oriented workshops in several countries and languages, didactic materials, scientific articles and book chapters.

In the group's history, the internal process and the commitment to external co-construction were intertwined in all its periods.

International collaboration and richness of background and languages

The reciprocal collaboration was built with and upon occupational therapy staff from 4 different countries (Tunisia, Spain, Scotland and England; with the historical and socio-cultural background of another 3 countries: The Netherlands, Brazil and Greece). The 7 different languages managed by the members of this group are significant strengths and resources for developing partnerships and collaboration with other stakeholders.

Literature reviews as workshops were conducted in the different languages, which gave a particular dimension and deepness of reflection as joint-learning.

The richness of these diverse backgrounds and the way of working together based in discussion and debate created enhanced possibilities to analyse and reflect on issues of universality and particularity in the interpretation and propositions of contemporary complex societal problems.

Positioning

The group believes that the potential of occupation to transform citizenship needs to be highlighted in the wider debate on citizenship in society as well as within occupational therapy and occupational science. A focus on citizenship suggests reframing professional development based on the participation in public life of people as citizens of their society. Placing citizenship at the core, is a transformative process that conceives diverse people as citizens and health and participation as a collective issue, influencing the way we educate, do research and practice.

Background of "Citizenship II- educational materials"

Over this period the group have been increasingly aware of the need for educational materials based in theoretical concepts that will facilitate educators who wish to explore more fully with their participants notions of participatory citizenship.

The Citizenship II project is a follow up and completing the previous work of the group. The main focus is to produce educational materials for publication for educators on citizenship, with an occupation focus.

Appendix 2. Publications and contributions to congresses and meetings

Listing of publications and contributions to Congresses

ENOTHE-citizenship group

Period 2013-2020

Publications:

Pollard, N., Viana-Moldes I., Fransen-Jaïbi, H. & Kantartzis, S. (2020). Occupational Therapy on the move: On contextualising citizenships and epistemicide. In: Lopez R & Malfitano A (Eds.). *Social Occupational Therapy* (151-163). Edinburgh, Elsevier.

Fransen-Jaïbi, H., Viana-Moldes, I. Pollard, N. & Kantartzis, S. (2020). Reflections on occupation transforming citizenship. In Bruggen, H. v., Kantartzis, S. Pollard, N. (eds) (volume 1) '*And a seed was planted...*' *Occupation based approaches for social inclusion* (75-90). London, Whiting and Birch.

Fransen-Jaïbi, H., Pollard, N., Kantartzis, S., & Viana-Moldes, I., Stadler-Grillmaier, J., Alvarez-Jaramillo, L. & Ismail, M.M. (2018): Meaningful occupation as a fundamental principle of health and citizenship. Poster, 17th World Congress of the World Federation of Occupational Therapists, Cape-Town, South Africa, 21-25 May

Pollard, N., Kantartzis, S., Ismail, M.M., Fransen-Jaïbi, H., & Viana-Moldes, I. (2018). The occupation of accessing healthcare and processes of (dis)citizenship in UK Somali migrants: Sheffield case study. 27-33. *World Federation of Occupational Therapists Bulletin*, <https://doi.org/10.1080/14473828.2018.1434989>

Fransen-Jaïbi, H., Pollard, N., Kantartzis, S., & Viana-Moldes, I. (2015). Participatory citizenship: Critical perspectives on client-centred occupational therapy. *Scandinavian Journal of Occupational Therapy*, 22(4), 260-266. <https://doi.org/10.3109/11038128.2015.1020338>

Fransen-Jaïbi, H., Kantartzis, S., Pollard, N., & Viana-Moldes, I. (2013). *Citizenship statement: Citizenship: exploring the contribution of Occupational Therapy*. Available at :

http://www.enothe.eu/activities/meet/ac13/CITIZENSHIP_STATEMENT_FRENCH.pdf

http://www.enothe.eu/activities/meet/ac13/CITIZENSHIP_STATEMENT_SPANISH.pdf

http://www.enothe.eu/activities/meet/ac13/CITIZENSHIP_STATEMENT_ENGLISH.pdf

Keynotes, workshops and oral presentations

2019

Pollard, N., Fransen-Jaïbi, H., Kantartzis, S. & Viana-Moldes, I.: "Citizenship in transition. A critical occupational perspective". Oral presentation, Occupational Science Europe Conference. Amsterdam, The Netherlands, 30-31 August.

Kantartzis, S., Viana-Moldes, I., Pollard, N. & Fransen-Jaïbi, H. : "Learning about participatory citizenship: educational materials from an occupational perspective". Workshop, 25th annual meeting ENOTHE, Department of Occupational Therapy, Metropolitan College, Athens, Greece, 17-19 October.

Viana-Moldes, I., Fransen-Jaïbi, H., Kantartzis, S. & Pollard, N.: "Participatory citizenships and occupations + Thinking and exchanging together about human rights and the occupational therapy curriculum". Workshop, International week at ODISEE University College, Brussels, Belgium, 14 March.

2018

Viana-Moldes, I., Kantartzis, S., Pollard, N. & Fransen-Jaïbi, H.: "Teaching and learning on citizenship in educational programmes". Workshop, 23rd Annual meeting of the European Network of Occupational Therapy in Higher Education. Estoril, Portugal, 4-6 October

2017

Viana-Moldes. I, Fransen-Jaïbi. H, Kantartzis. S & Pollard, N.: "Understanding citizenship models a strategic reasoning to develop Occupational Therapy/Science". Workshop, 22th Annual meeting of the European Network for Occupational Therapy in Higher Education. Zagreb, Croatia, 26-28 October.

Fransen-Jaïbi. H, Kantartzis. S, Viana-Moldes. I & Pollard. N: "Discussing experiences and understandings of citizenship through a focus group". Workshop, 22th Annual meeting of the European Network for Occupational Therapy in Higher Education. Zagreb, Croatia, 26-28 October.

Kantartzis. S, Fransen-Jaïbi. H, Viana-Moldes. I & Pollard. N: "Should Occupational Science address participatory citizenship?" Oral presentation, Congress Occupational Science Europe 2017, Hawk University of Applied Sciences and Arts. Hildesheim. Germany, 8-9 September.

Viana-Moldes. I, Fransen-Jaïbi. H, Kantartzis. S & Pollard. N: "ENOTHE Citizenship Project: Trajectory and reflections about occupations in the transformation of participatory citizenship". Keynote, Congreso Internacional de Terapia Ocupacional VII CIETO Y III CITO. Alicante, Spain, 10-12 May.

Viana-Moldes. I, Fransen-Jaïbi. H, Kantartzis. S & Pollard. N: "ENOTHE Citizenship Project: Ciudadanía Participativa: Repensando la ocupación y el desarrollo de la disciplina. Alternativas a la práctica centrada en la persona". Workshop, Congreso Internacional de Terapia Ocupacional VII CIETO Y III CITO, Alicante, Spain, 10-12 May.

2016

Viana-Moldes. I, Kantartzis. S, Fransen-Jaïbi. H & Pollard. N: "Participatory citizenship: Alternative approaches to client - centred practice". Workshop, 1st Joint congress COTEC-ENOTHE (Council of Occupational therapists in European Countries – European Network of Occupational therapy in Higher Education), National University of Ireland. Galway, Ireland, 15-19 June.

Fransen-Jaïbi. H, Viana-Moldes. I, Kantartzis. S & Pollard. N: "Living experiences of doing citizenship".

Workshop, 1st Joint congress COTEC-ENOTHE (Council of Occupational therapists in European Countries – European Network of Occupational therapy in Higher Education), National University of Ireland. Galway, Ireland, 15-19 June.

2015

Kantartzis. S, Viana-Moldes. I, Fransen-Jaïbi. H & Pollard. N: “Citizenship and professional development: alternative perspectives to client-centred occupational therapy”. Workshop, 21th Annual meeting of ENOTHE. Ruse, Bulgaria, 26-28 October.

Fransen-Jaïbi. H, Kantartzis. S, Pollard. N & Viana-Moldes. I: “Education for citizenship: exploring the contribution of Occupational Therapy”. Oral presentation, International conference on Practices and trainings in the field of the “Educations For”. Hammamet, Tunisia, 14-16 May.

2014

Viana-Moldes. I, Fransen-Jaïbi. H, Kantartzis. S, & Pollard. N: “ENOTHE Project Group-Citizenship: Focusing on citizenship and the curriculum”. Workshop, 20th Annual meeting of ENOTHE. Nijmegen, The Netherlands, 23-25 October.

Pollard. N, Viana-Moldes. S, Kantartzis. S & Fransen-Jaïbi. H: “Doing citizenship and being a citizen”. Workshop, 16th World Congress of the World Federation of Occupational Therapists. Yokohama. Japan, 18-21 June.

2013

Fransen-Jaïbi. H, Kantartzis. S, Pollard. N & Viana-Moldes, I. (presented by Fransen-Jaïbi. H,): “Citizenship: Exploring the contribution of Occupational Therapy”. Keynote, 19th Annual meeting ENOTHE. York, England, 17-19 October.

Kantartzis. S, Pollard. N, Viana-Moldes. I & Fransen-Jaïbi. H: “Fostering participatory citizenship with Occupational Therapy”. Workshop, 19th Annual meeting ENOTHE. York, England, 17-19 October.

Appendix 3. Statements. English version, 2013



Citizenship: exploring the contribution of Occupational Therapy

1. Defining citizenship

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

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

2. Citizenship and human rights

Participatory citizenship is enacted through participation in the everyday life of society and is interconnected with the concepts of human and occupational rights. While human rights are concerned with the broader spectrum of fundamental rights and freedoms in every aspect of people's lives, citizenship focuses primarily on democratic rights and mutual responsibilities, social cohesion and tolerance (4).

3. Citizenship, occupation and occupational therapy

Fostering participatory citizenship cuts across all levels and dimensions of society. It is related to the functioning of society as a whole, its inclusiveness, and therefore is complex, interdependent and interferential with actors on different levels and different dimensions. Therefore, comprehensive intersectorial and collaborative action is required to ensure coherent and integrated initiatives to foster participatory citizenship. Occupational therapy is one of these stakeholders.

Occupational therapists work with individuals and groups who experience limitations or barriers to participation in occupation (5), as an outcome of both individual factors (e.g. ill health) and/or social factors (e.g. poverty, unemployment, limited social capital, lack of opportunities or access to resources) (6-8). Participatory citizenship refers to engagement with the civic, political, social, economic and cultural spheres of society. This engagement is expressed through the experience of belonging, by the doing of everyday occupations, by the sharing of activities/occupations with others, and by the contribution of occupations to the collective well-being and welfare of the society. Potential restriction of participation in occupations is also a restriction of citizenship.

4. Citizenship as a complex concept: partnerships, collaboration and empowerment

As a concept citizenship is complex, multidimensional, and has multiple levels. As a dynamic process it is shaped within the particular context and circumstances which arise through human relationships and is expressed through occupation. Consequently, it raises dilemmas, ethical issues, problems of education and of practice for the occupational therapist. The promotion of participatory citizenship includes concern for those people restricted not only in access to community, but also restricted to the processes of citizenship including equitable participation in discussion, decision making and conflict resolution. Key issues to consider include:

a) *Partnerships*

The complex and multidimensional processes of citizenship involve many social actors, and need to be approached from a kaleidoscopic perspective. This calls for collaborative approaches and interdisciplinary/ transdisciplinary work (9).

b) *Physical, social and virtual spaces in which to practice citizenship.*

Citizenship takes place through a large number of social institutions, for example those providing employment, education, and legal regulation Equity of access (accessibility) and equity of

engagement in the processes of these institutions needs to be ensured.

These spaces also promote opportunities for people to share experiences of life with others, in work, leisure, play, intimacy, and creativity. These spaces are not neutral, and their role in promoting participation or not is important. They can be places for inclusive actions where citizens strengthen their perception of belonging and change can happen.

c) *Participatory citizenship as a way of being in the world with others*

Citizenship is expressed through occupation with others in a social context, and is challenged by inequality, discrimination and other forms of exclusion or privilege. Empowering citizenship includes: having a say and being listened to, self-power, own decision-making, having control or gaining further control, being free, independence, being capable of fighting for one's rights, and being recognized and respected as equal citizens and human beings with a contribution to make (10-12).

Engagement with others, the recognition of and respect for difference, together with the on-going collective questioning of acceptable or not forms of occupation are essential to the process of participatory citizenship.

5. Citizenship and education

Participatory citizenship is primarily a learnt activity. Learning about citizenship is not the mere acquisition or transfer of knowledge by an individual. It is a process of social participation (13), which occurs through opportunities for the production or construction of knowledge (14). It requires that professionals and service users or clients, teachers and participants, interact as citizens, with the competence to engage in dialogue, manage conflicts and cooperate, and have a commitment to active democratic participation in society. Engaging in civic society requires an understanding and acceptance of its plurality as well as the skills to engage in one's community to address various forms of injustice (23). Occupational therapists require the competences (15) to establish learning processes for citizenship in all contexts, and to work with others to establish effective approaches towards overcoming barriers to participatory citizenship.

6. Conclusion

The current reality of the world is far from the fulfilment of human rights and citizenship. There is a strong argument for mutual efforts, knowledge exchange, civic engagement and partnerships in order to promote social changes. Occupation is a way to enact citizenship; through practices, participation and engagement with others. Therefore, occupational therapists primarily act as

citizens themselves, able to identify and recognise their rights and capacities. However, they are also able to develop interventions and objectives which aim to realise those rights and capacities within individuals and wider communities.

1.3.2013. Prepared for ENOTHE by the citizenship working group: Hetty Fransen (Tunisia/The Netherlands), Sarah Kantartzis (UK/Greece), Nick Pollard (UK), Ines Viana-Moldes (Spain/Brazil).

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Appendix 4. Statements. French version, 2013



Citoyenneté: explorer la contribution de l'ergothérapie

1. Définition de la citoyenneté

L'Année Européenne des Citoyens met l'accent sur les qualités de la citoyenneté. Chaque individu est un citoyen, que ce soit de l'Etat, de l'Union Européenne ou du monde. La citoyenneté, au sens le plus large du terme, désigne un droit et une responsabilité de participer, avec les autres, à la vie culturelle, sociale et économique, ainsi qu'aux affaires publiques de la communauté. Avec une telle conception participative ou active, la citoyenneté devient un processus éducatif et négocié, aussi bien qu'un instrument régulateur et juridique. Cette conception nous invite à considérer les autres comme nos égaux, comme des concitoyens, et à promouvoir la citoyenneté comme une responsabilité interdépendante mutuellement partagée. La citoyenneté encourage la participation civique et consolide la cohésion sociale dans un temps de diversité sociale et culturelle croissante (1).

Nous recommandons l'utilisation du terme «citoyenneté participative» comme définition de travail. La citoyenneté participative -ou citoyenneté active- est définie comme «la participation à la société civile, à la communauté et / ou à la vie politique, caractérisée par le respect mutuel et la non-violence et conformément aux droits de l'homme et à la démocratie» (2). Cette définition est soutenue par les différentes traditions et modèles de citoyenneté à travers l'Europe, y compris les modèles libéral, communautaire, républicain et les modèles critiques de citoyenneté (3). La citoyenneté participative comprend un large éventail d'activités, y compris l'interaction sociale informelle, l'engagement civique, les manifestations de contestation et la politique conventionnelle.

2. Citoyenneté et droits de l'homme

La citoyenneté participative est réalisée par la participation active à la vie quotidienne de la société. La citoyenneté participative, les droits de l'homme et les droits occupationnels sont étroitement liées et se confortent mutuellement. Alors que les droits de l'homme sont concernés par l'éventail

large des droits de l'homme et des libertés fondamentales dans tous les domaines de la vie, la citoyenneté met essentiellement l'accent sur les droits démocratiques et les responsabilités mutuelles, la cohésion sociale et la tolérance (4).

3. Citoyenneté, activité humaine et ergothérapie

Encourager la citoyenneté participative se situe à tous les niveaux et dimensions de la société. La citoyenneté participative est liée au fonctionnement de la société dans son ensemble, de son caractère inclusif. Elle est par conséquent complexe, interdépendante et interfère avec des acteurs à différents niveaux et dans différentes dimensions. Par conséquent, une action intersectorielle et collaborative est nécessaire pour garantir des initiatives cohérentes et intégrées. L'ergothérapie est l'un de ces acteurs.

Les ergothérapeutes travaillent avec des individus et des groupes qui rencontrent des restrictions dans la participation sociale et occupationnelle, en terme d'activité et de prise de décision (5), issues à la fois de facteurs individuels (par exemple maladie) et / ou de facteurs sociaux (par exemple pauvreté, chômage, capital social limité, manque de possibilités ou d'accès à des ressources) (6-8). La citoyenneté participative se réfère à l'engagement avec les sphères civiques, politiques, sociales, économiques et culturelles de la société. Cet engagement s'exprime à travers le sentiment d'appartenance, par l'accomplissement d'occupations quotidiennes, par le partage d'activités/de métiers avec d'autres, et par la contribution des occupations au bien-être collectif et à la prospérité de la société. La restriction potentielle de la participation aux occupations est également une restriction de la citoyenneté.

4. La citoyenneté comme concept complexe: les partenariats, la collaboration et le renforcement ("empowerment")

Comme concept, la citoyenneté est complexe et multidimensionnelle et couvre une grande variété de domaines. En tant que processus dynamique, elle prend forme dans son contexte et ses circonstances particulières résultant des relations humaines et s'exprime à travers l'occupation. Par conséquent, cela soulève des dilemmes, des questions éthiques, des problèmes de formation et de pratique de l'ergothérapeute. La promotion de la citoyenneté participative se préoccupe également des personnes défavorisées, non seulement limitées dans leur accès à la communauté, mais également éloignées des processus de la citoyenneté, incluant la participation équitable au dialogue social, la représentation dans les processus décisionnels et la résolution des conflits. Les principales questions à prendre en considération sont:

a) Les partenariats

Les processus complexes et multidimensionnels de la citoyenneté impliquent de nombreux acteurs sociaux, et doivent être abordés dans une perspective kaléidoscopique. Cela demande des approches collaboratives et interdisciplinaires / transdisciplinaires (9).

b) Les espaces physiques, sociaux et virtuels pour pratiquer la citoyenneté

La citoyenneté se réalise à travers un grand nombre d'institutions sociales, par exemple celles qui fournissent l'emploi et l'éducation. L'équité juridique en matière de réglementation de l'accès (accessibilité) et l'équité de l'engagement dans les processus de ces institutions doivent être assurés.

Ces espaces favorisent également l'occasion pour les gens de partager leurs expériences de vie avec les autres, par le travail, les loisirs, le jeu, la familiarité et la créativité. Ces espaces ne sont pas neutres, et leur rôle dans la promotion de la participation est important. Ils peuvent être des lieux d'actions inclusives où les citoyens renforcent leur perception d'appartenance et où des changements peuvent arriver.

c) La citoyenneté participative comme manière d'être

La citoyenneté est exprimée en terme d'activités et de prise de décision. Elle signifie la participation des citoyens à la vie dans l'espace commun et elle est mise au défi par l'inégalité, la discrimination et d'autres formes d'exclusion ou de privilège. Le renforcement de la citoyenneté comprend: avoir son mot à dire et être écouté, le pouvoir de décision propre, de contrôle ou d'acquérir plus de contrôle, être libre, indépendance, être capable de lutter pour ses droits, et d'être reconnus et respectés en tant que citoyens égaux et en tant qu'êtres humains avec une contribution à apporter (10-12).

L'engagement avec les autres, la reconnaissance et le respect de la différence, avec un questionnement collectif continu sur les formes d'occupation acceptables, sont essentiels pour le processus de la citoyenneté participative.

5. La citoyenneté et enseignement

La citoyenneté participative est principalement une activité acquise. L'apprentissage de la

citoyenneté n'est pas la simple acquisition ou transfert de connaissances par un individu. Il s'agit d'un processus de participation sociale (13), qui se produit à travers des opportunités pour la production ou la construction des savoirs (14). Ceci implique que les professionnels et les usagers ou clients, les enseignants et les étudiants, interagissent en tant que citoyens, avec la capacité d'engager le dialogue, de gérer les conflits et de coopérer, et d'être engagés dans la participation active et démocratique à la société. Une compréhension et une acceptation de la pluralité de la société civile est nécessaire, ainsi qu'un savoir-faire pour s'engager dans sa communauté et adresser diverses formes d'injustice. Les ergothérapeutes ont besoin de compétences (15) pour élaborer des processus d'apprentissage de la citoyenneté dans tous les contextes, et de travailler avec d'autres pour établir des approches efficaces pour lever les obstacles à la citoyenneté participative.

6. Conclusion

La réalité actuelle du monde est loin du respect des droits humains et de la citoyenneté. Il y a un argument fort pour les efforts réciproques, l'échange de connaissances, l'engagement civique et des partenariats en vue de promouvoir des changements sociaux. L'occupation est un moyen de réaliser la citoyenneté participative, à travers des pratiques, la participation et l'engagement avec d'autres. Par conséquent, les ergothérapeutes agissent principalement comme des citoyens eux-mêmes, capables d'identifier et de reconnaître leurs droits et leurs capacités. Cependant, ils sont également capables de développer des interventions et des objectifs qui visent à réaliser ces droits et capacités au sein des individus et des communautés plus larges.

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Appendix 5. Statement. Spanish version, 2013



Ciudadanía: explorando la contribución de Terapia Ocupacional

1. Definiendo ciudadanía

El Año Europeo de los Ciudadanos centra la atención en las cualidades de la ciudadanía. Cada individuo es un ciudadano, ya sea de un Estado, de la Unión Europea o del mundo. La ciudadanía, en el sentido más amplio, es a la vez un derecho y la responsabilidad de participar con otros en la vida cultural, social y económica y en los asuntos públicos de la sociedad. Con este concepto participativo y activo de ciudadanía, ésta se convierte tanto en un proceso educativo y de negociación, como en una tarea normativa y legal. Invita a considerar a los otros como iguales, como conciudadanos, y promueve la ciudadanía como una responsabilidad interdependiente y mutuamente compartida. La ciudadanía fomenta la participación cívica/ciudadana y promueve la cohesión social en un momento de creciente diversidad social y cultural (1).

Recomendamos el uso del término "ciudadanía participativa" como definición operativa. Ciudadanía participativa se define como "la participación en la sociedad civil, la comunidad y / o en la vida política, caracterizada por el respeto mutuo y la no-violencia y de conformidad con los derechos humanos y la democracia" (2). Esta definición se apoya en las diferentes tradiciones y modelos de ciudadanía en toda Europa, incluyendo los modelos liberal, comunitario, cívico republicano y los modelos críticos de ciudadanía (3). Se compone de una amplia gama de actividades que incluyen la interacción social informal, el compromiso cívico, las actividades de protesta y la política convencional.

2. Ciudadanía y derechos humanos

La ciudadanía participativa se realiza mediante la participación en la vida cotidiana de la sociedad y se interconecta con los conceptos de derechos humanos y ocupacionales. Mientras que los derechos humanos tienen que ver con el espectro más amplio de los derechos fundamentales y libertades en todos los aspectos de la vida de las personas, la ciudadanía se centra principalmente en los derechos democráticos y las responsabilidades mutuas, la cohesión social y la tolerancia (4).

3. Ciudadanía, ocupación y terapia ocupacional

Fomentar la ciudadanía participativa implica todos los niveles y dimensiones de la sociedad. Está relacionado con el funcionamiento de la sociedad en su conjunto, su inclusividad, y por lo tanto es complejo, interdependiente e interfiere con actores de diferentes niveles y de diferentes dimensiones. Por lo tanto, para fomentar la ciudadanía participativa se requiere una acción de colaboración intersectorial que garantice iniciativas integradas y coherentes. La terapia ocupacional es uno de estos actores.

Los terapeutas ocupacionales trabajan con individuos y grupos que experimentan (o pueden experimentar) limitaciones o barreras para la participación en la ocupación (5), como resultado de factores tanto individuales (por ejemplo, algunos problemas de salud) y/o factores sociales (por ejemplo, pobreza, desempleo, escasos ingresos económicos, capital social limitado, falta de oportunidades o acceso a los recursos) (6-8). La ciudadanía participativa se refiere a la participación/compromiso en las esferas civiles, políticas, sociales, económicas y culturales de la sociedad. Este compromiso se expresa a través de la experiencia de pertenecer, del hacer ocupaciones cotidianas, del compartir actividades / ocupaciones con los demás y del aporte de las ocupaciones al bienestar colectivo y al bienestar de la sociedad. Una restricción potencial de la participación en las ocupaciones es también una restricción de la ciudadanía.

4. Ciudadanía como un concepto complejo: alianzas, colaboración y empoderamiento

Como concepto, ciudadanía, es complejo, multidimensional, y tiene múltiples niveles. La ciudadanía, como proceso dinámico, está modelada por el contexto y por las circunstancias particulares que surgen a través de las relaciones humanas y se expresa a través de la ocupación. Por consiguiente, plantea dilemas, problemas éticos, problemas de la educación y de la práctica de la terapia ocupacional. La promoción de la participación ciudadana incluye la preocupación por las personas con restricción no sólo en el acceso a la comunidad, sino también en los procesos de ciudadanía, incluyendo la participación equitativa en la discusión, toma de decisiones y resolución de conflictos. Las cuestiones clave a considerar incluyen:

a) Alianzas/partes interesadas

Los procesos complejos y multidimensionales de la ciudadanía involucran a muchos actores sociales, y necesitan ser abordados desde una perspectiva caleidoscópica. Esto requiere enfoques de colaboración y trabajo interdisciplinarios/transdisciplinarios (9).

b) Espacios físicos, sociales y virtuales en los que practicar la ciudadanía.

La ciudadanía tiene lugar a través de un gran número de instituciones sociales, por ejemplo aquellas que proporcionan empleo, educación y regulación jurídica, entre otras. Es necesario garantizar la equidad de acceso (accesibilidad) y la equidad de participación/compromiso en los propios procesos

de estas instituciones.

Estos espacios también promueven oportunidades para que las personas compartan sus experiencias de vida con los demás, en el trabajo, el ocio, el juego, la intimidad y la creatividad. Estos espacios no son neutrales, y su papel en la promoción o no de la participación es importante. Pueden ser lugares para acciones inclusivas donde los ciudadanos fortalezcan su percepción de pertenencia y los cambios sean posibles.

c) Participación ciudadana como forma de estar en el mundo con los demás

La ciudadanía se expresa a través de la ocupación con otros en un contexto social, y es desafiada por la desigualdad, la discriminación y otras formas de exclusión o privilegio. Empoderar la ciudadanía incluye: tener voz y ser escuchado, poder tomar decisiones propias, tener parte de control y/o aumentarlo, ser libre, independencia, ser capaz de luchar por los derechos propios, y ser reconocidos y respetados como conciudadanos y seres humanos con una contribución que hacer (10-12).

Para el proceso de participación ciudadana son esenciales el compromiso con los demás, el reconocimiento y el respeto de la diferencia, junto con el cuestionamiento colectivo continuo de formas de ocupación aceptables.

5. Ciudadanía y educación

La ciudadanía participativa es ante todo una actividad aprendida. Aprender acerca de la ciudadanía no es la mera adquisición o transferencia de conocimientos de un individuo. Se trata de un proceso de participación social (13), que se produce a través de oportunidades para la producción o la construcción del conocimiento (14). Requiere que los profesionales y usuarios de los servicios, profesores y estudiantes, etc., interactúen como ciudadanos, con competencia para implicarse en el diálogo, la gestión de conflictos y cooperación, y se comprometan con la participación democrática activa en la sociedad. La participación en la sociedad civil requiere comprensión y aceptación de su pluralidad, habilidades para participar en la propia comunidad y hacer frente a las diversas formas de injusticia. Los terapeutas ocupacionales necesitan tener competencias (15) para establecer procesos de aprendizaje para la ciudadanía en todos los contextos, y para trabajar con otros para establecer enfoques efectivos hacia la superación de las barreras para la ciudadanía participativa.

6. Conclusión

La realidad actual del mundo está lejos de cumplir los derechos humanos y la ciudadanía. Hay una fuerte argumentación a favor de los esfuerzos mutuos, el intercambio de conocimientos, la participación ciudadana y las alianzas con el fin de promover cambios sociales. La ocupación es una

forma de hacer/poner en práctica la ciudadanía, a través de participación y compromiso con los demás. Por lo tanto, los terapeutas ocupacionales actúan principalmente como ciudadanos, preparados para identificar y reconocer sus derechos y capacidades. Sin embargo, también son competentes para desarrollar intervenciones y objetivos que pretenden alcanzar esos derechos y capacidades con los individuos y las comunidades en general.

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Appendix 6. Questionnaire. English version

QUESTIONNAIRE: Exploring own understandings of citizenship

Please complete the questionnaire, considering your own knowledge, experience and understanding of citizenship.

Please answer the questions below with as much detail as you wish to provide.

A. Exploring own understandings and experiences of citizenship

1. Please describe briefly your own understanding and experience of citizenship?
2. How is citizenship supported by the policies and practices of the places you live, work, study and/or participate?
3. Can you give examples of “good practice of citizenship” which are relevant to your life experience? Please describe them here:

B. Exploring opinion/ideas about the relation between OT/OS and citizenship

1. In your opinion, what is the relation between occupational therapy/occupational science and citizenship?
2. Can you give examples of “good practices of citizenship” which were relevant to your experience of occupational therapy/occupational science? Please describe them here:
3. In what way do you believe citizenship should be included in the education of occupational therapists?
4. In what way do you believe citizenship should be included in the focus area of occupational science?

Appendix 7. Questionnaire. French version

QUESTIONNAIRE: Explorer ses propres compréhensions de citoyenneté

Ce questionnaire est à compléter, compte tenu de vos propres connaissances, de votre expérience et de votre compréhension de la citoyenneté.

Veillez répondre aux questions ci-dessous avec autant de détails que vous souhaitez fournir.

A. Explorer ses propres compréhensions et expériences de citoyenneté

- 1) Décrivez brièvement votre compréhension et votre expérience de citoyenneté.
- 2) Comment la citoyenneté est-elle soutenue par les politiques et les pratiques dans les lieux dans lesquels vous travaillez, étudiez et / ou participez ?
- 3) Pouvez-vous donner des exemples de « bonnes pratiques en matière de citoyenneté » qui sont pertinents pour votre expérience de de vie ? Veillez les décrire ici :

B. Explorer les opinions/idées sur la relation entre OT/OS et citoyenneté

- 1) A votre avis, quelle est la relation entre l'ergothérapie/la science de l'occupation et la citoyenneté ?
- 2) Pouvez-vous donner des exemples de « bonnes pratiques en matière de citoyenneté » qui ont été pertinents pour votre expérience en ergothérapie/science de l'occupation ?
Veillez les décrire ici :
- 3) Comment croyez-vous que la citoyenneté pourrait être incluse dans l'éducation des ergothérapeutes ?
- 4) Comment croyez-vous que la citoyenneté pourrait être incluse dans les centres d'intérêts de la science de l'occupation ?

Appendix 8. Questionnaire. Spanish version

CUESTIONARIO: Explorando la auto comprensión sobre ciudadanía

Por favor, complete el cuestionario teniendo en consideración su propio conocimiento, experiencia y comprensión sobre ciudadanía.

Responda las preguntas a continuación con todos los detalles que desee proporcionar.

A. Explorar las propias comprensiones y experiencias de ciudadanía

1. Describa brevemente su propia comprensión y experiencia sobre ciudadanía.
2. ¿Cómo se apoya a la ciudadanía en las políticas y prácticas de los lugares donde vive, trabaja, estudia y / o participa?
3. ¿Puede dar ejemplos de “buenas prácticas en materia de ciudadanía” que sean relevantes para su experiencia de vida? Descríbalos aquí:

B. Explorar opiniones / ideas sobre la relación entre TO / CO y ciudadanía

1. En su opinión, ¿cuál es la relación entre terapia ocupacional / ciencia ocupacional y ciudadanía?
2. ¿Puede dar ejemplos de “buenas prácticas en materia de ciudadanía” que fueran relevantes para su experiencia de terapia ocupacional / ciencia ocupacional? Descríbalos aquí:
3. ¿De qué manera cree que debería incluirse “ciudadanía” en la educación de las y los terapeutas ocupacionales?
4. ¿De qué manera cree que debería incluirse “ciudadanía” como área de interés de la ciencia de la ocupación?

Appendix 9. Card game: materials to print

Please remember: the cards are only in the following coloured squares (without the model's name).

Table 2: Card game (author's elaboration, adapted from Askew and Carnell)

FUNCTIONALIST	CLIENT-CENTRED	LIBERATORY	SOCIAL JUSTICE
<p data-bbox="185 571 589 603">VIEW OF THE LEARNER</p> <p data-bbox="185 754 589 1034">Passive recipient of knowledge; limited capacity for learning according to prescribed social roles</p>	<p data-bbox="656 571 1059 603">VIEW OF THE LEARNER</p> <p data-bbox="656 754 1059 1034">Active negotiator and problem solver; variable capacity for learning which may be underestimated</p>	<p data-bbox="1126 571 1529 603">VIEW OF THE LEARNER</p> <p data-bbox="1126 754 1529 914">Reflective, active, change agent; considerable capacity for learning</p>	<p data-bbox="1597 571 2000 603">VIEW OF THE LEARNER</p> <p data-bbox="1597 754 2000 978">Critical actor; equal capacity for learning but learning limited by position in economy</p>

FUNCTIONALIST	CLIENT-CENTRED	LIBERATORY	SOCIAL JUSTICE
<p>ROLE OF THE TEACHER</p> <p>Expert, transmitting knowledge and developing skills</p>	<p>ROLE OF THE TEACHER</p> <p>Facilitator of relevant experiences</p>	<p>ROLE OF THE TEACHER</p> <p>Facilitator of self-reflection, sharing experiences and application of learning</p>	<p>ROLE OF THE TEACHER</p> <p>Transmitting knowledge and developing social-analytical skills</p>

FUNCTIONALIST	CLIENT-CENTRED	LIBERATORY	SOCIAL JUSTICE
<p data-bbox="188 512 586 547">ROLE OF THE LEARNER</p> <p data-bbox="174 699 609 975">Accepting role allocated within society and taking responsibility for achieving within the confines of the role</p>	<p data-bbox="658 512 1057 547">ROLE OF THE LEARNER</p> <p data-bbox="658 699 1061 919">Accepting social norms and values and taking responsibility for developing potential</p>	<p data-bbox="1128 512 1527 547">ROLE OF THE LEARNER</p> <p data-bbox="1120 699 1536 855">Taking responsibility for personal, group and social change</p>	<p data-bbox="1599 512 1998 547">ROLE OF THE LEARNER</p> <p data-bbox="1599 699 1993 975">Challenging the norms and values of society; being responsible for bringing about social change</p>

FUNCTIONALIST	CLIENT-CENTRED	LIBERATORY	SOCIAL JUSTICE
<p data-bbox="219 512 555 544">CURRICULUM BASE</p> <p data-bbox="165 699 609 916">Accepted 'wisdom' of the society determined by experts, e.g. in academia, industry or government</p>	<p data-bbox="689 512 1032 544">CURRICULUM BASE</p> <p data-bbox="645 699 1077 852">Determined by the teacher depending on the needs of the learners</p>	<p data-bbox="1160 512 1503 544">CURRICULUM BASE</p> <p data-bbox="1106 699 1547 916">Subjective experiences of teacher and the group; determined by them: flexible and changing</p>	<p data-bbox="1630 512 1973 544">CURRICULUM BASE</p> <p data-bbox="1576 699 2018 979">Critical evaluation the knowledge base and accepted 'wisdom' of society as determined by experts</p>

FUNCTIONALIST	CLIENT-CENTRED	LIBERATORY	SOCIAL JUSTICE
<p data-bbox="197 512 577 549">TEACHING METHODS</p> <p data-bbox="163 699 611 855">Lecture, films, comprehension exercises, demonstrations</p>	<p data-bbox="667 512 1048 549">TEACHING METHODS</p> <p data-bbox="633 699 1081 855">Collaborative group work, projects, discovery learning</p>	<p data-bbox="1137 512 1518 549">TEACHING METHODS</p> <p data-bbox="1104 699 1552 916">Discussion, agenda-setting, problem-solving, action learning, action research</p>	<p data-bbox="1608 512 1989 549">TEACHING METHODS</p> <p data-bbox="1619 699 1977 855">Lectures, discussion, critical analysis, oral history, direct action</p>

FUNCTIONALIST	CLIENT-CENTRED	LIBERATORY	SOCIAL JUSTICE
LEARNING IN RELATION TO CHANGE Learning results in change in the learner's view of their abilities and competences	LEARNING IN RELATION TO CHANGE Learning results in change in the ease with which the learner can solve problems and make connections	LEARNING IN RELATION TO CHANGE Learning results in a conscious change in the way the learner responds and acts in the world	LEARNING IN RELATION TO CHANGE Learning results in change in the way the learner views the world

