

ECIL

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Subalternity, Civic Literacy and Information Literacy

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Synopsis



European Union – some basic data and features:

- free market economy
- social market economy
- free movement of persons and labour
- democracy
- peace
- diversity
- respect of human rights and individuals



a place also confronted with:

- rapid changes
 - economic
 - social
 - technological
- → double challenge
 - adapt to continuously changing environments +
 - preserve basic EU values and comforts



publication offering assistance and advice:

Key Competences for Lifelong Learning – A European Framework, annex of the Recommen-dation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning, in: Official Journal of the European Union, 30 December 2006/L394.

http://eur-lex.europa.eu/LexUriServ/site/en/oj/2006/I_394/I_39420061230en00100018.pdf



Key Competences for Lifelong Learning – A European Framework_*Editorial*:

Lifelong Learning = at individual level: a means, precondition to

- personal fulfilment
- employability
- social cohesion
- active citizenship
 - = at higher level: a major factor in the EU's
- innovation
- productivity
- competitiveness



Key competences_s. "Contents

- 1. Communication in the mother tongue
- 2. Communication in foreign languages
- 3. Mathematical competence and basic competences in science and technology
- 4. Digital competence
- 5. Learning to learn
- 6. Social and civic competences
- 7. Sense of initiative and entrepreneurship
- 8. Cultural awareness and expression"



Civic Literacy_Constituent Knowledge

"Civic competence is based on knowledge of the concepts of democracy, justice, equality, citizenship, and civil rights, including how they are expressed in the Charter of Fundamental Rights of the European Union and international declarations and how they are applied by various institutions at the local, regional, national, European and international levels. It includes knowledge of contemporary events, as well as the main events and trends in national, European and world history. In addition, an awareness of the aims, values and policies of social and political movements should be developed. Knowledge of European integration and of the EU's structures, main objectives and values is also essential, as well as an awareness of diversity and cultural identities in Europe".

= knowledge / awareness of everything worth preserving



Civic Literacy_Constituent Skills

"Skills for civic competence relate to the ability to engage effectively with others in the public domain, and to display solidarity and interest in solving problems affecting the local and wider community.

This involves critical and creative reflection and constructive participation in community or neighbourhood activities as well as decision making at all levels, from local to national and European level, in particular through voting "

= skills transcending pursuit of individual, family or tribal interests



Civic Literacy_Constituent Attitude

"Full respect for human rights including equality as a basis for democracy, appreciation and understanding of differences between value systems of different religious or ethnic groups lay the foundations for a positive attitude. This means displaying both a sense of belonging to one's locality, country, the EU and Europe in general and to the world, and a willingness to participate in democratic decision making at all levels. It also includes demonstrating a sense of responsibility, as well as showing understanding of and respect for the shared values that are necessary to ensure community cohesion, such as respect for democratic principles. Con structive participation also involves civic activities, support for social diversity and cohesion and sustainable development, and a readiness to respect the values and privacy of others."



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= commitment to
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human rights

diversity

democracy

= willingness to participate in

democratic decision making

voting



Information Literacy

- not expressly defined as a key competence for lifelong learning in the "Key Competences for Lifelong Learning – A European Framework" of 2006
- to some extent included in Chapter 4 "Digital Competence":
 - "Digital competence involves the confident and critical use of Information Society Technology (IST) for work, leisure and communication. It is underpinned by basic skills in ICT: the use of computers to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the Internet."
 - and in Chapter 5 "Learning to learn"



Remember the most commonly cited and used IL definition adopted by the American Library Association (ALA), 1998:

"To be information literate, a person must be able to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information. The information literate individuals are those who have learned how to learn."

Information Literacy = basic competence to related concepts



Annawadi _ Mumbai slum located at the borders of Mumbai International Airport , its ground belonging to the Airport Authority of India

Source:

Boo, Katherine: Behind the beautiful forevers: [life, death, and hope in a Mumbai undercity] - New York 2012

= report, with focus on the lives of single persons



Slum = geographic

demographic

economic

social phenomenum of treshold countries

Barjor Mehta: Approaches to urban slums: a multimedia sourcebook on adaptive and proactive

Strategies, Washington, DC: World Bank, 2008



Annawadi characterized by C. Boo:

- "undercity"
- "a place magnificientely positioned for traffickers in rich people's garbage"
- "a place of multiple contentions"
 - ethnic
 - religious
 - economic
 - interpersonal



Annawadi people = "undercitizens"

bothering to - survive physically, economically

- move upwards, prosper

- leave Annawadi

Undercitizens' behaviour in order to achieve:

- pursuit of business
- avoid trouble



usually undercitizens do not achieve, because

- neighbour's envy prevents
- authorities are not interested and do not perform
- there is no political intention to change general living conditions of urban poor

Example: story of *Abdul Hakim Husain* and his family



undercitizen's civic literacy =

- sense of navigation through jungle of urban slum
- sense of survival
- sense of escape
- anticivic skill, since (outside the family) there is no community to build up, to run or to preserve

↑ social cohesion: reduced to familiy cohesion



- a. European Citizens' Civic Literacy
- → preserve and develop values, polities in a world of multiple changes
- ↑ positive, constructive attitude towards community
- ↑ attitude easy to display because of favorable economic, social and political development



- **b.** Undercitizens' Civic Literacy:
- → overcome a place of multiple contentions not worth preserving
- ↑ anticivic attitude undercitizens are not to be blamed for because of disadvantageous economic, social and political development



c. Conclusion:

Procivic attitude is essential to "original" Civic Literacy based on communities, polities worth preserving and developing.

Information Literacy is a basic competence to Civic Literacy.



d. To discuss:

How can undercitizens become asserters / friends of procivic civic literacy?



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