

# Helping the helpers: new trends on civic education

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PRACTICING POLITICAL EFFICACY  
AND POLITICAL TOLERANCE

# NON-FORMAL JOURNALISM AS A WAY OF PROMOTING POLITICAL EFFICACY



# CIVIC JOURNALISM

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- ❖ It is the idea of **integrating journalism into the democratic process**. The media not only informs the public, but it also works towards **engaging citizens and creating public debate**.
- ❖ The civic journalism movement is an attempt **to abandon the notion that journalists and their audiences are spectators in political and social processes**. In its place, the civic journalism movement seeks to treat **readers and community members as participants**.
- ❖ With a small but committed following, civic journalism has become as much of a **philosophy** as it is a **practice**

**JOURNALISTS AS ACTIVE CITIZENS**

# CITIZEN JOURNALISM

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The concept of citizen is based upon public citizens playing an **active role in the process of collecting, reporting, analyzing, and disseminating news and information.**

It is also known as "**public**", "**participatory**", "**democratic**", "**guerrilla**" or "**street**" journalism

ACTIVE CITIZENS AS JOURNALISTS

# Educational Video Center (EVC - [www.evc.org](http://www.evc.org))

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- New York City-based **nonprofit organization**
- EVC provides **after-school documentary workshops** at its facilities and also integrates its **media literacy programs** in “second chance” schools for struggling learners throughout the city.
- Youth participants work in **partnership with advocates and organizers both in the making of their documentary and through its dissemination as a tool for community organizing and activism**. Students **earn academic credit** and are assessed on the skills they learn through the process.
- They are using the creative and critical **tools of digital media literacy for building skills and voice to promote political efficacy**

# Social issues analysed in videos

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Poor housing  
conditions

Displaced  
survivors of  
Hurricane Katrina

Undocumented  
youth

Environmental  
toxins

Youth voting

# Relation between skills

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TECHNICAL/COGNITIVE  
SKILL

CIVIC COMPETENCES



# NOW: CHEAP RESOURCE

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VIDEO  
EDITING



IMOVIES  
POWERSOFT  
PINNACLE STUDIO PRO  
KINEMASTER

BROADCASTING  
OPPORTUNITIES



YOUTUBE  
WIKI SPACES  
FACEBOOK

# From media literacy to political efficacy

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EVC seeks, using videos, to bring a theory and a practice that builds the **efficacy of low-income**, marginalized youth.

Working with **teachers and adults and youth from local community groups** to create **in-depth documentaries**, the youth begin **to repair their often-damaged sense of efficacy** and build a renewed sense of trust and **possibility for change**.

# HOW DO THEY BUILD POLITICAL EFFICACY MAKING VIDEOS?

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- Emphasizing the local lived experiences of everyday **“close to home” encounters with authority**
- Creating an **alternative community-based language of politics** that draws upon a **“vernacular citizenship”**
- **Countering social isolation and building solidarity** through community storytelling
- **Promoting community dialogue** in mediated, virtual, and social spaces

# TESTIMONIES

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*“I learned that anything is possible. And that wherever you stand at in life, **you can make a difference**” (Raelene, EVC student)*

*“There is nothing more dangerous than an educated black man. And I think I am pretty dangerous now. EVC really lays the seeds for me, **awakening me** to the social ills of society” (Steven Martínez, EVC Graduate 2004)*

# Stop-and-Frisk Documentary

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- Video-report on the New York City Police Department (NYPD)'s “**Stop, Question, and Frisk**” tactic used to remove guns off the streets.
- The EVC students found that this policy resulted in nearly seven hundred thousand street stops in 2011, (a **600 percent increase** in stops from 2002) and nearly **90 percent of those stopped were young African Americans and Latinos**.
- Video: <https://vimeo.com/57767507>

# Building political tolerance using examples of social dialogue

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- It was used with **native and migrants youngsters**.
- A **training course**, under the format of summer camp, was organised.
- Different histories of former “**social hate**” in **divided societies** were presented. At the same time, there was a presentation of the **common feelings** (*fear, frustration, anxiety, desire of superation of the problematic circumstances, etc.*) that both sides expressed during those difficult times.

# Building political tolerance using examples of social dialogue

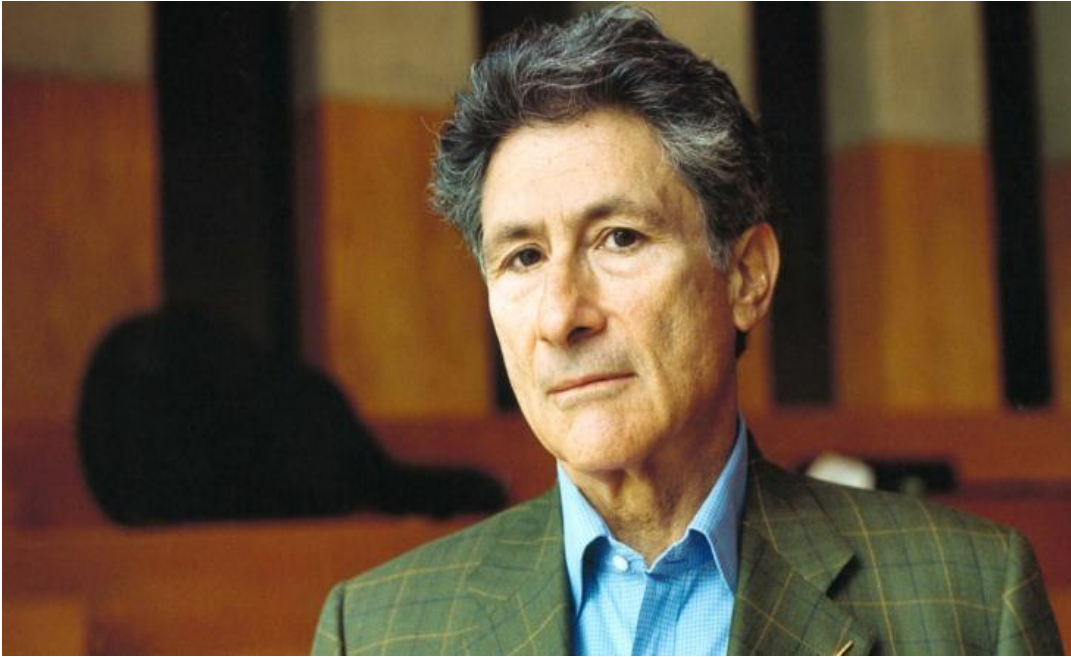
## OPTION I: Personalities

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- The **personalities of leaders** acting as **bridges** between the two sides were studied.
- There was a special focus in **their conversion** (in some cases) from fanatics in one side to **promoters of the dialogue**.
- There was a full description of how **these persons were persuading those in their sides to change their minds** in relation to the problem.
- **Main resources:** *films, conversations via Skype with people who know them, analysis of their writings and training sessions about the historical contexts in which they act.*

# West-Eastern Divan Orchestra

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EDWARD SAID



DANIEL BARENBOIM



# Oslo Peace Accords

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YASSER ARAFAT



YITZHAK RABIN

# End of Apartheid



NELSON MANDELA



FREDERIK DE KLERK

# Transition to democracy in Spain

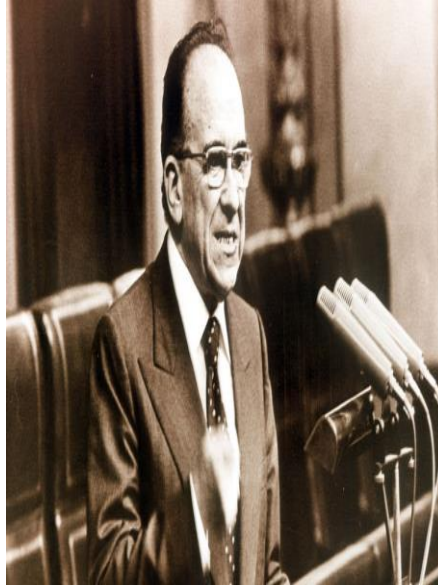
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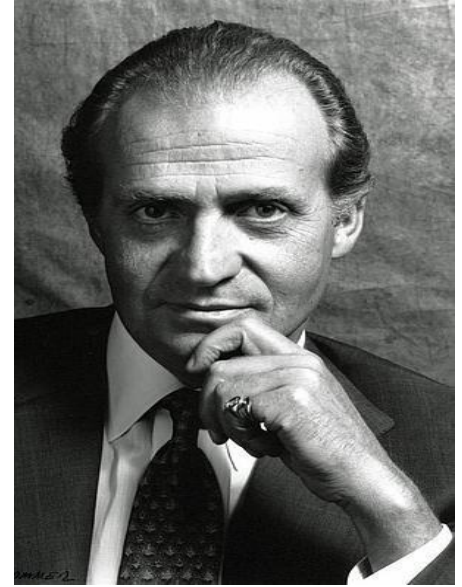
ADOLFO  
SUAREZ



FELIPE  
GONZALEZ



SANTIAGO  
CARRILLO



JUAN  
CARLOS I



# Building political tolerance using examples of social dialogue

## OPTION II: Dialogues for the Peace

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- Make emphasis in **concessions** in both sides
- Concessions as a way of obtaining a **better value (long term)**
- Importance of communication of the agreements
- Relevance of working for make of peace a **permanent situation**

# Building political tolerance using examples of social dialogue

## OPTION II: Dialogues for the Peace

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**GOOD FRIDAY**



**PEACE IN COLOMBIA**