

Politics in the news journal

Week beginning 4th July 2022

Week beginning 11th July 2022

Week beginning 18th July 2022

Week beginning 25th July 2022

Week beginning 1st August 2022

Week beginning 8th August 2022	
Week beginning 15th August 2022	
Week beginning 22nd August 2022	
Week beginning 29th August 2022	

A-level Government and Politics at Chatham Grammar

Summer work: a summary

1. Keep a 'politics in the news' journal

Sample newspapers, news blogs, news TV programmes such as Newsnight and Question Time and news podcasts to find some that you like.

Already got some that you like? Seek some alternatives to see if they're giving the same message.

Keep a log of news stories relating to politics in this country or overseas. Add at least three entries per week, like this. A template for your news diary is included with the Summer Work and this should be printed and brought to your first lesson of Politics in Year 12:

Week beginning 27/06/2022	
29/06/2022	<p>Nicola Sturgeon has announced that there will be a second referendum for Scottish Independence. This follows on from the narrow first referendum for Scottish Independence that was held in 2014 in which the 55% voted to remain part of the United Kingdom. The vote is expected to take place in October 2023.</p> <p>To find out more about Scottish independence I read an article from the Financial Times which detailed how Boris Johnson's Conservative government will attempt to counter the independence campaign...</p>

I recommend keeping this electronically so that you can include the hyperlinks. Google Keep is good for this sort of thing if you're doing it from a phone. Ensure that you are using reputable news sources that are verifiable.

2. Research your MP

Find out who your MP is, if you don't already know, and create a profile about them.

Include:

- Political party
- Background
- Information from any interviews you might be able to find
- Voting record – use the They Work For You website to find out how your MP has voted on big issues in Parliament.

3. 3. Youth, Political Participation Decision-Making, Journal reading

You have been given an article from the United Nations about the importance of political participation from the youth and attempts globally to increase political literacy.

You are to take notes from this article and then answer the following questions:

Q1. Why is youth participation in politics so important?

Q2. What attempts have there been globally to increase youth participation?

Q3. Which country's programme do you think would be most effective and why?

Q4. How could we increase youth political participation in the UK, use the other plans as a model to devise your own.

Edexcel A-Level Politics

Mr Placsom & Mr Sarkisyants



Studying Politics at UKAT

1. What interests you most about politics? Is there a specific political issue you are passionate about?
2. Why have you chosen to study politics at A-Level?

Introduce yourself and answer the two questions about studying politics



Why choose to study Politics?

- Combines the mechanics of political systems and the law with political philosophies
- Gives you a better understanding of the world you're living in
- Particularly good if you are intending to study Law or other academic subjects that require a lot of writing
- It's also good for future journalists, civil servants, and, of course, politicians

But mainly...

because you care about the world
we live in and want to change it!

Overview of course

Component 1: UK Politics

- Democracy and participation
- Political parties
- Electoral systems
- Voting behaviour and the media
- Core political ideologies of: Liberalism, Conservatism, and Socialism

Component 2: UK Government

- Parliament
- British constitution
- Prime Minister and the executive
- Relationship between branches
- Non-core political ideology: Feminism

Component 3: Comparative Politics – Government and Politics of the USA

- The US Constitution and federalism
- US Congress
- US presidency
- US Supreme Court and US civil rights
- US Democracy and participation
- Comparative theories



How will you be taught?

Mr Placsom (3 Hours of lessons a week)	Mr Sarkisyants (2 Hours of lessons a week)
Paper 2 (UK Government)	Paper 1 (UK Politics)
Paper 3 (Comparative US Politics)	Ideologies Paper 1 + 2 (Liberalism, Conservatism, Socialism, Feminism)



How will I be assessed?

The Edexcel course is 100% exam based as will be assessed by 3 separate papers all of equal weighting.

Component 1: UK Politics (*Component code: 9PL0/01)

Written examination: 2 hours

33⅓% of the qualification

84 marks

Component 2: UK Government (*Component code: 9PL0/02)

Written examination: 2 hours

33⅓% of the qualification

84 marks

Component 3: Comparative Politics (*Component code: 9PL0/3A or 3B)

Written examination: 2 hours

33⅓% of the qualification

84 marks

Students study either USA (9PL0/3A) or Global (9PL0/3B)





How is this political?

What ideas do you have to solve the growing homelessness crisis in the UK?

‘Deaths of homeless people increase by almost a quarter’, *Sky News*, 2018




How should
the UK
government
respond to the
Russian
invasion of
Ukraine?

How politically aware are you?

Complete your politics quiz and assess your current level of knowledge.



A-Level Government and Politics expectations

- You must **bring your equipment to every lesson** (pen, notepad, folder, laptop/iPad)
 - **Keep up to date with politics in the news**, news stories are relevant and can be used as examples in your work (as Harold Wilson said '**a week is a long time in politics**')
 - **Complete all classwork and homework on time**, otherwise you will quickly find yourself with a lot of work to complete.
 - **Contribute in-class** as much as possible, much of Government and Politics is discussion based and as such lessons will have an emphasis on class and group discussion.
 - **Respect one another's opinions**, you are all young and still developing your political views. Disagreement and debate is encouraged but this must be respectful.
 - Take **as many notes in class** as possible, this is a skill and you will develop them throughout the course.
 - Please ensure that you **keep your folders up to date**, this will be essential when it comes to revision.
 - Please also ensure that you **keep your work for Mr Sarkisyants and I separate** as they are for different assessments.
 - **All homework must be brought to class** the next lesson for review!
- 

Debate

Should 16 year olds be able to vote in General Elections?



Debate

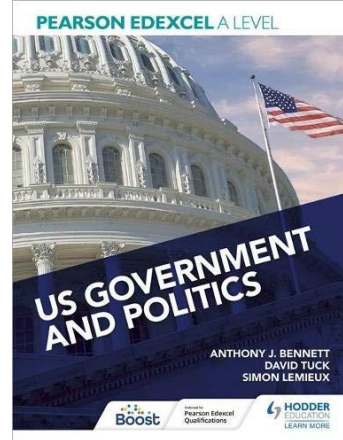
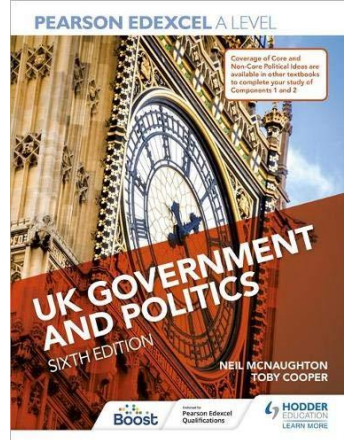
‘Grammar schools are outdated and no longer have a place in British education’



Politics: Pre-course reading and summer work

Textbook.

These were written for your course, so have good practice questions and exam advice.



What political issue excites you the most?

Discuss with the person next to you and discuss any political topics which you feel strongly about



Diagnostic assignment

Please write an essay on the following statement:

‘A political issue that I feel strongly about is...’

- The essay should be one to two sides of A4
- Consider the counter argument to your point of view
- Make a clear judgment on one side of a contentious political debate
- Please **hand write**

Politics: Pre-course reading and summer work

1. *Keep a 'politics in the news' journal*

Sample newspapers, news blogs, news TV programmes such as Newsnight and Question Time and news podcasts to find some that you like.

Already got some that you like? Seek some alternatives to see if they're giving the same message.

Keep a log of news stories relating to politics in this country or overseas. Add at least three entries per week, like this:

Week beginning 27/06/2022	
29/06/2022	<p>Nicola Sturgeon has announced that there will be a second referendum for Scottish Independence. This follows on from the narrow first referendum for Scottish Independence that was held in 2014 in which the 55% voted to remain part of the United Kingdom. The vote is expected to take place in October 2023.</p> <p>To find out more about Scottish independence I read an article from the Financial Times which detailed how Boris Johnson's Conservative government will attempt to counter the independence campaign...</p>

It's time to start watching the news.

2. *Research your MP*

Find out who your MP is, if you don't already know, and create a profile about them.

Include:

- Political party
- Background
- Information from any interviews you might be able to find
- Voting record – use the They Work For You website to find out how your MP has voted on big issues in Parliament.

Politics: Pre-course reading and summer work

3. Youth, Political Participation Decision-Making, Journal reading

You have been given an article from the United Nations about the importance of political participation from the youth and attempts globally to increase political literacy.

You are to take notes from this article and then answer the following questions:

Q1. Why is youth participation in politics so important?

Q2. What attempts have there been globally to increase youth participation?

Q3. Which country's programme do you think would be most effective and why?

Q4. How could we increase youth political participation in the UK, use the other plans as a model to devise your own.

YOUTH, POLITICAL PARTICIPATION AND DECISION-MAKING



HIGHLIGHTS

- In the area of political participation, in a third of countries, eligibility for national parliament starts at 25 years old or older¹.
- 1.65% of parliamentarians around the world are in their 20s and 11.87 % are in their 30s².
- The average age of parliamentarians globally is 53 (50 years old for women parliamentarians)³.
- Young people between the ages of 15 and 25 constitute a fifth of the world's population.

They can be a creative force, a dynamic source of innovations, and they have undoubtedly, throughout history, participated, contributed, and even catalyzed important changes in political systems, power-sharing dynamics and economic opportunities.

However, youth also face poverty, barriers to education, multiple forms of discrimination and limited employment prospects and opportunities.

Youth, Governance and Participation – Major issues

- ◆ Since the Arab Awakening many youth in the region have remained politically active through “political movements” instead of engaging with and in political parties. Young men and women are traditionally active politically in universities (when allowed) but very often disillusioned with political leadership and political institutions and excluded from policy development. As a result, political activism of youth is not organized according to formal groupings.
- ◆ Opportunities for youth to engage in governance and participate in political and decision-making processes depend largely on the political, socioeconomic, and cultural contexts where social norms in many parts of the world result in multiple forms of discrimination against young women.
- ◆ Both formal and informal engagement can be understood as political participation, and both are beneficial for a vivid and resilient democracy and should be supported.⁴ There is strong evidence that the participation of young people in formal, institutional political processes is relatively low when compared to older citizens across the globe. This challenges the representativeness of the political system and leads to the disenfranchisement of young people.

¹ UNDP (2012) Enhancing Youth Political Participation throughout the Electoral Cycle

² UNDP and IPU, (2012) Global Parliamentary Report

³ UNDP and IPU, (2012) Global Parliamentary Report

⁴ UNDP (2012) Enhancing Youth Political Participation throughout the Electoral Cycle





- ◆ The focus on youth, in terms of their engagement in the political arena, is a relatively new priority but extremely timely, particularly in light of recent events and democratic transitions, in the Arab States as well as other regions. The “World Programme of Action for Youth for 2000 and beyond”⁵ touched upon the importance of youth participation in decision-making, but did not offer concrete interventions at the time.
- ◆ People under the age of 35 are rarely found in formal political leadership positions. In a third of countries, eligibility for the national parliament starts at 25 years or higher and it is common practice to refer to politicians as ‘young’ if they are below 35-40 years of age.⁶ Youth is not represented adequately in formal political institutions and processes such as Parliaments, political parties, elections, and public administrations. The situation is even more difficult for both young women as well as women at mid-level and decision-making/leadership positions.
- ◆ In order to respond to the needs of young people, and to guarantee that their basic human rights are recognized and enforced, young people’s active and meaningful participation in their societies and in democratic practices and processes is of crucial importance⁷. Meaningful youth participation and leadership require that young people and young people-led organizations have opportunities, capacities, and benefit from an enabling environment and relevant evidence-based programmes and policies at all levels. Realizing young people’s right to participate⁸ and be included in democratic processes and practices is also vital to ensure the achievement of internationally agreed development goals and to refresh the development agenda.
- ◆ In a survey conducted by the UN IANYD in August 2012, a majority of 13,000 respondents expressing their voices from 186 countries highlighted that the main challenges for youth were limited opportunities for effective participation in decision-making processes. With limited opportunities and exposure to meaningfully participate in inclusive decision-making processes, young men and women feel excluded and marginalized in their societies and communities. The need for participatory structures and greater trust between youth and institutions and for greater capacity development were also stressed. Efforts should also be made to focus on the most vulnerable of young people, including via specific actions targeting young women.
- ◆ In countries emerging from conflicts, UNDP recognizes that young people can engage in peace-building, leading non-violent revolutions, using new technologies to mobilize societies to bring about change. Young people have demonstrated the potential to build bridges across communities, working together, helping to manage conflict and promote peace. Young people are vital stakeholders in conflict and in peace-building, and can be agents of change and provide a foundation for rebuilding lives and communities, contributing to a more just and peaceful society

⁵ <http://www.un.org/esa/socdev/unyin/documents/wpay2010.pdf>

⁶ Enhancing Youth Political Participation throughout the Electoral Cycle, A Good Practice Guide, UNDP, December 2012.

⁷ Page XXXV, World Youth Report 2007, Young People’s Transition to Adulthood: Progress and Challenges, UN DESA, 2007

⁸ Participation is one of the guiding principles of the Universal Declaration of Human Rights, and young people’s right to participation has been deemed important in numerous international agreements. For instance in 1994, 179 countries recognized the importance of ensuring young people’s “integration and participation in all spheres of society, including participation in the political process and in preparation for leadership roles”.





Example of initiatives supporting youth participation

Youth empowerment and democratic governance

In 2011, the UNDP Democratic Governance Thematic Trust Fund (DGTTF) issued a call for proposals from UNDP Country Offices in support of innovative and catalytic projects on youth to inform public policy-making, training youth as effective leaders, extending access to justice, opening space for youth empowerment and democratic governance. 37 proposals were accepted, out of which 9 are in Africa, 8 in the Arab States, 5 in Asia and the Pacific, 8 in Central and Eastern Europe/Commonwealth of Independent States, and 7 in Latin America and the Caribbean.

In a number of project countries, youth exclusion was strongly evident, often crossing with other forms of marginalization linked to gender, location, culture and/or community. Across the projects, activities include strengthening youth advocacy groups, providing quality research to interact with public authorities, and fostering the creation of national youth councils and plans. Several projects place a strong emphasis on social media and information technology. Innovative strategies range from social partnerships for service delivery to provincial youth parliaments to a digital game on youth and local governance. This group of projects which is unique in themselves, has also helped to inform UNDP organizational lesson learning in terms of the design and implementation of youth-centred initiatives, taking into particular consideration the development of appropriate and realistic youth indicators; institutional and contextual analyses (political analyses) during the programme design phase; and partnership building.

Country examples:

Nigeria: Participation in Constitution-review process

UNDP supported youth based CSO coalition to actively participate in the Constitution review process, including submission of memorandum to the constitution review committees of the National Assembly. A Nigerian Youth Agenda on Political Participation is now being developed ahead of the 2015 election together with a Nigerian Youth Inter party Forum. The forum will primarily be used by youth members across party lines to come together and deliberate on issues of common interest and challenges among other things one being expanding the frontiers for youth political participation.

Bangladesh: National Youth Parliament

UNDP supported the establishment of a National Youth Parliament to empower active citizens at both local and national level and provide an opportunity for youth to contribute to the framing of national policy through direct dialogue with parliamentarians.

Jordan: Trainings to increase youth political participation

UNDP has trained a core group of 15 young trainers and piloted two debate training programmes as part of its youth programme with the Ministry of Political Development (MoPD) to increase youth political participation. UNDP has supported MoPD to amplifying its engagement with youth through Facebook and twitter, with a view to facilitating online discourse. UNDP also supported MoPD to develop a database of youth online groups in order to more systematically solicit input from youth groups on how to spur youth participation in the country's political life. The 'Youth Participation in





Local Governance' project has sponsored an innovation camp for youth, with features like mock elections, and interactive training on public speaking, the use of social media for development and other skills. A partnership with the Princess Samara University for Technology is backing development of a local governance game to engage youth online, drawing on a similar exercise in Tunisia called 'DemocraTweet'.

OPT: Supporting Dialogue

UNDP helped train University councils to develop a stronger culture of dialogue among their youth members to better influence Palestinian political and social leadership. The Project also worked with SHAREK, a Palestinian Youth NGO, to engage with students in Palestinian universities and their leadership in students' councils. UNDP targeted seven student University councils across Palestine with the aim to promote their role in enhancing a culture of dialogue which political parties have failed to do in the past 6 years since elections have stalled. This work included enhancing capacities of student council members to articulate, effectively communicate and persuasively argue issues that affect them as active individuals and engaged citizens. Special attention was given to reinforcing the role of young Palestinian women in political leadership.

Lebanon: Strengthening public policy making skills

The Lebanese Parliamentary Internship Programme has been expanded to a greater number of Lebanese graduates of all universities in Lebanon, offering them a real opportunity to participate in public policy making. This programme provides them with a training opportunity on public policy making tools; and introduces them to the legislative and oversight functions of the Parliament and its function in the framework of parliamentary diplomacy in regional and national issues.

On the International Day of Democracy a conference on "Democratic Transitions in the Arab World and their Impact on Lebanon " was held with the participation of youth and women in political parties.

The meeting provided entry points and follow-up actions for youth and women's organizations to engage with political parties on policy definition. The objective of the conference was to raise and enhance public awareness on democracy and emphasize on its importance along with the development and the promotion of Human Rights and fundamental freedoms. In addition, surveys on the "opinions and expectations of citizens as to the roles of the Lebanese Parliament" were distributed to all attendees. A youth action plan has been developed and endorsed by the Parliament. UNDP is now working with the relevant parliamentary committees to implement the strategy, including any possible changes to laws that are required.

Libya: Monitoring Transition and Reporting on Governance

At a time when Libya is redefining its social contract, and revising core social and economic policies, reliable data is critical to informed decision-making, including on youth priorities. Young people's voices need to be reflected, as recognized by the Libyan Transitional Government, which has made youth empowerment a top priority. The project provides training to youth-led advocacy organizations on governance assessments. It will assist the development of an indicator framework on degrees of youth participation and the mainstreaming of youth issues—covering processes such as debates in the National Transitional Council, national reconciliation efforts, the creation of a Constitution and political party development. Youth groups learn to collect data under the





framework, and disseminate it to policy-makers and the general public. The project is positioned to catalyze a Libyan Youth Observatory, a concept that has not previously existed in the country.

Moldova: Greater Justice for Disadvantaged Groups

In Moldova, this UNDP-supported project mobilizes and links diverse vulnerable groups of youth around access to justice and fundamental human rights, in line with national objectives for better social and economic opportunities for youth, justice and social inclusion. It builds on opportunities presented by the pending expansion of the state guaranteed legal aid system into non-criminal areas. The project involves at least 10 advocacy groups of youth who are vulnerable including youth who are unemployed, members of the Roma community, living with HIV and AIDS, have disabilities, or are migrants or refugees. Youth learn strategic advocacy skills to apply to their key concerns and are receiving support from the project in making links to legal aid providers and support networks, as well as the National Legal Aid Council and related initiatives which aims to develop capacities to support youth empowerment for disadvantaged youth.

Cambodia: Gearing up for local and national elections

The ‘Strengthening Democracy Programme/Component: Youth Multimedia Civic Education Initiative’ aimed at reaching 3 million young voters. It is a series of TV and radio broadcasts developed in partnership with BBC Media Action, informed by a baseline study on youth knowledge, attitudes and practices in the context of public affairs. The broadcasts used entertaining stories oriented around the experiences of young people to inform them of their civic rights and responsibilities, and break down stereotypes that youth should refrain from active roles in public life. Post-broadcast research found that younger voters felt more positive about democratic participation.

Mongolia: Youth Empowerment Through Civic Education

The project has developed recommendations for revising civic education curricula to better appeal to youth, trained young journalists, and set up a Facebook group ‘DemoCrazy’. Greater national attention to youth issues is evident in the Ministry of Social Welfare’s decision to develop a youth policy.

Azerbaijan: Youth Participation in Decision Making and Policy Implementation

This project has assisted Azerbaijan to develop its first assessment tool to examine how adequately national policies respond to youth concerns, as well as a draft monitoring and evaluation plan for the State Programme on Azerbaijani Youth. With the country moving to finalize its next national development plan, Azerbaijan Vision 2020, the project organized a youth camp where young people put forward their recommendations, with a summary submitted to the Government⁹.

⁹ For more information on youth projects being supported under the UNDP DGTF, please refer to

http://www.undp.org/content/undp/en/home/ourwork/democraticgovernance/projects_and_initiatives/dqgyouth





UNDP's Strategy of Response to Transformative Change Championed by Youth in the Arab Region¹⁰

UNDP's current "Strategy of Response to Transformative Change Championed by Youth in the Arab Region" pro-eminently acknowledges the importance of youth political participation. While it proposes various measures aimed at job creation, social inclusion and youth volunteerism, however, there are no substantial activities targeting political participation. This omission reflects the need to pursue more knowledge and practice related to fostering youth political participation.

Measuring the pulse of political participation in Asia

While structural factors provide an important backdrop for analysis on young people's civic and political engagement, the most important factor is how young people themselves perceive their situation. For that purpose, the UNDP Asia Pacific Regional Centre has partnered with Asian Barometer, a research institution based in Taiwan, to examine survey data on young people's attitudes towards democracy across 11 countries in the region. The data allows for analysis around political participation and apathy, trust in institutions, support for democracy, and perceptions of governance and corruption among young people. These findings will provide important background for identifying national-level entry points for engaging young people in democratic governance activities.

Asia Young Leaders for Governance (AYLG)¹¹

Recognizing young people as key stakeholders in the national and global development agenda, the UNDP Regional Service Centre in Bangkok implemented the Asia Young Leaders for Governance (AYLG) initiative over the period 2005-2009. The project strategy was based on creating a critical mass of leadership for good governance in the region by investing in key change makers with a sphere of influence on governance outcomes. The training courses involved young leaders working in government or in areas of leadership in good governance and were between the ages of 25 – 35 years. The project partnered with LEAD international, an international NGO, to produce a set of customized leadership resource kits, hold 5 national and 2 sub-national leadership courses, train 29 leadership trainers and produce 187 leadership fellows trained in leadership skills. The programme was highly successful with stakeholders and beneficiaries requesting continuation. UNDP intends to launch a successor phase to the highly successful AYLG, under which the project would be scaled up and replicated to other regions with an indicative curriculum structure to include: a leadership skills module, thematic module(s), reflection and peer learning, and case studies.

¹⁰ http://204.200.211.31/Update_April%202011/UNDP%20Strategy%20of%20Response%20to%20Transformative%20Changes%20in%20the%20Arab%20Region-Final%20%282%29.pdf

¹¹ <http://regionalcentrebangkok.undp.or.th/practices/capacitydevelopment/projects-AYLG.html>





The way forward

The strong commitment of UNDP and other UN entities to foster youth political participation is based on several international conventions and declarations, including the Universal Declaration of Human Rights, the World Programme of Action for Youth and the Convention of the Rights of the Child. They provide a strong frame of reference for a rights-based approach to related programmes of support. Participation is a fundamental democratic right. It should be an end in and of itself to remove existing barriers to youth political participation. For the most part, promoting youth participation needs to be geared towards achieving levels relative to those of the rest of the population. Effective and meaningful youth political participation has one of three attributes: it can be consultative; it can entail youth-led participation, where young people have a direct impact on decision-making within their own youth communities; finally it can involve youth collaborative participation, where young people effectively take part in regular political decision-making processes.

A strengthened, coordinated and effective UN action is essential to achieve the overall goal of progressive and substantive inclusion of young people in political and decision-making processes at all levels. To reach this long-term objective through the definition of tangible objectives, UN entities, through the System-Wide Action Plan on Youth, will articulate their action around two main commitments in the area of political inclusion:

I. Support to young people's participation in inclusive political processes and democratic practices, through three measures, covering the wider enabling environment, individual capacity building and a specific focus on young women:

- The promotion of an enabling environment (legal frameworks, policies and plans) for young people's participation in a broad range of processes and areas (electoral and parliamentary processes, public administration and local governance, including in peacebuilding environments) at local, sub-national and national levels;
- The promotion of young people's skills and capacities to participate actively in democratic practices, including in local, national, and global processes (leadership trainings, etc.)
- The promotion of young women's participation and presence in political office and decision-making at all levels (participation of young women -through both elected and non-elected positions).

II. Support to young people's inclusion in decision making and in all levels of development processes, through two measures, focusing on UN governance and processes, on the one hand, and young men and women's contribution to the identification and implementation of sustainable solutions, on the other hand:

- Effective participation of young people and young people-led organizations in UN governance and decision-making processes (post-2015 agenda in particular)
- The ability of young people and young people-led organizations to contribute to the achievement of durable solutions for humanitarian and peace building





initiatives –focusing therefore on enabling young women and men to become active leaders in global efforts to achieve sustainable human development as a long-term investment.

For more information:

- **UNDP's work on Democratic Governance:**
<http://www.undp.org/governance>
- **UNDP's work on Youth:**
http://www.undp.org/content/undp/en/home/ourwork/democraticgovernance/projects_and_initiatives/dggyouth/unyouth/
- **UNDP's Publication on Enhancing Youth Political Participation throughout the Electoral Cycle – A good practice guide:**
http://www.undp.org/content/undp/en/home/librarypage/democratic-governance/electoral_systemsandprocesses/enhancing-youth-political-participation-throughout-the-electoral/
- **UNDP4YOUTH Teamworks Space:**
<https://one.unteamworks.org/undp4youth>

This Fact Sheet was prepared by United Nations Development Programme (UNDP) and the Focal Point on Youth, UNDESA. This is part of a collaborative effort of the United Nations Inter-Agency Network on Youth Development, coordinated by the Focal Point on Youth, UNDESA.

