

## Erratum

A. Brunold | B. Ohlmeier (Eds.)  
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On page 213 a part of the text is missing. We apologize for this mistake.

Children and Participatory Budgeting in Portugal: *Redefinition of Citizenship* and of *Citizenship Education* by Catarina Tomás

### Introduction

Democracy evokes different images and assumptions. For some, it is the image of a group that represents the majority, holding the ability to influence political decisions that are taken within the State (representative democracy), whereas, for others, it is the image of an assembly or forum where everyone has the right to participate in the whole of the decision-making process (**participatory democracy**). Both representations, as many that coexist, are not pure, thus presenting time-space variations and overlapping each other. As a result, there are different and rival notions of democracy, all centred on the model of citizenship in analysis. Parry and Moyser (1994) identify two distinctive concepts of democracy: the participatory or radical conception and the realistic conception. The former stimulates the population to adopt an active role in the governance process, seeking to expand citizen participation beyond traditional ways, such as voting or signing petitions, while the latter defends a more conservative and restricted notion of participation that does not go further than citizens' vote within regular time spans.



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