CITIZENSHIP: The International Perspective

ABSTRACTS AND KEYNOTE SPEECHES

2\textsuperscript{ND} citizED International Conference
Oriel College, Oxford
25\textsuperscript{th} – 27\textsuperscript{th} July 2006

Supplement to conference programme
## INDEX

**Keynote Speakers**

<table>
<thead>
<tr>
<th>Name</th>
<th>Page No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor James A. Banks</td>
<td>3</td>
</tr>
<tr>
<td>Professor Bernadette L. Dean</td>
<td>3</td>
</tr>
<tr>
<td>Dr. Elizabeth Frazer</td>
<td>4</td>
</tr>
<tr>
<td>Professor Wing On Lee</td>
<td>4</td>
</tr>
<tr>
<td>Professor Murray Print</td>
<td>4</td>
</tr>
</tbody>
</table>

**Papers**

<table>
<thead>
<tr>
<th>Name</th>
<th>Page No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor John Annette</td>
<td>6</td>
</tr>
<tr>
<td>Professor James Arthur with</td>
<td>6</td>
</tr>
<tr>
<td>Professor Bart McGettrick,</td>
<td></td>
</tr>
<tr>
<td>Dr. Ruth Deakin-Crick, Dr. Kenneth Wilson &amp; Elspeth Samuel</td>
<td></td>
</tr>
<tr>
<td>Professor Cherry A. Banks</td>
<td>7</td>
</tr>
<tr>
<td>Professor Kathy Bickmore</td>
<td>8</td>
</tr>
<tr>
<td>Dr. Peter Brett</td>
<td>8</td>
</tr>
<tr>
<td>Hilary Claire</td>
<td>9</td>
</tr>
<tr>
<td>Dr. Hilary Cremin</td>
<td>10</td>
</tr>
<tr>
<td>Dr. Ruth Deakin-Crick</td>
<td>10</td>
</tr>
<tr>
<td>Professor Bernadette L. Dean</td>
<td>11</td>
</tr>
<tr>
<td>Professor Mark Evans</td>
<td>11</td>
</tr>
<tr>
<td>Professor Carole Hahn</td>
<td>11</td>
</tr>
<tr>
<td>Professor Yvonne Hébert</td>
<td>12</td>
</tr>
<tr>
<td>Cathie Holden</td>
<td>12</td>
</tr>
<tr>
<td>Professor Norio Ikeno</td>
<td>13</td>
</tr>
<tr>
<td>Professor Reva Joshee</td>
<td>13</td>
</tr>
<tr>
<td>Dr. Kristina Juraite</td>
<td>14</td>
</tr>
<tr>
<td>Professor Kerry Kennedy</td>
<td>14</td>
</tr>
<tr>
<td>David Kerr</td>
<td>15</td>
</tr>
<tr>
<td>David Lorimer</td>
<td>15</td>
</tr>
<tr>
<td>Dr. Harriet Marshall</td>
<td>16</td>
</tr>
<tr>
<td>Professor Mitsuhara Mizuyama</td>
<td>16</td>
</tr>
<tr>
<td>Professor Pamela Munn &amp; Dr. Hamish Ross</td>
<td>17</td>
</tr>
<tr>
<td>Janet Palmer</td>
<td>18</td>
</tr>
<tr>
<td>Professor Walter Parker</td>
<td>18</td>
</tr>
<tr>
<td>Andrew Peterson</td>
<td>19</td>
</tr>
<tr>
<td>Professor Alan Reid</td>
<td>19</td>
</tr>
<tr>
<td>Professor Alistair Ross</td>
<td>20</td>
</tr>
<tr>
<td>Mitja Sardoc</td>
<td>20</td>
</tr>
<tr>
<td>Professor Alan Sears</td>
<td>20</td>
</tr>
<tr>
<td>Professor Anne Sliwka</td>
<td>21</td>
</tr>
<tr>
<td>Professor Judith Torney Purta</td>
<td>22</td>
</tr>
<tr>
<td>Professor Christine Zeuner</td>
<td>22</td>
</tr>
</tbody>
</table>
Keynote Speeches

Professor James A. Banks, University of Washington, Seattle, USA

Educating Students For Cosmopolitan Citizenship In A Diverse And Changing World

Conceptions of citizenship and citizenship education are being challenged by a number of historical, political, social, and cultural developments that have occurred around the world since World War II. Institutionalized notions of citizenship have been vigorously contested since ethnic revitalization movements arose in the 1960s and 1970s. Worldwide immigration, the challenges to nation states that have been wrought by globalization, and the tenacity of nationalism and national borders have stimulated debate, controversy, and rethinking about citizenship and citizenship education.

I will describe traditional conceptions of citizenship education, state why these concepts need to be interrogated, and argue that citizenship and citizenship education should be expanded to include cultural rights for citizens from diverse racial, cultural, ethnic, and language groups. Traditional notions of citizenship assumed that individuals from different groups had to give up their home and community cultures and languages in order to attain inclusion and participate effectively in the national civic culture.

Informed by the work of political and citizenship theorists such as Will Kymlicka, Amy Gutmann, and Iris Marion Young, I will argue that an effective citizenship education helps students to acquire the knowledge, skills, and values needed to function effectively within their cultural communities, nation states, regions, and the global community. It also helps students to acquire cosmopolitan perspectives and values needed to work to attain equality and social justice for people around the world. In the final part of my talk— which draws upon empirical evidence— I will describe ways in which schools can implement a transformative and critical conception of citizenship education that will enhance educational equality for all students.

Professor Bernadette L. Dean, Aga Khan University, Pakistan

SYNERGIZING DIFFERENCES: Educating for Democratic Citizenship in Muslim Societies

Muslim countries around the world are striving to become democratic societies. In their attempts to do so, they are facing multiple challenges arising from the present conceptualization and practice of citizenship such as the notion of political community, the relationship between the individual and the state, the rights of citizens, and the role of citizens in a democratic society. The paper explores these challenges to citizenship in Muslim societies. It suggests a citizenship education program that is synergistic and realized in schools reflective of the society to be created. Further it discusses the opportunities and challenges of implementing the citizenship education program.
Dr. Elizabeth Frazer, University of Oxford, UK

Depoliticising Citizenship

Educators find it difficult to teach young people about politics because we are caught between educating them about political ideals (which have little relationship to reality) and educating them about political reality (which seems to be to educate them about how ethics fails). I discuss how this pessimistic view might be countered by a renewed understanding of the foundational political power that underpins democratic polities.

Professor Wing On Lee, University of Sydney, Australia

Tensions and Contentions in the Development of Citizenship Curriculum in Asian Countries

This paper offers an analysis of the development of citizenship curriculum in a number of Asian countries, namely China, Taiwan, Hong Kong, Japan, Singapore, Malaysia, Indonesia and Pakistan. Experts in citizenship education from these Asian countries were invited to participate in a project on citizenship curriculum, following the publication of Citizenship Education in Asia and the Pacific: Concepts and Issues (Lee, Grossman, Kennedy & Fairbrother, 2004). This analysis shows that although curriculum development is rather centrally directed in Asian countries, the development of citizenship curriculum has been rather contentious during the last few decades. We have found tensions and contentions in relation to what should be taught, how it is to be taught, whether the curriculum should be state-oriented or individual-oriented, and whether the citizenship curriculum should remain unchanged in the midst of rapid social change or should move towards the forefront of change, etc. The tensions in defining citizenship curriculum reveals uncertainties in defining what should be taught in terms of citizenship, an area which is expected to provide certainties for the students in developing national identity and support of their political systems in order to bring about consensus, harmony, and social cohesion.

Professor Murray Print, University of Sydney, Australia

Youth participation in democracy and elections: Implications for citizenship education

A major problem has been clearly identified by researchers and governments which threatens the survival of modern democracy as we know it. For more than a decade young people have been disengaging from democracy in increasing numbers in most Western democracies. Research evidence shows this trend is both sustained and growing. Fortunately for citizenship educators my thesis is that we have a major opportunity and an important role to play in reversing this trend in the 21st century.

This paper reviews a major national project on youth participation in democracy in Australia. It highlights youth enrolment, voting and turnout in elections, key factors in sustaining a healthy democracy. The Youth Electoral Study (YES) employed a mixed-method approach to collect qualitative and substantial quantitative data over a four year period. The
rigor and depth of the study and the data collected give us confidence in the findings identified below as five key points:

1. disengagement of youth in democracy is primarily evident in formal political behaviour, especially through voting.
2. substantial evidence exists that young people do have political views and participate in alternative political behaviour. However, such participation may be overrated.
3. the best predictor of adult voting and democratic engagement we have is the course taken in citizenship / civics education.
4. yet civic education courses have been at best been marginally successful at building student knowledge.
5. schools offer the best chance of building a balanced, non-partisan sense of democratic worth, political knowledge and democratic values and skills.
PAPERS

Professor John Annette, Pro Vice Master, Birkbeck College, University of London, UK

Deliberative Democracy and Education for Democratic Citizenship

In this paper, Professor Annette will consider how a model of deliberative democracy provides a strategic framework for developing an education for democratic citizenship. He will begin by considering the theoretical model of deliberative democracy with its strengths and weaknesses. He will then review the development of the practice of deliberative democracy in the USA and the UK and then consider the pedagogical basis of such practice. Finally, he will examine how such a practice can provide a useful basis for developing a citizenship education curriculum.

Professor James Arthur, Dr. Kenneth Wilson, Elspeth Samuel, Canterbury Christ Church University, UK, Professor Bart McGettrick, University of Glasgow. UK
Dr Ruth Deakin Crick, University of Bristol, UK

Character Education: Templeton Project

In the face of the social efficiency and scientific management paradigm that powerfully influences the contemporary practice of education, the project explores the way schools enhance or inhibit the development of character in the 16-19 age range. The research design involves an in depth study of three sixth form centres in one city. One is a Sixth Form College, one is a State School Sixth Form, and the third is the Sixth Form of a Church School.

We define character education in the following way: first, that there is such a thing as character, an interlocked set of personal values and virtues which normally guide conduct. Character is about who we are and who we become and includes the virtues of responsibility, honesty, self-reliance, reliability, generosity, self-discipline, and a sense of identity and purpose. Secondly, that it is not a fixed set easily measured or incapable of modification. Thirdly, choices about conduct are choices about ‘right’ or ‘wrong’ actions and thoughts. Our understanding of character formation does not imply lack of student consent or participation. Our argument is that active character development is not simply about the acquisition of academic and social skills, for it is ultimately about the kind of person a student becomes and wants to become. It is to do with humans having a purpose that is beyond being and instrument or tool in a social process. This is not achieved within a vacuum for in order to become a person, an individual needs to grow up in a culture, and the richer the culture the more of a person he or she has a chance of becoming. This must, therefore, include the spiritual and religious dimensions of life.

There is a clear lack of meaningful language to describe virtues, the acquisition of good habits, and character development in British schools. The British tradition of virtue language has been eroded with the consequence that there is an impoverished discourse on character, and no clarity in the moral objectives of schools themselves, especially in the area of personal responsibility.

A particular difficulty of our current situation is, therefore, that the vocabulary students acquire is diminished by the overweening priority given to the functional purposes of
education whereas we know that a limited vocabulary reduces self-awareness and the potential for sympathetic concern. In turn, stunted sympathies will further reduce self-awareness and threaten the range of things for which one believes one can be responsible. A generous language is an essential ingredient of a generous mind and a generous personality. Good character and a virtuous life are activities of the whole person, they not things that can be passively observed or unconsciously acquired.

Michael Oakeshott drew attention to the underlying virtues implicit in the conversation between the generations, and the vital necessity of nourishing it if we were not to lose that sense of self which is necessary for all responsible personal well-being. The art of conversation is something to be learned because it requires respect for others, honest statement, a desire for truth and understanding, gratefulness for the presence of the other person not only for the judgment offered, and a willingness to pay attention. Good conversation requires good character, and will encourage the growth of a good character.

There is richness in our traditions, theological, moral and philosophical on which we can and should draw. The Christian tradition with its generous sympathies, spiritual integrity, moral imagination and sensitive commitment to human flourishing offers a refining perspective.

---

**Professor Cherry A. Banks, University of Washington, Bothell, USA**

**The Springfield Plan: A Case Study of Cultural Democracy in Action**

The Springfield Plan was a community-based plan designed in 1939 by citizens in Springfield, Massachusetts to combat intergroup tensions through education. Leaders in Springfield were concerned about intergroup tensions and wanted to eliminate or reduce the prejudice that existed in the city. They recognized that limiting the ability of some citizens to fully participate in the community would undermine democracy and could ultimately limit everyone’s freedom. Reflecting prevalent progressive education sentiments of the day, the program was centered in the city's schools. The curriculum component of the Plan was designed to help students acquire the skills, attitudes, and behaviors needed to embrace the principles of democracy in a culturally diverse society (Alland & Wise, 1945; Chatto, 1944; Chatto & Halligan, 1945). Students, however, were not simply expected to learn about democracy. The Plan enabled students and members of the community to put democratic values and beliefs into practice.

Cultural democracy is a term that was used by intercultural educators in the 1930s and 40s to suggest that “the American people must learn to respect and encourage meritorious cultural differences, while at the same time insure the cultivation of over-all purposes and co-ordination of activities which give unitary vigor to our democracy” (Kilpatrick & Cole, 1943). Community and school leaders in Springfield embraced cultural democracy. Their Plan attempted to balance unity and diversity by creating public spaces where everyone could interact as civic equals while simultaneously acknowledging that America could be “enriched by the cultural heritage of all the world without sacrificing any degree of that which is essentially American” (Covello, 1939 p. 11).

The Springfield Plan responded to issues and concerns that still concern educators and community leaders around the world (Litchenberg, 2004). Consequently, the Springfield Plan can serve as a case study that can help contemporary educators and community leaders grapple with reoccurring themes in diverse nations related to immigration, prejudice, and the gap between democratic ideals and the reality of undemocratic practices. This paper will describe the Springfield Plan, the social context in which it was implemented, and the role
that cultural democracy played in its formulation. A central component of the paper will focus on lessons that can be gleaned from the curricula and programs initiated in Springfield schools and the challenges school and community leaders faced in implementing and sustaining the changes that they made.

References

Professor Kathy Bickmore, OISE, University of Toronto, Canada

(anti-) Democratic education? Cross-cultural and international conflict education for ‘safe schools’ in urban Canada

This qualitative research in urban Canadian public schools that serve ethno cultural minority populations illustrates practices and understandings of global and cross-cultural conflict education, and their implications for interpersonal relations and ‘safe schools.’ Democratic peace building-related learning expectations (such as attention to global and local conflict, culture, and equity, and skills for discussion of controversial issues) are embedded in Canadian curriculum requirements. However, the study shows many teachers’ actual implementation of global- or local cross-cultural education to be spotty, reactive, and under-supported (with some shining exceptions). The experiences of teachers and administrators at selected schools illustrate the intersections and constraints shaping such conflict education. At the same time, the research shows that more promising alternatives are both feasible and in existence, in equally-challenged urban school contexts.

Dr. Peter Brett, St. Martin’s College, UK

“Endowing Citizenship participation with meaning: Learning from other disciplines and suggestions on ways forward”

The promotion of knowledge and skills for democratic participation is at the heart of citizenship education. But how are young people best taught to be ‘change-makers’, prepared to speak out on issues that concern them. We know from recent evidence of the Citizenship education longitudinal study in England that active citizenship and community involvement as a facet of citizenship education is an area which many schools find challenging (Kerr et.al, 2004 and 2006)).

‘Participation’ as a concept has had its critics in the right-wing press in England: “the significance that the curriculum attaches to the value of participation is symptomatic of the subject's lack of moral and substantive content...the exhortation to participate is not founded on any vision of what constitutes a good society or what it means to be a responsible citizen. Nor is it clear what kind of community-based activity pupils should engage in. Foxhunting? Going to the pub? Protesting against the building of a new supermarket? The inability of the curriculum to endow participation with meaning suggests that the promoters
of this subject cannot provide a convincing account of what it means to be a good citizen (Furedi, 2005)

This paper will explore what structural, school, organisational or cognitive factors promote or inhibit young people’s ability to participate as active citizens? It recognises that in looking towards new and more effective participation for young people, it may be necessary to move beyond the boundaries of the education literature to engage with different but allied discourses. For example, theorists and practitioners in the field of development studies have argued for greater citizen-agency where citizen-learners move from being relatively passive ‘users and choosers’ to being the ‘makers and shapers’ of a more active and engaged citizenship altogether. There are also lessons to be learned from adult education and social theories of learning such as those espoused by Paolo Freire.

Freire articulated a radical vision of political empowerment. He wrote of a ‘magical’ fatalism about Brazilian people’s lives and was concerned with awakening their political passivity. He aimed to enable them to realise the injustices they experienced. Through problem-posing pedagogy he hoped to awaken their political consciousness: “In problem-posing education, people develop their power to perceive critically the way they exist in the world…A deeper consciousness of their situation leads people to apprehend that situation as an historical reality susceptible of transformation” (1972). Sir Bernard Crick articulated a similar view more implicitly: “The politically literate person is capable of thinking in terms of change and methods of achieving change...The ultimate test of political literacy lies in creating a proclivity to action” (Crick, 2000).

There is a danger of citizenship education becoming worthy, uncritical or complacent in the hands of less than confident teachers. Yet if citizenship education is to achieve more than just encouraging functional participation and empower young people with the skills to challenge perceived injustices, it needs to confront a widespread fatalism about the fixity of politics and society. For this to happen, teachers need to have a sense of themselves as change agents, too. This paper makes some tentative suggestions as to ways forward in this area.

Hilary Claire, Primary Strand Leader, citizED

Children as Citizens: A South African Perspective

In late summer 2005 I administered the questionnaire on children’s concerns to 176 primary school boys and girls in Cape Town and Johannesburg schools, in South Africa. I conducted in-depth interviews with 31 children in small groups, drawn from the 6 classes. The sample represented the demographics of South Africa, but was urban rather than rural.

Though the analysis of the quantitative data indicates that the children are broadly optimistic that their lives will improve, and the vast majority believe they can contribute to a better world, the detail is more pessimistic. The qualitative interviews revealed that though all believed the ending of apartheid and coming of democracy had been significant, they understood that many social and economic problems of the apartheid years still blighted their society. South African children are not optimistic that major problems like crime, drug abuse, violence and unemployment in their local areas will abate. Ten years after the first democratic elections many children wondered whether the hoped for equality of opportunity for all races would come in their lifetimes.

The paper distinguishes between beliefs and values, arguing that beliefs are based on empirical evidence (or should be), while values represent the world that people want. I use this distinction to present children’s beliefs and values about the range of issues in the interview schedule, but go further to discuss what children think should be done to promote
their values. I present this first in the form of ‘Children’s Policy’ and then draw on this to offer ‘Curriculum Policy for Educators’. I argue that the children’s values are commendable in human rights terms, but that their beliefs are based on shaky evidence, and that they have no real idea about how to put values into practice. Based on the data and my analysis, I offer three recommendations to promote education in democratic citizenship.

---

Dr Hilary Cremin, University of Leicester, UK

Peace education revisited: global and inter-cultural perspectives on conflict and justice in schools

This paper will provide a brief historical, theoretical and political review of peace education in the UK, Canada and the USA before going on to suggest that Citizenship educators need to reclaim the ground that has been lost by peace educators in order to bridge the divide between 'soft' skills associated with Personal Social and Health education and the 'hard' skills of active citizenship in schools.

It will provide a comparative analysis of attitudes towards conflict and justice in different cultures, and suggest that Citizenship education can contribute to a greater awareness of these differences. In particular, it will suggest that Citizenship education can help students to deconstruct dominant Western perspectives on conflict, justice and the Law (grounded in individualism) in order to deepen their understanding of traditional perspectives from the global South and East (grounded in collectivism).

The paper will draw on Hilary Cremin's work developing and researching peer mediation in primary and secondary schools over the last fifteen years, and on her forthcoming book for Open University Press, entitled Peer Mediation: Citizenship in Action. It will chart recent opportunities for linking the Citizenship curriculum with non-adversarial approaches for dealing with conflict and discipline in schools, and with global and intercultural perspectives on conflict and justice. It will end with a recommendation for schools to embrace a new incarnation of peace education that uses citizenship as a vehicle for exploring conflict and justice at school, local, national and global levels.

---

Dr. Ruth Deakin-Crick, University of Bristol, UK

Enhancing Learning and Achievement through Citizenship Education

Findings from systematic reviews of evidence for policy and practice about the impact of citizenship education on learning and achievement suggest the need for a pedagogy reflective of learners’ dispositions, values, attitudes, stories and hopes if citizenship education is to have equal value with ‘raising standards’ as an educational outcome. Such pedagogy will be characterised by relationships between teachers and students where trust, affirmation and challenge play a constitutive role, so learning can grow through interaction and communication. It will foster an interaction between the learners’ own stories, the stories embedded in the knowledge they are assimilating and the stories and values of their communities. Such a pedagogy is incompatible with an authoritarian, ‘top down’ approach to learning, and requires attention to be given to the ‘person’ who is learning – encouraging awareness, ownership and responsibility of the self as a learner. Knowledge will be assimilated and transformed rather than repeated, and assessment will attend to the processes
and dispositions of learning as well as the outcome – responsibility for assessment will increasingly be given to learners themselves. The dispositions, values and attitudes necessary for citizenship education, for ‘learning power’ and for enterprise are similar and together constitute a significant balance, and possibly even pre-requisite to ‘raising standards’ as an educational goal.

Professor Bernadette L. Dean, Aga Khan University, Pakistan

Developing political literacy through controversial issues

Teaching students about the parts and functions of government institutions has been a part of social studies education. However, the problems and issues in society and role of the citizen in dealing with them are seldom addressed. If students are to participate effectively as citizens in public life at the local, national and global levels they must be prepared to deal with controversial issues.

This paper will present the efforts of a group of teachers to develop the political literacy of students through dealing with controversial issues in the classrooms. It will highlight the methodology the teachers used, the knowledge and skills students developed and the possibilities and challenges the teachers faced in dealing with controversial issues in Pakistani classrooms.

Professor Mark Evans, Ontario Institute for Studies in Education, University of Toronto, Canada

Educating for global citizenship: Building capacity through school-university collaboration and authentic professional enquiries

This session will overview how a diverse group of teachers, researchers, teacher candidates, students and members of community-based organizations engaged in a research-based enquiry to deepen their understanding of global citizenship and to guide the development of curriculum resources for the classroom. Particular attention will be given to the professional learning orientation (‘circle of learners’ that emphasizes teacher participation, voice and difference) that underpinned the initiative and to the pedagogical ideas developed for the culminating teacher’s handbook, Educating for 'global citizenship' in a changing world.

Professor Carole Hahn, Emory University, USA

Review International Political Socialization Research

Carole Hahn will review political socialization research from various regions of the world, as well as secondary analyses of the large cross-national IEA study. She will conclude by considering, what we know from recent research and what we need to know.
With the renewal of programmes of studies in regard to education for citizenship, the notion of responsibility has shifted from a passive informed role for citizens as voters, to a more active role for citizens as socially, morally and politically aware participants. Examining the shift within the former and new programmes of studies in three major provinces: Alberta, Ontario and Québec (in alphabetical order/West to East order), I intend to explore the notion of ‘responsibility’ in its individual and collective curricular manifestations. I intend to argue that this is a relational notion, embedded in a sense of authority and power, taking up the view of Seligman (2000); and that the shift of meaning in the new civic curricula reflects both the dominance of neo-liberalism in an age of globalization and the rise/return of education for democracy. Of particular relevance is the shifting sense of self as worker, consumer and entrepreneur. Thus is created a malleable individual who is subject to new forms of controls, making an enterprise of the individual within a greater government and corporate reliance on the free market. What then are the differences and similarities between a responsible citizen in civil society and the entrepreneur in the corporate sector?

References


Cathie Holden, University of Exeter, UK

Children as citizens: an international perspective

This presentation focuses on the concerns of young people for their personal, local and global futures. It builds on the research reported in Toronto last year as the project has now been extended beyond the UK to include children in The Gambia, South Africa, Canada, the Ukraine, Spain, Kyrgyzstan, Pakistan and Sweden. The study illuminates children’s understanding of current key local and global issues (poverty, employment, crime and violence, prejudice, the environment) and the extent to which they feel prepared as active citizens, informed and motivated to act for change.
This presentation will focus on the findings from the UK, Kyrgyzstan, and South Africa. Initial findings indicate that whilst children share some common global concerns, local circumstances also significantly influence their responses and the extent to which they informed about current issues. The findings have implications for policy makers and practitioners engaged in education for citizenship. Some of these will discussed by Hilary Claire, who will follow this presentation with a discussion of the South African data.

Professor Norio Ikeno, Hiroshima University, Japan

Citizenship education should be not moral, but ethical.

Citizenship education in every country has many aspects. Their representatives are social aspect, political aspect, and personal aspect. In the social aspect, citizenship education approaches the matter of human relationship, in the political aspect it approaches the matter of decision making, in the personal aspect it approaches the matter of value judgement.

In this paper I am treating the matter of value judgement under three heads.
1. The growth of understandings in language activities or speech acts of each child and their group
2. The growth of ideas in social attitude and action of each child and their group
3. The growth of communication in language and ideas of each child and their group

Under three heads I am considering the relation between the group of knowledge, action and communication and the group of personal and social value, moral and ethics in the sample unit of citizenship education.

I argue that
1) Each child deals with his/her morals and their ethics in the unit.
2) He/she decides and judges his/her moral based on the validity of ethics.
3) He/she grows himself, changing their morals into ethics.
4) Citizenship education should be not moral, but ethical.

Professor Reva Joshee, University of Toronto, Canada and Dr. Lauri Johnson, University of Buffalo, USA

From Springfield to Welland and Beyond

In the 1940s in the United States and Canada a number of communities were seeking ways to address issues of intercultural and intergroup relations. Education was the primary vehicle through which the work was carried out. Interestingly in both countries the initiatives were often couched in the language of promoting democratic citizenship. One of the more famous of the U.S. programs was the Springfield Plan, which originated in Springfield, Massachusetts. Recent interest in examining the Springfield Plan has centred on its importance as a precursor to work in multicultural education. We contend it was also an important program in terms of work in political citizenship. This paper will examine the original program and two Canadian programs that were inspired by it in the context of other contemporary work in citizenship education. We will highlight the similarities and differences among the programs and use this as a basis to talk about the foundation for education for political citizenship in the two countries.
Dr. Kristina Juraite, Vytautas Magnus University, Lithuania

Dialogue between university and community: CIVICUS project findings

Citizenship education has become an important issue on the national and international discourse among the members of educational community, civil society organizations, decision and policy makers. Higher education institutions have a particular mission in training active and responsible citizens for meaningful participation in society. Although it is generally accepted on the normative level, the actual situation hasn’t been as successful in terms of building strong partnership with community and societal organizations.

The paper addresses citizenship education understood as an active dialogue between university and community which provides students, their teachers and community members with opportunities to work together and learn simultaneously becoming partners in the process of learning. The following issues will be discussed: What kind of strategies of partnership do really work in Lithuanian higher education? What are the benefits of such cooperation? What are the obstacles of more active partnerships?

CIVICUS is an international research project in the framework of EU Leonardo da Vinci Programme which covers six European countries, including new, as well as old EU members. The project is aimed at exploring forms and strategies of cooperation between universities and their social partners.

Professor Kerry Kennedy, Hong Kong Institute of Education

‘Active’ Citizenship revisited: How do Students See Themselves As ‘Active’ Citizens?

Marinetto (2003, p.104) has pointed out that “the idea of active citizenship has entered the political calculations and ideological calculations of governments on both sides of the political spectrum”. There are certainly policy prescriptions (The European Commission, 1997, Curriculum and Qualifications Authority, 1998) and related research (Putnam, 1995) that tend to support this contention. Yet “definitions of citizenship are very country-dependent” (Benn, 2002, p.2) so that it cannot be assumed that “active citizenship” will necessarily be conceived of in the same way by citizens in different countries.

Torney-Purta et al. (2001), analyzing data from the IEA Civic Education Study, showed that amongst 14 year olds in twenty eight countries there were two broad conceptions of active citizenship that they labeled as ‘conventional’ and ‘social movement’ citizenship. They also showed that there were country variations among these two broad conceptions. Kennedy, Hahn and Lee(2005), focusing on the IEA Civic Education data from Australia, the United States and Hong Kong, showed some unexpected country variation as well as similarities between countries that were not obvious or predictable. Despite policy priorities advocating more active forms of citizenship, it seems that students in different country contexts have quite distinctive views about the ways in which they will participate as active citizens.

The purpose of this paper will be to report the results of a study that has investigated the dimensionality of active citizenship. Using data from the IEA Civic Education Study (Torney-Purta, et al., 2001), the current study has identified the factor structure of an ‘active citizenship’ scale using the international sample. The development of this scale
suggests that ‘active citizenship’ in can be expanded beyond notions of ‘conventional’ and ‘social movement’ citizenship’ that were identified in the original IEA Civic Education Study.

References

David Kerr, Principal Research Officer, National Foundation for Educational Research and Visiting Professor, Birkbeck College, London, UK

Active Citizenship and Young People: The Progress of Citizenship Education in and beyond Schools in England

This session reports on the latest findings from the nine-year Citizenship Education Longitudinal Study. The Study aims to identify measure and evaluate the extent to which effective practice in citizenship education develops in schools in England. The latest findings review the progress of citizenship education in schools between 2003 and 2005. They also reflect on the opportunities and experiences that over 13,000 Year 9 (age 13 to 14 years old) students have had of active citizenship in and beyond schools. The session ends with a series of recommendations for taking active citizenship forward and a consideration of the where the Study goes from here.

David Lorimer, The Scientific Network, Fife, UK

Learning for life – an analysis of preferences in personal qualities

Learning for life has been run as a values poster competition in 21 Scottish schools over the academic year 2005-06. We have been able to analyse preferences expressed in a large number of posters, which are divided into four sections with 10 subheadings. The sections are personal development, principles for successful living, turning things around and relationships with others. Students have been asked to identify the most important quality for them in each of the sections and give an indication of their second and third preferences. This paper will present the results of our analysis and shed light on differences in preference between schools, age groups and gender. It will also raise some new questions for future research. See www.learningforlife.org.uk
Jumping on the bandwagon: Exploring the discourse, history and agenda of global citizenship education in the UK

This paper addresses some of the debates surrounding the meaning of, and movement for, global citizenship education in the UK. Recent government-endorsed strategy documents advocate the need to ‘put the world into world class education’ (DfES 2004), recognise ‘the global dimension’ of citizenship (DEA 2001; DEA/DFID 2005) and form ‘global education networks’ (www.britishcouncil.org) – but this global citizenship education discourse is sometimes used without regard for the long history of education for global citizenship in the UK. The global education movement (as conceptualised by Hicks and Holden for example, 2006) has predominantly consisted of NGOs, teachers and other individuals working to promote notions of global citizenship in schools for over 60 years. Whilst this heterogeneous movement has expressed some concerns about the citizenship curriculum (Marshall 2005), it has worked hard to access citizenship curricular space and has had some noticeable successes. Given this context, I hope to highlight some of the complexities underlying the notion of global citizenship as advocated by governmental educational policy (and some commentators in the field of citizenship education) in relation to the discourse of the broader movement for global education.

References:

The Present Situation of Citizenship Education in Japan

Educators’ interests have focused rapidly on citizenship education in Japan. Because of the lack of a suitable Japanese word for ‘citizenship’ so far, words such as ‘koumin-sei’ (which means the quality of the nation) or ‘shimin-sei’ (which means the quality of the civic) have been used. Such translations are decreasing recently, and it is increasing the opportunities to use the English word ‘citizenship' itself. This shows that the word ‘citizenship’ is becoming popular in Japanese society.

In this presentation, the present situation of new citizenship education in Japan is considered, and its advantages and disadvantages are examined from two sides: the system, and the contents.
On the system

The report of the Japanese Ministry of Economy and Industry (2006) uses two perspectives of 'formal and non-formal', and 'formal and informal', in order to classify citizenship education.

<table>
<thead>
<tr>
<th></th>
<th>Formal</th>
<th>Informal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal</td>
<td>1) Education as a subject, like social studies, in the school</td>
<td>2) Education as a life-long education in the community center</td>
</tr>
<tr>
<td>Non-formal</td>
<td>3) Education as an integrated learning in the school</td>
<td>4) Education organized by NGO/NPO</td>
</tr>
</tbody>
</table>

From this classification, two characteristics can be revealed regarding citizenship education in Japan. The aspects of 3) and 4) become active recently, though the aspects of 1) and 2) were in the centre until now. Because of the individuality of every field of citizenship education, it seldom crosses the border to other areas. The mutual interchange of exceeding territory is necessary.

On the contents

The contents of citizenship education can be classified spatially or pedagogically as follows.

<table>
<thead>
<tr>
<th>from the range of space</th>
<th>Regional, National, Global</th>
</tr>
</thead>
<tbody>
<tr>
<td>from educational pedagogy</td>
<td>Adaptive, Critical</td>
</tr>
</tbody>
</table>

By combining these two viewpoints, the following table can be composed.

<table>
<thead>
<tr>
<th></th>
<th>Regional</th>
<th>National</th>
<th>Global</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical</td>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
</tr>
<tr>
<td>Adaptive</td>
<td>(4)</td>
<td>(5)</td>
<td>(6)</td>
</tr>
</tbody>
</table>

In this arrangement, one characteristic can be revealed. There are many examples of (3) (4) (5) and (6) comparatively. This shows that even if the critical and creative learning for the matters which are not so close to themselves can be developed, it is difficult to develop the critical learning for the matters which are close and have stakes in them. It is needed to develop critical and creative citizenship education for (1) and (2).

Professor Pamela Munn & Dr. Hamish Ross, University of Edinburgh, UK

What Counts As Student Voice In Active Citizenship Project Reports?

Education for citizenship can be seen as an enduring overarching purpose of schooling, although what counts as citizenship and hence the purpose of education for citizenship has long been contested. For example, current interest in developing 'active citizens' through curriculum projects of various kinds can be read in different ways. In the widest sense, the development of dialogical space, encouraging pupils' voices in school decision-making, could be said to have the kind of transformative value outlined by Freire (1970) in which young people can recognise power relations and overcome their oppression. Alternatively, such participatory processes could be understood as part of Foucauldian governmentality systems in that the outcome of the very same participatory development is to neutralise Freirian awareness of oppression (Masschelein and Quaghebeur, 2005).
This paper focuses on how student voice in school decision-making is represented in a small number of project mini-reports published by the Scottish Schools Ethos Network (http://www.ethosnet.co.uk/), a network designed to share good practice in, and challenges to, developing a positive ethos. Mini-reports on various aspects of ethos were published over the life of the network, and 2003-05 saw an emphasis on citizenship projects as a way of developing a participatory school ethos. We look at whether and how these mini-reports represent student voice and what we might infer about the authors' values concerning student voice. Since most of the reports were written by teachers, for teachers, we also aim to uncover the tacit assumptions being made about student voice by those writing about this for fellow professionals. We hope, in short, to be able to make preliminary claims about how student voice is valued by the education profession concerned with citizenship projects and their evaluation. This is important because education for citizenship in Scotland emphasises the significance of a participatory school ethos in promoting knowledge and understanding of active citizenship. Teachers are clearly key actors in promoting such an ethos, but little is known about their perceptions or understanding of education for citizenship.


Janet Palmer. HMI, UK

Ofsted 2005/06: some reflections on inspection and findings.

Ofsted is now reflecting on the evidence that has come from the first year of operation under the new inspection arrangements. Qualitative evidence of the progress schools have been making with implementation of citizenship has come from visits to a sample of schools by HMI and AIs. Additionally, Section 5 inspections have provided broader evidence, and evidence of ECM outcomes relevant to citizenship. Also this year, Ofsted published its report on post-16 citizenship and continued work on the development of the CPD. The latter will continue as the new phase of CPD courses begin in the new year.

All of this and other available evidence adds up to a picture of increasing pressure in the system and continuing, albeit slow progress as more schools find ways of providing substantial programmes and more teachers think about the pedagogy most in keeping with the aims of citizenship education. The gains made and the continuing barriers to progress will be discussed in an Ofsted report to be published in September.

Professor Walter Parker, University of Washington, Seattle, USA

Democratic Education and the new ‘international education’ movement in the US

Public schools in the US have touted a democratic mission since their founding in the 19th century, but that may be changing under the recent tide of globalization. This paper, a discourse analysis using the framing perspective, focuses on the new ‘international education’ movement in US schools, which puts forward ‘international education’ as the common-sense solution for what ails US society today. My questions are these: Who advances this school-based solution, why, and what do they mean by it? Are the democratic and international missions compatible?
Andrew Peterson, Canterbury Christ Church University, UK

Understanding and Determining
“Dispositions” Within Citizenship Education in England

The Final Report of the Advisory Group on Education for Citizenship and The Teaching of Democracy in Schools (QCA, 1998: 11), which preceded and largely informed the introduction of Citizenship Education in England, established social and moral responsibility as a central component of the subject. The Report (QCA, 1998: 44) outlined a number of ‘values and dispositions’, which were deemed ‘essential elements to be reached by the end of compulsory schooling’. Although the Citizenship Order ‘followed the reasoning of the Crick Report to a considerable extent’ (Annette, 2005: 329), ‘values and dispositions’ did not feature explicitly within the Programmes of Study to be followed by schools.

In the first half of this paper I focus on specifically on ‘dispositions’, and suggest that considering them in terms of the virtues necessary to play an active and informed role in public affairs can help our understanding of Citizenship education. I contend that our understanding of these civic virtues can benefit from recourse to contemporary civic republicanism, and in particular to the republican position advocated by Michael Sandel (1996) in Democracy’s Discontent. However, I further argue that Sandel’s work is less helpful in contending with the question as to how, in modern pluralist societies, agreement can be achieved on the nature of values and dispositions essential for citizenship. Thus, I also consider the issue as to how such agreement may be achieved and suggest that Citizenship education may benefit from implementing formal structures for the identification, agreement and determination of values and dispositions similar to those currently employed in Religious Education in England.

Professor Alan Reid, University of South Australia

Making the community curricular

There has long been a strand within the literature on citizenship education which argues the case for developing the skills and dispositions for active citizenship through community involvement and engagement. This paper suggests that such approaches have tended to be co-opted into the logic of the mainstream curriculum. This has produced a quietest approach to citizenship education, one that marginalizes the knowledges of families and regions outside the culture of power. This paper will explore why this happens. It will then draw upon a research project which involves working with teachers in the northern region of Adelaide to redesign middle years pedagogies through mobilizing students as researchers of their own local life worlds. In particular it seeks to identify the ‘funds of knowledge’, and ‘funds of pedagogy’ that exist in the community in order to make these a starting point for curriculum work. The paper analyses the challenges of making the community curricular in this way, and identifies the implications for citizenship education.
This paper reports on a study carried out with colleagues in Slovenia and Hungary. Eight teachers in each country were interviewed about their understanding of cooperation and competition in the classroom. We also talked with pupils and observed some classroom activities. We found markedly different attitudes in the three countries. Slovenian teachers, particularly primary teachers, were clearly intending to develop collaborative learning approaches, and sought to minimise competitive behaviour. The Hungarian teachers regarded competitive behaviour as inevitable — some saw it as desirable, if not necessary, for life in contemporary society. The English teachers tended to prefer cooperative behaviour, but accept (and sometimes use) competitive behaviour, although often acknowledging that this was not necessarily what they would prefer. In particular, the English teachers tended to shift the discourse to the pressure to ‘raise standards’, rather than to promote particular kinds of learning. This paper discusses some of these findings, and relates these to the current educational discourses in each country.

Mitja Sardoc, Educational Research Institute, Ljubljana, Slovenia

Tolerance, Respect and Recognition: Some Tensions

The central purpose of this presentation is to provide a theoretical examination of the three ways of accommodating diversity in contemporary pluralist democracies, i.e. tolerance, mutual respect and recognition and their implications for a liberal-egalitarian account of civic education. The presentation consists of four parts. In part I, I present the main philosophical and conceptual issues related to liberal tolerance and examine the main arguments offered to defend tolerance within the liberal tradition. I proceed in part II with the critical examination of the two contemporary objections to liberal tolerance, i.e. the asymmetry objection raised by multiculturalists and the reverse spill over objection raised by feminist political theorists. I then examine the notions of mutual respect and recognition which have been advanced primarily as a response to the inadequacy of tolerance. In part III, I examine the tensions between tolerance, mutual respect and recognition in terms of their status, scope and justification. In part IV, I advance the account of tolerance as impartiality which should offer equal concern and respect to citizens with diverse conceptions of the good to be equally entitled to play a role in determining how one’s society evolves.

Professor Alan Sears, University of New Brunswick, Canada

“The Sound and The Fury: Rhetoric and Reality in Canadian Citizenship Education”

Responding to a rising sense of crisis about the disengagement of citizens from participation at various levels of civic life, democratic jurisdictions around the world have given increased attention to citizenship education in both policy and programs in citizenship education. This attention is manifest in things like the National Curriculum order in England, the declaration of 2005 as the Year for Citizenship Through Education by the Council of Europe, and the development and implementation of the Discovering Democracy programme in Australia. Similar concerns about the alienation of young people from political and social
life have surfaced in Canada and most provincial ministries of education have responded with increased attention, at least at the level of rhetoric and policy, to citizenship education.

This paper will compare current policy and program trends in Canada with those in Australia, England, Europe and the U.S. and will argue that as educational jurisdictions around the world have become involved in citizenship education Canada has been a dabbler rather than a player. The point is well illustrated through Canada’s relationship with the IEA’s Civic Education Study in the late nineties. (1) Along with 24 other countries, Canada contributed a case study to Phase 1 of the work. Considering the data from all of the countries, the study directors concluded that almost everywhere citizenship education was a high priority in rhetoric but a low priority when it came to the actual allocation of resources at all levels. The observation confirmed what the authorities in the separate national jurisdictions already knew and preceded or coincided with important initiatives to address the situation, including initiatives in England, Australia and the French Community of Belgium which are jurisdictions included in this study. One of those initiatives was collaboration with the IEA in Phase 2 of the Civic Education Study which provided an opportunity to establish national and international baselines concerning the civic knowledge and engagement of fourteen year-olds. Neither Canada nor any of its provinces was able to muster the commitment, interest, or know-how to participate in Phase 2, though there has been Canadian participation in other IEA studies related to literacy and to math and science. As many countries in the international community have addressed the issue of high rhetoric and low commitment in recent years, Canada’s contribution to and involvement in the field of citizenship education, and the associated area of character education, has languished. While other jurisdictions have proceeded apace with important contributions to policy and program development, measurement and evaluation, research, implementation and teacher development, neither Canada as a whole, nor any province, has to date demonstrated a sustained and substantial commitment.


Professor Anne Sliwka, University of Trier, Germany

Controversial Issues in German Secondary Schools: The Deliberation Project

German schools at the upper-secondary level are gradually introducing new settings for learning, which provide students with opportunities to work in heterogeneous groups, act autonomously and use resource material interactively. The deliberation forum, an innovative setting for learning that we developed in response to these new demands, promises to develop all three of these competencies. Inspired by empirical research on deliberative democracy conducted in the field of political science we created a setting in which students can learn about and deliberate on controversial issues in a structured environment. In the paper, I will describe how this approach can be used by others and will then analyse and reflect on our work with students aged between 15 and 18 on self-chosen controversial subjects.

Each of these deliberation fora was organised by a class or group of students who chose a controversial issue, e.g., Germany’s immigration policy; Turkey’s membership of the EU; Ethical questions concerning genetical engineering.

The students in the ‘project group’ organised a two-day event, to which other students from the school (the ‘participants’) were invited. By means of a questionnaire, the project group
first surveyed the participants’ knowledge and opinions of the controversial issue, and then planned two full school days of discussion with an expert panel (on the first day) and politicians (on the second day) alongside deliberation on the issues in small groups. Finally, the project group surveyed participants’ knowledge and opinions again, analysed the results and presented these to their school community. The paper presents some qualitative and quantitative evidence on the learning that was triggered by the deliberative fora that have taken place in German secondary schools so far.

Professor Judith Torney-Purta, University of Maryland, USA
(paper available at Oxford)

Professor Christine Zeuner, Helmut Schmidt-Universität, Hamburg, Germany

“Knowledge helps: Political Participation through Societal Competences”

The paper discusses what kind of political knowledge is important for citizens in order to be able to participate fully in a democratic society. Starting from a point of view that not only “skills” are necessary for effective participation in public life but also political and economic knowledge concerning societies the paper introduces curricula of “societal competences” which have been developed by European scholars and practitioners of adult education within a Grundtvig 1 project. [1] The project aimed at developing curricula for courses on democratic citizenship concerning societal competencies, in particular:

- Identity Competence / Intercultural competence
- Technological Competence
- Awareness of, and competence in, social justice
- Ecological Competence
- Historical Competence
- Economic Competence.

The paper will first discuss the underlying philosophical thoughts and political aims of the societal competencies as they have been developed by the German philosopher and sociologist Oskar Negt in the 1980s. Derived from an earlier curriculum concerning critical workers education in Germany the 1960s and 1970s Negt developed the idea of “societal competences”. These competences convey knowledge which Negts thinks necessary for people in order to understand modern societies. This knowledge than enables them to be more effective in public life. It surpasses the level of skills described in some approaches of political literacy and aims at a deeper understanding of the interdependencies and the interrelations of problems and developments faced by modern societies.

Second, the paper will present the six societal competences in depth, according to content and aims as they have been developed in the Grundtvig-project.

Third the theoretical background of the curricula will be discussed as well as the approach of learning-theory involved and its didactical and methodological consequences. Originally, Negt developed the idea of “learning through examples and sociological imagination” within the scope of critical workers education. Within the curricula for the societal competences this
approach has been broadened and Paulo Freires approach of developing “critical praxis” through knowledge and understanding has been included. Finally the project, its intentions and expected outcome will be assessed.