Deliberative Democratic Engagement and Education for Inclusive and Democratic Citizenship

In this paper I want to examine how the theory and practice of deliberative democracy can provide a pedagogy for an education for inclusive and democratic citizenship. I will briefly consider the development of both the theory and the practice of deliberative democratic engagement. I will, in particular, consider the issue of ‘difference’ and how this has had an important impact upon deliberative democratic theory. I will then consider how the issue of the institutional design of deliberative democratic practice, which is informed by the theoretical literature, can provide a pedagogy for an education for inclusive and democratic citizenship. This presentation will be based on the existing research literature and my own research based on adult education for democratic citizenship.

Biography:

John Annette is Professor of Citizenship and Lifelong Learning, Dean of the Faculty of Lifelong Learning and Pro Vice-Master at Birkbeck College, University of London. He is currently researching and publishing in the areas of citizenship education in schools and for lifelong learning, service learning and community partnerships in higher education, and on adult learning for community leadership and involvement in community development and local governance.


He is an advisor to the Department for Children, Families and Schools on youth volunteering, also the ‘Community Empowerment Unit’ of the Department for Communities and Local Government on capacity building for citizenship and community development. He is on the Executive of the Universities Association for Lifelong Learning (UALL) and Chair of the Higher Education Community Partnership Network. He was recently a member of the national Commission on the Future of Volunteering in the UK which reported in February 2008. He is Co-Director with Dr. Hugh Starkey of the joint Birkbeck and Institute of Education (both colleges of the University of London) International Centre for Education for Democratic Citizenship. www.bbk.ac.uk/icedc/
Professor Carole L. Hahn  
Charles Howard Candler Professor of Educational Studies, Emory University, Atlanta, USA

Doing Citizenship Education Research Internationally, Comparatively, and Globally: What’s Next?

Abstract

Over the past decade, research on education for citizenship, as well as political socialization research, has gone global. In this presentation, I will synthesize findings from past international and comparative civic education research. I will consider the “dialectic of the global and the local” (Arnove & Torres, 2003) with attention to differing research traditions that affect researchers’ questions, choice of research methods, and interpretation of findings. I will discuss “what we know” and “what we need to know” about education for citizenship from diverse perspectives. In addition, I will raise issues to be considered in conducting and interpreting future research with a comparative perspective.

Biographical description

Carole L. Hahn is the Charles Howard Candler Professor of Educational Studies at Emory University in Atlanta, USA and an Advisory Professor at the Hong Kong Institute of Education. Professor Hahn received the Jean Dresden Grambs Career Research Award from the National Council for the Social Studies in 2005 (USA). Earlier she received the Jubilee Prize of the Danish Secondary Teachers’ Union for her book Becoming Political: A Comparative Perspective on Citizenship Education (SUNY Press, 1998). She was the U. S. National Research Coordinator for the 30-nation Civic Education Study of the International Association for the Evaluation of Educational Achievement (IEA). She is a past president of the National Council for the Social Studies.
Multiple Methods as “Ways of Knowing”: What We Can Learn about Democracy and Patriotism from Citizenship Education Research

Abstract
The relationship between democracy and patriotism rarely features in educational discussions of ‘active citizenship’, but it is a core issue in public policy. It has been highlighted in a post 9/11 world where nation states seek more than ever the allegiance of their citizens. Such allegiances cannot always be guaranteed since ethnicity, religion, supranationalism and globalization often make competing claims on citizens. A key issue for citizenship education researchers is how best to address this public policy issue.

Addressing the issue will not be easy. Educational research in general, and citizenship education research in particular, has taken a postmodern turn in its preference for the singular over the generalizable, the case study over the randomized representative sample and the story over statistical analysis. There are, of course, exceptions, but on the whole postmodernism, rather than positivism or even post-positivism rules in citizenship education research. There has been much debate about this paradigm shift, and rightly so. Yet the fact remains, that citizenship education researchers have to confront issues that are of public concern and they need to use the full range of research methodologies that are available to them.

This paper will show how multiple research methods have been utilized to investigate issue related to democracy and patriotism and how the findings of such research can be used to inform educational practice. Specific reference will be made to what would be classified as “quantitative” research conducted in the positivistic tradition with an emphasis on what has been learnt conceptually about the relationship between democracy and patriotism, especially from a student perspective. In addition, reference will be made to so called “qualitative” research in the form of autobiography and life story as a means of better understanding complex relationships within individuals when it comes to democracy and patriotism. The role of research paradigms in these contexts is to illuminate different ways of understanding the social and political world rather than to prescribe “the one best way” to conduct citizenship education research.

Biography:
Professor Kerry Kennedy has worked at The Hong Kong Institute of Education for over six years and prior to that worked in a number of Australian universities. His research interests are in the areas of citizenship education, education policy contexts and the school curriculum. He has taken a particular interest in citizenship education in the Asia Pacific region. He has worked with Professors Lee Wing On and David...
Grossman on a series of publications that have sought to understand conceptual issues (Citizenship Education in Asia and the Pacific – Concepts and Issues, Springer, 2004) and curriculum issues (Citizenship Curriculum in Asia and the Pacific, Springer, 2008) in the region. Currently he is working with the same colleagues on a third book in the series that will focus on Asia Pacific Pedagogies in Citizenship Education. His interest in cultural issues led him to examine closely Hong Kong’s curriculum reform agenda (Changing Schools for Changing Times: New Directions or the School Curriculum in Hong Kong, Chinese University Press, 2005). The same cultural interests led to his co-authored work with John Lee, Changing Schools in Asia: Schools for the Knowledge Society, Routledge, 2008).

Currently he is involved in a number of publicly funded research projects: schooling provision for ethnic minority students in Hong Kong; theorizing curriculum implementation issues related to Hong Kong’s educational reform; and a project examining civic and citizenship education policy and practice in Hong Kong. He is also a member of the Project Team responsible for Hong Kong’s participation in the International Civic and Citizenship Education Study.

Professor Walter Parker, University of Washington, Seattle

“Citizenship Education and Global Education: Contradictions and Continuities”

Increasingly, schools around the world are adopting international (or global) education. Phrases like “the global economy,” “our increasingly interconnected world,” and “global citizens” role off the tongue as easily as tic tacs. Audiences hearing these words nod their heads approvingly. I ask “What does it mean? What work is it doing and what forms is it taking?” In response, I present a case study of the “international education” movement in schools in the United States. There, public “international” schools are cropping up in neighbourhoods across the country, an annual International Education Week is co-sponsored by the federal Departments of State and Education, awards are given to exemplary “international education” programs by private foundations, and national and state coalitions are being formed to advance the movement.

I studied the U. S. movement from three angles: observing in a sample of public schools that have transformed themselves into “international” schools, interviewing movement activists who are conceiving and implementing various forms of “international” education, and examining government and foundation initiatives and articles in professional media. Frame and discourse analysis were the primary analytic tools.

I found a fundamentally plural movement with a farrago of meanings and programs. Contradictory forces such as nationalism and cosmopolitanism are at play, and strong and weak discourses are competing for funding and media attention on an uneven discursive field. Both civic and neoliberal interests are at work, and the traditional purpose of schools the world over—strengthening the nation—is both losing and gaining ground. Citizenship education, which typically is focused squarely on the nation, is rubbing against another focus—humanity—and the first is winning.

“International education” in the U. S., I conclude, is a solution on the move. It serves multiple and divergent masters, some with more institutional power than others.
to advance their agendas; it solves a variety of problems, and it expresses diverse and sometimes conflicting values. Only when viewed from the outside and at great distance is there coherence to the “international education” movement in U.S. schools, and that is mostly an illusion conjured by the common use of a name.

**Biography:**
Walter Parker is a professor of education and political science at the University of Washington, Seattle. His work focuses on the intersection of three curricular phenomena: citizenship education, multicultural education, and global education. It includes studies of classroom discourse, contentious curricula, and, recently, the new “international education” movement in U.S. schools. His books include Educating the Democratic Mind (1996), Teaching Democracy (2003), Social Studies in Elementary Education (2009), and Social Studies Today: Research and Practice (forthcoming from Routledge).

---

**Professor Christine Roland-Lévy**
*L'Université Paris Descartes, France*

**Combining research methods for citizenship**

The presentation will focus on the methodological debate of quality versus quantity. It will aim at showing the advantages of combining qualitative and quantitative research methods when studying citizenship. The approach will be from a multidisciplinary perspective, from education to social sciences, with a specific flavour of psychology and especially of social psychology. It will be based on the presentation of various research questions around citizenship showing, for each one, advantages and disadvantages of a qualitative versus a quantitative approach. It aims at convincing of the limitations of traditional mono-methods, and at providing the practicalities of combining evidence from a variety of data collection modes in order to enrich our understanding of citizenship and citizenship education.

**Biography:**
'Pr. Dr. Christine Roland-Lévy has been teaching in Social Psychology in the Paris Descartes University for more than 20 years, in Social Psychology and Economic Psychology. She is a member of the Laboratory of Applied Psychology, at the Université of Rheims. She has edited 10 books and published 26 articles in international scientific journals.
She also has close links with international applied research, especially in Economic Psychology, via larep, International Association of Research in Economic Psychology, association of which she was the President for two years (97-99), and via division 9, Applied Economic Psychology, of IAAP; she was President of this division (04-06), and is member of the executive committee of IAAP, International Association of Applied Psychology. She is now President Elect of Children's Identity and Citizenship European Association, CiCe and will become President in October 08 for two years.'
Authors: John Ainley, Julian Fraillon and Wolfram Schulz (Australian Council for Educational Research)

Concept and Design of the International Civic and Citizenship Study (ICCS)

The purpose of the International Civic and Citizenship Assessment Study (ICCS) is to investigate the ways in which young people (median age 14 years or approximately Grade 8 students) are prepared to undertake their roles as citizens in a range of countries in the 21st century. ICCS is the third international IEA study in this area and it is explicitly linked through common questions to the IEA Civic Education Study (CIVED) which was undertaken in 1999 and 2000 (Torney-Purta, Lehmann, Oswald and Schulz, 2001; Amadeo et. al., 2004; Schulz and Sibberns, 2004). The study will survey 13-to-14-year old students in 39 countries in the years 2008 and 2009. Outcome data will be obtained from representative samples of students in their eighth year of schooling and context data from the students, their schools and teachers as well as from national study centres.

ICCS will report on the cognitive, affective and behavioural outcomes of civic and citizenship education across the participating countries. The study will also collect and report detailed information about the antecedents and processes that form the context for the civic and citizenship educational outcomes. In addition, the project will gather information on national educational policies and programs from participating countries as well as detailed school-level information from school principals and teachers at each sampled school. Regional student assessments developed for European and Latin American countries will collect region-specific data.

The first data collection of data on the national context of civic and citizenship education took place between March and July 2007. The field trial of international and regional instruments is being carried out between October and December 2007 in all participating countries. Preliminary data from the national context survey and the field trial will be part of the presentations at this symposium.

The main data collection will take place in late 2008 (Southern Hemisphere countries) and early 2009 (Northern Hemisphere countries). A first international report and the technical report for this study will be released in 2010.

This paper describes the conceptualisation and realisation of ICCS through the development of the Assessment Framework and the implementation of the multi-faceted study design. The new ICCS Assessment Framework developed for the study both includes and expands on the conceptual framework of its predecessor, the IEA CIVED study.

The Assessment Framework is divided into two parts that provide a conceptual underpinning for the international instrumentation for ICCS: The Civics and Citizenship Framework outlines the aspects that will be addressed through student assessments, and the Contextual Framework provides a mapping of context factors that may influence outcome variables and explain their variation.
The ICCS Civics and Citizenship Framework is characterised by content, affective-behavioural and cognitive domains. The four content domains in the ICCS Civics and Citizenship Framework are (1) Civic Society and Systems, (2) Civic Principles, (3) Civic Participation and (4) Civic Identities. The four affective-behavioural domains distinguish the different types of student perceptions and behaviours that are relevant in the context of civics and citizenship. These are Value beliefs, Attitudes, Behavioural intentions and Behaviours. The two cognitive domains – Knowing and Reasoning and analysing – define the cognitive processes assessed with test items. Each student outcome survey item is therefore mapped to both a civics and citizenship content domain and either an affective-behavioural or a cognitive domain.

A study of civic-related learning outcomes and indicators of civic engagement needs to be set in the context of the different factors influencing them. Young people develop their understandings about their roles as citizens in contemporary societies through a number of activities and experiences that take place within the contexts of home, school, classrooms, and the wider community.

For the contextual framework for ICCS the following levels will be distinguished: (1) the context of the wider community, (2) the context of schools and classrooms, (3) the context of home environments and (4) the context of the individual student. Another important distinction can be made by grouping contextual factors in those related to either antecedents (factors that precede and shape student learning of knowledge, understanding, competencies and perceptions) or processes (factors that concurrently shape how learning takes place). Antecedents and processes are factors that shape the outcomes at the level of the individual student. Each context survey item is therefore mapped to its level of operation and whether it is an antecedent or process.

The paper will include an outline the design of the study that is based on the conceptual framework for ICCS and includes assessment instruments for students, teachers and school principals as well as a national context survey collecting data on the national contexts for civic and citizenship education. Some general findings regarding validity and reliability of ICCS instruments from the field trial will also be reported in the paper.

Assoc. Professor Kathy Bickmore. OISE, University of Toronto, Canada

Studying Student Roles: Citizenship In/Action for Social Cohesion and Violence Prevention in Urban Schools

A recent research project on peacekeeping, peacemaking, and peace building programming in urban schools uncovered student participation and leadership roles as diverse as monitors (enforcing rules), bullying prevention agents (de-escalating aggression), peer mediators (facilitating dispute resolution), student voice representatives (engaging in democratic consultation), peer support agents (in affinity groups), and equity advocates (supporting self-determination and resisting bias against marginalized people). This paper examines this diverse and contradictory range of active learning opportunities and roles, and the challenges of adequate research methodology with which to study them. Case study sites are large Canadian urban public school districts, selected to maximize student diversity, commitment to
pluralism, and the variety of personnel and programs dedicated to safe and inclusive schools.

Results indicate that in-depth peace building learning/action opportunities were rare (despite official curriculum requirements) in the implemented curriculum and co-curriculum, and sometimes there were obstacles to diverse students’ participation in them. In some schools, students who had already exhibited certain social skills (in ways recognized as positive by the dominant culture) were disproportionately selected for leadership roles. Issues of social justice and bias that so often motivate or exacerbate violence problems were barely discussed. Student leaders were most often used to extend adults’ peacekeeping control — monitoring peers, without creating space for dialogic learning or democratic input, especially among silenced sub-groups. In other schools, a wider range of students had opportunities to develop civic capacity and contribute to alleviating systemic and interpersonal violence in their communities, for example through civic engagement projects, groups advocating for marginalized students and inter-group understanding, or student facilitation and voice in school meetings. However, in two of the three school districts, staffing and infrastructure resources that had supported such programming had been lost in recent years. The balance had tipped toward post-incident reaction and attempts at control, and away from providing on-going opportunities for diverse students to learn and to contribute.

Based on peace building and democratic citizenship education theories, the paper probes the implications of these activities for fostering negative and positive peace and democracy, and for diverse students’ unequal opportunities to develop civic responsibility and agency. Further, the paper examines the pitfalls and potential of possible research methodologies for studying these student roles and learning opportunities.

**Dr. John Buchanan, University of Technology, Sydney**

**Freedom of thought: The enemy within?**

Even in totalitarian regimes, freedom of thought presumably cannot be outlawed, provided that such thought remains unspoken and unwritten. In Australia, freedom of expression is a taken-for-granted.

This is a theoretical paper, but will also investigate some teaching strategies that may emerge from theory. The paper is essentially a self-study, investigating my own practice, and emerges from recent attempts on my part to encourage in my students a greater sense of empathy and adoption of a multiplicity of perspectives. The contexts in which the study is embedded include immigration (to Australia) and attitudes to Indigenous Australians, but the approaches can be applied to other similar contexts internationally.

Questions posed by the paper include: what are the internal mechanisms that limit our thought with regard to social issues such as equality? What are the teaching/learning approaches that we might employ to help our students to transcend these limitations? What is fundamentalism, and what are its virtues and vices? Is freedom of thought similar to any other freedom, in that it can only function in the context of self-
regulation? In other words, where, if anywhere, are the ‘natural limits’ of freedom of thought, and are there times when freedom of thought is not to be desired or acceptable? If so, who is to decide and in what circumstances? What implications does this have for and derive from the power differential between teacher and student?

The paper will also outline some recent teaching/learning strategies I have adopted with these questions I mind, and will evaluate the apparent extent of their success.

Gary Clemitshaw, Sheffield Hallam University/ The University of Sheffield, UK

'Living Together': Are we being 'immunised' against this ambition of citizenship education?

This paper will review an emerging discourse of education that is supported by such policy frameworks as the Bologna Declaration (1999), the concept of The Learning Society and Life-Long Learning. It will seek to evaluate whether the emphasis in this discourse on the learner as 'individual' poses a challenge to citizenship education's ambition of promoting meaningful community involvement, respect for diversity and social cohesion. It will argue that we are in danger of becoming hostage to a culture which defines the first and most meaningful purpose of education as the meeting of individual needs, defining the learner as an entrepreneurial individual, responsible only for identifying and satisfying those needs. With reference to recent work by Jan Masschelein (2001, 2002, 2007), it will consider whether the learner-citizens this discourse brings into being potentially undermines a real understanding of, and respect for, 'other'? It will argue the need to consider the ethical dimensions of 'being-together' more explicitly in citizenship education.

Does the emphasis on the balance of rights and responsibilities, respecting diversity, resolving conflict, balancing needs, present in many frameworks for citizenship education, sufficiently explore the implications of 'being-together'. Do we go far enough in emphasising the enormity of the debt we owe others as a basis for being able to live together in a way which supports a life worth living?

Liz Craft, Qualifications and Curriculum Agency, UK, and Assoc. Professor Cathie Holden, University of Exeter, UK

Preparing student teachers for the new citizenship curriculum'

Participants are asked to bring examples of materials they use to help trainees recognise and assess pupil progress, revised course outlines and any materials they may have relating to the revised curriculum. There will be plenty of opportunity for exchanging ideas and discussion.

Dr. Hilary Cremin, University of Leicester, UK

Investigating young people's conflict resolution styles in ethnically diverse English schools
This paper will provide an overview of research that is being carried out in May 2008 in four ethnically diverse schools in an urban area of England. By the time of the Citized conference, data from 200 conflict-styles questionnaires will have been collected from eleven-year-olds in these schools, and findings will have been analysed in terms of gender and ethnicity. The research in hand (which has been funded by Citized) aims to investigate the impact of gender and ethnicity on the ways in which secondary school students in ethnically diverse schools respond to conflict. Findings will be used to inform debates on young people’s experiences of socialisation and cultural capital in relation to conflict resolution, and to suggest ways in which culturally sensitive conflict resolution skills training might be beneficial as part of citizenship education. Well-established measures from the field of psychology and management in adult settings in the USA will be adapted for use with young people in a UK context. It is hoped that this newly adapted measure will provide an additional useful output of this research, and methodological issues will also be discussed.

**Professor Mark Evans, OISE, University of Toronto, Canada**

**Educating for global citizenship: A pilot study of teachers’ understandings and practices in Toronto and the GTA**

Abstract: There has been little research into teachers’ understandings of what it means to educate for global citizenship despite growing interest in, and support for, this dimension of education in school contexts throughout the world. The purpose of this study is to gain a better understanding of how teachers’ conceptualize educating for global citizenship and how they link their understandings of educating for global citizenship with their pedagogical practices.

The general intent of the presentation will be to provide an overview of the study and to initiate a discussion about the findings, the methodology used in the pilot study. This is a pilot study for a Canada-wide study that will focus on how teachers educate for global citizenship that will commence in 2008.

Research team: Mark Evans (PI), Leigh Anne Ingram, Angela MacDonald, & Nadya Weber)

**Professor Takaaki Fujiwara, Doshisha Women’s College, Japan**

**Citizenship Education for the Globalised and Multiculturised Society of Japan – through the development of a simulation game learning material**

With Japan facing a declining birth rate and aging society, the number of non-Japanese workers has been increasing greatly since 1990. The number at present is 1.7% of Japan’s population, about twice the number in 1990. This large number will
cause social change in the near future in Japan, which has been called a “homogeneous nation.”

The number of non-Japanese children also is increasing in state schools in Japan. School education is struggling to identify the principle of fostering citizenship of the nation-state. Children of non-Japanese born in Japan are still non-Japanese because Japan considers genealogy in the law of nationality; that is the problem for citizenship education as a member of Japan’s multi-culturalised society.

The Japanese government is advocating “making society for multi-culture and co-living” (Ministry of Public Management, Home Affairs, Posts and Telecommunications), and has begun to introduce education for Japanese as a Second Language (Ministry of Education, Culture, Sports, Science and Technology).

I developed a simulation learning material about social problems in Japan’s globalised and multiculturised society for Japanese children as the majority. This simulation addresses four principles of the social constitution: racism (apartheid), anti-racism, universalism, and multiculturism; it has children experience the discussion about social problems (communication, festivals, school education, residential areas, and commons) that were caused among three ethnic groups (one host group and two guest groups) and have them think critically about what constitutes desirable citizenship in Japan in the near future.

Assoc. Professor Judith Gill, University of South Australia

Past, present and future? Tenses and tensions in Australian citizenship education.

Investigations of young Australians thinking about questions of identity, governance and citizenship reveal a number of inconsistencies. Firstly the absence of virtually any familiarity with the traditional history of the country was both striking and surprising, as was their lack of curiosity about the lives and times of earlier generations. While their formal knowledge of the past is decidedly sketchy, their commitment to life and positions in the present is much clearer. Themes of pride in diversity, a willingness to acknowledge the indigenous peoples and a sense of security derived from their lived experience of this country were evident in their talk. The positions they took around these matters were clearly value laden – but the values to emerge are those of peace loving cooperation and community consciousness along with a personal pride in place and country. This paper presents detailed evidence for these claims and suggests the need for an education dedicated to preparing future citizens which takes account of these features. Ultimately the aim of citizenship education must surely be to produce people with the knowledge, skills and desire to function as willing participants in an increasingly cosmopolitan society in which concerns for the local and the global are finely balanced. The paper ends with the question of the degree to which citizenship education is necessarily tied to a particular place and time or whether its themes can ultimately transcend such particularities and contribute to the building of global community.
Dr. Ben Gray, Canterbury Christ Church University, Kent.

Values in the Higher Education Context: Insights from Students into Citizenship, Core Values and Character Education.

The Learning for Life research on which this paper is based is a new and large scale project that looks at people’s values and character across all phases of education from early years to university and in employment. It is a neglected dimension of education that policy-makers, universities, employers, academics and researchers are becoming increasingly aware. To be sure, there has been little empirical exploration on the nature of values and character in Higher Education and employment. There is therefore a gap in research that needs to be filled.

The Higher Education and Employment component of the Learning for Life research seeks to understand the values, skills, dispositions and attitudes that students and graduate employees have and which help in building responsible citizenship, good team working, entrepreneurship, leadership, lifelong learning, caring for the welfare of others and the like. Phase one of the research has focused on the university context of values, character and citizenship. It has inquired about the core values of students, their understanding of character development at university and in particular what they think is meant by ‘good character’ and asked them to reflect on issues of inclusion, multiculturalism and citizenship. To complicate matters, the place of values, citizenship and character education is contested by different interest and stakeholder groups, meaning that the research has had to take into account this contested nature and the diversity of peoples’ perspectives.

A cohort of students from four universities have participated in semi-structured and in-depth interviews as part of phase one of the project and it is their perspectives and narratives concerning values, character development and citizenship that are reported in this paper. Phase two of the project will focus on similar issues with early graduate employees.

Findings from phase one include the importance that students attach to voluntary and charity work; their commitment to a multicultural and diverse British society; the place of religiosity versus humanistic sensitivities; the influence of the media and the internet; and the ways in which peers, tutors and mentors shape their education, values, ideas of personhood and thoughts about citizenship.

Professor David L. Grossman, East-West Centre, Honolulu

Democracy, Citizenship Education, and Inclusion: A Multi-Dimensional Approach

This essay links my own field of citizenship education to inclusion - in other words it examines inclusion through a somewhat different and perhaps broader lens than is common in the field of special needs education. I argue that this link is an essential
one if the inclusion agenda is to succeed. The path to democracy must address pluralism. In an increasingly globalized world societies are increasingly faced with the challenge to recognize and/or integrate diverse groups into the polity. Inclusion is about how societies deal with "difference" in what are often highly politically charged contexts. In this regard inclusion is best understood as being part of a larger discourse about the politics of difference or identity politics, in which politically marginalized groups struggle to gain a role and voice in political participation. This struggle for political participation is often mirrored or replicated in the struggle for access to education and educational rights by diverse groups. This in turn becomes a problem for citizenship education.

Both democratic citizenship education and inclusion share a common ethos and language based on concerns for human rights, social justice, and a sense of community. Both aim at the building of democratic relationships. But it is fair to say that for a long time citizenship educators and advocates of inclusion have either spoken past each other, or have not communicated or articulated their arguments. The two communities of citizenship education and inclusion must engage in a fuller dialogue and overcome what Artiles (2003) calls "troubling silences" within and between their respective discourses.

The essay offers a multi-dimensional framework under which citizenship educators and advocates of inclusion can share a common agenda of seeking socially just and democratic schools in. At the same time it raises the question of whether the norms built into the educational fabric of schools are in fact conducive to the promotion of greater social equality. The stakes are high. Without the cultivation of some form of multidimensional citizenship education that focus on justice and social equality, we face the prospect of becoming a world of economically developed and technically competent people who have lost, or who have never gained, the ability to be citizens able to reason cross-culturally, think critically, to cooperate on problems with people very different from ourselves, and to celebrate the humanity and diversity of our multiple communities.

Jiro Hasumi, (University of Cambridge)

Social/Political Problem-solving as a Governing Principle of Multiple Citizenship

This paper seeks to elucidate a single governing principle of multiple citizenship. Although many researchers agree the multiplicity of the elements of citizenship, they do not necessarily have the same view on how to conceptualise multiple citizenship. The conceptualisations of citizenship which have been proposed can be classified into the following seven types: (1) process-oriented approaches or progressivism (e.g. Dewey 1899), (2) inductive approaches (e.g. Heater 1990, QCA 1998), (3) knowledge and understanding approaches (seen typically in the 1970’s), (4) civic virtues approaches (e.g. Galston 1991, Rawls 1993, White 1996), (5) deliberative approaches (e.g. Gutmann 1987), (6) participatory approaches (e.g. Mill 1861, Barber 1984), and (7) the society-building approach (e.g. Ikeno et al 2004). Although each of these paradigms has obvious advantages, all of these also contain some significant problems. In place of these approaches, this paper, suggested by the motive for proposing the
society-building approach, argues for what can be called the social/political problem solving approach. This approach aims at developing social and political competences of citizens so that they can more effectively solve problems in their society. Citizens in this approach are regarded as social problem-solvers. Citizens are expected to pursue their own individual good by influencing the social and political processes. The notion of social/political problem-solving, therefore, can be applied as the governing principle of each elements of citizenship. For this purpose, this paper will consist of three parts. The first part will argue the necessity of a single governing principle of multiple citizenship. Secondly, the paper will examine the seven existing approaches to the conceptualisation of citizenship. Finally, the social/political problem-solving approach will be proposed in the third part of the paper.

Ass. Professor Cathie Holden, University of Exeter, UK

Citizens of the future: the concerns and actions of young people in the UK around current global issues

This paper will report on initial findings from a European project involving Poland, Turkey, Spain and the UK. The focus will be on the concerns of British young people (aged 10, 14, 17) for their personal, local and global futures, and their understanding of issues such as democracy, poverty, unemployment, human rights, the environment and conflict. It will identify the extent to which they are optimistic or pessimistic, and whether they are willing to work for change in a rapidly changing Europe. It will identify young people’s sources of knowledge and information about current global issues, including family, media and the school curriculum. Initial comparisons with data from the project partners will be made.

Assoc. Professor Emery J. Hyslop-Margison, University of New Brunswick.

Teaching for Democracy and Praxis: Critical Pedagogy as Citizenship Education:

Although there is widespread interest in the area of citizenship education in response to dwindling formal participation especially among younger voters, the majority of contemporary policy and program development within the area views citizenship in primarily instrumental terms. That is, a “good” citizen is defined as someone who possesses certain propositional information, often including rather banal facts about national history and electoral or legislative processes, and applies that information in certain prescribed ways. Political participation is narrowly viewed as participating with the parameters of existing socio-economic and cultural frameworks.

In this paper, I argue that such a passive understanding of citizenship merely contributes to the widespread alienation experienced by young voters within
industrialized democracies. These instrumental policies and programs, focused on the technical application of citizenship “skills,” encourage students to make limited choices within inherited political parameters, rather than promoting consideration of genuine structural alternatives to hegemonic neo-liberal precepts. The consequence of this instrumental approach to citizenship education is that students understandably believe the choices before them within the realm of formal politics actually offer little or no choice at all.

Contrary to this socially reproductive model of citizenship education, a citizenship approach based on critical pedagogy considers society and citizenship as dynamic and contestable constructs where fundamental social change is both imaginable and practically possible. Within this broader understanding of citizenship, formal political processes are only one form of possible and meaningful political participation. Critical pedagogy also provides students with the conceptual machinery to understand, to explain, to resist and ultimately transform contemporary structural frameworks. These concepts and ideas include Marx’s base/superstructure model and theory of false consciousness, Gramsci’s ideology and hegemony, Freire’s conscientization and praxis, and Habermas’s life world and communicative discourse. Good citizenship, from this perspective, then, is not measured by the ability to live instrumentally within a predetermined social framework, but instead by a predisposition to question and, when necessary, transform that framework in radical sorts of ways.

Professor Orit Ichilov, Tel-Aviv University, Israel

Privatizing Public Education: Consequences for Citizenship and Citizenship Education

Public schooling that was introduced in Austria already in 1774 and rapidly spread to other western countries was considered among the most progressive movements of the nineteenth and twentieth centuries. Public schools were established to make education universally available to all children, free of charge, and thus have been recognized as gateways to opportunity, as state instrument for empowering and liberating citizens, doing away with child labor, fostering democracy, and promoting social equality and national unity. It was highly esteemed as a force setting people free from the constraints of gender, race, ethnic origin and social class. State responsibility for making quality education accessible to all children is also grounded in UN declarations and conventions.

In recent decades the pendulum is swinging away from the idea and ideals of public education. Since the 1980s markets were elevated to social and economic icons, and privatizing public education became a credible policy in many countries.

Market related policies and practices, I argue, are not neutral, technical, managerial changes in the production and delivery of public education. They transform education in ways that have profound consequences for both citizenship and citizenship education.
Professor Norio Ikeno, University of Hiroshima, Japan

What difference between Citizenship Education in Asia and Citizenship Education in Europe? From viewpoint of the status of Moral Education and Religious Education in each school education

Many researches on citizenship education have a variety of findings. But they do not make clear if there are similarities and differences of Citizenship Education between Asia and Europe. Most researches discuss the issue from the assumption that Citizenship Education in Asia and Citizenship Education in Europe have many points of similarity. As we do not know if the assumption is right, it is necessary to have a doubt of the assumption.

In this paper, we consider the case of difference between Citizenship Education in Asia and Citizenship Education in Europe and examine what difference of Citizenship Education in European education and Asian education. Our research focuses on school curriculum and finds out that as school curriculum of Asia and Europe differ on the status ‘Moral’ and ‘Religion,’ each has different aspect in Citizenship Education.

School curriculum in Europe includes subject ‘Religion.’ School curriculum in East Asia includes subject ‘Moral.’ That is a difference between European school education and Asian school education. Citizenship Education in Europe stresses the importance of personal and moral aspect, not religious and ethical aspect. Citizenship Education in East Asia stresses the importance of collective and ethical aspect, not personal and religious aspect. From the status of Moral Education and Religious Education in school education, the two of Citizenship Education take on a different complexion.

Professor Nobushige Imatani, Kobe University, Japan

Characteristics of today's educational reform and issues in civic-minded education in Japan

1 Education suitable for the new times targeted by the revision of the Fundamental Law of Education

The main feature of the Fundamental Law of Education revised on December 15, 2006 is that social value standards for the 21st century have been added, which were not in the previous version of the law. The standards include “Justice and responsibilities”, “Equal rights for men and women”, “Love and respect for others and oneself and cooperation”, “Attitude toward valuing lives, protecting nature, and contributing to the preservation of the environment”, ”cooperation among schools, families, and citizens” as the necessary points of view in order to construct a new type of public relationship between individuals and the public in the new age. Then, how does the new law address the current situations and issues of education? And how are the objectives to be set and realized for education suitable for the new times? For these questions, the report issued by the Central Education Council entitled "The
Modality of a New Fundamental Law of Education Befitting to the New Times and a Basic Plan for Education” is a good reference and presents some important viewpoints. Regarding the current social status in this country, this report at first says, “It has been said that our society is facing a major crisis.” And it points out that 1) in people’s lives changes in the population composition due to declining birth rate and aging society and changes in families and local society are causing a decline in the vitality in our society. 2) The quantity of information provided to society, transferring knowledge to society, progress in globalization, advances in science technology and severe global environmental issues have all increased. 3) Although there has been a slight improvement, the prolonged stagnant economy and the course of changes in industrial and working structures has resulted in a rapid increase in the number of people leaving or retiring from work, there are now difficulties for new graduates in obtaining employment, and difficulties in maintaining stable employment. Due to such situations, as illustrated by typical examples of the increased number of Neet, Freeter(permanent part timer), Hikikomori(social withdrawal) individuals, we are seeing that people’s values, which have thus far been directed toward supporting their life and society, are changing and there are more and more people experiencing the feeling that their future is being “blocked” and losing their sense of ethics or social mission which encourages them to support their own way of living.

Professor Reva Joshee and Karen Pashby, OISE, University of Toronto, Canada

Citizenship Education Policies in Canada: Traces of the past in the present

Based on a discourse analysis of key policy documents in citizenship education in Canada, this paper examines how historic citizenship discourses are influencing current work in citizenship education. Policy study generally, and educational policy study in particular, has long proceeded from the assumption that policies are authoritative statements developed through a bias-free process in which sound information is gathered and distilled by experts. Even as more researchers have begun to question whether any process could be bias-free, the focus in the study of educational policies has remained on examining the gap between policy and practice. By contrast, an approach to policy that centres on discourse recognizes state actors as part of a larger set of policy actors all of whom are involved in a process of meaning making. Policy becomes defined as the ensemble of statements, actions, and inactions related to a particular “problem”. Discourses are identified through the language, metaphors, and linked ideas that are used to define the policy problem and related responses. Policy discourses tend to be part of larger patterns of reasoning found in the society.

In this paper we identify three key discourses from the 1940s, a critical period in the development of Canadian citizenship. The discourses are: Commonwealth citizenship, which follows from the tradition of Canada as part of the Empire, unique Canadian citizenship, which asserts the need for a Canadian identity that distinguishes Canada from both Britain and the United States, and citizenship for social action, which emphasizes active participation in building equitable communities. We demonstrate how these discourses continue to shape aspects of citizenship education in policies for K-12 education and for education for adult immigrants. We argue that ignoring the
existence of these discourses will hamper any current efforts to introduce inclusive approaches to citizenship in schools or with adult immigrants. We also point to significant differences in the way citizenship education is constructed for youth and adult immigrants.

David Kerr and Joana Lopes
NFER

The Changing World Context of Civic and Citizenship Education: A Comparative Perspective from the IEA ICCS Study Database

The paper reports on the outcomes of initial analysis of data from the National Contexts Survey from 25 countries participating in the new IEA International Civic and Citizenship Education Study (ICCS). The analysis has been undertaken by NFER as part of the ICCS Consortium directing the Study. The ICCS country level database is the most rich and up-to-date source of the current drivers for policy and practice in citizenship education within and across countries and regions. The National Contexts Survey has collected in-depth data, by means of an on-line questionnaire, on key antecedents and processes in relation to civic and citizenship education in each country. The Survey contains eight sections ranging from education policy for civic and citizenship education through to current debates and reforms in the area. The analysis undertaken and reported in this paper provides important contextual background concerning key trends and developments in civic and citizenship education at international and regional (Europe and Latin America) levels, as well as a better understanding of how civic and citizenship education is conceived, organised and delivered in each participating country. It confirms the potency and richness of the ICCS Study database when it is complete.

Dr. Catherine Knowles, Canterbury Christ Church University, UK

Values and Citizenship: Children’s (10-12 year olds) views and school influences

The association of education with the promotion of values is not a twenty first century concept. For Aristotle, education had a two fold purpose: to produce “such a character as will issue in acts tending to promote the happiness of the state” and to prepare “the soul for the right enjoyment of leisure which becomes possible when practical needs have been satisfied” (Burnet, 1903). The Aristotelian ideal of education as both character formation and as a means of producing good citizens for the State is reflected in contemporary philosophies and supported by government thinking on
education. Teaching for good character means teaching for good values; where good for the self is closely intertwined with the common good and citizenship.

This paper reports on a study, funded by the Templeton Foundation, which is exploring the nature of and changes in children’s understanding of values in the transitional phase of schooling from primary to secondary education as well as the consistency in provision made by schools for children’s character development. The thinking behind the project is that character education, both as a separate subject and as a cross curricular theme, matters. Its key purpose is to explore the best ways in which to conceive teaching character which serves both the individual and the common good.

Drawing on evidence from case studies of five primary schools and six secondary schools in the city of Canterbury, this paper will consider how far schools have travelled in enabling children to identify the good, love what is right/good and do what they believe to be right/good.

Dr. Riitta Korhonen, University of Turku, Department of Teacher Education in Rauma, Finland

Promoting active citizenship in primary and early childhood education

The purpose of this article is to clarify, how children learn citizenship in early years of childhood. The main point of view is to develop a goal-orientated programme to strength children's ability to cooperate, respect other children's views and as adults even respect children's views.

The parents are primarily responsible in children's life. Parents and educators have to work in partnership encouraging children's cognitive, social, emotional and physical development and meet individual needs.

According to contextualism (Bronfenbrenner 1996; Hujala 2004), based on the theory of ecology, there is said that a child is living at the same time in different environments in mesosystem and all these have influences to a child's life. When a child is in a kindergarten or a pre-school she/he is a member of children's group and has possibilities to take part in group activities with the other children and learn social skills.

According to Osler and Starkey (1999) the citizenship education consists about 1) Information and rights 2) Identities and feelings 3) Inclusion and 4) Skills.

The research has been made at university of Turku, Department of teacher Education in Rauma. The research is partly quantitative and partly qualitative. The data has been collected by questionnaire for teachers, students and kindergarten teacher students. The results show how teacher students think about promoting active citizenship and what are their opinions and attitudes for this.
Dr. Beata Krzywosz-Rynkiewicz, University of Warmia and Mazury in Olsztyn, Poland

Young people active citizenship and mental toughness

Citizenship in a common view is understood rather as a passive phenomenon that is related to fulfilling periodical duties (such as voting in the elections) or respecting the laws and regulations set by the state. However, citizenship has an active dimension as well. Kennedy (Ross, 1997) distinguishes active citizenship, which, apart from the political activity, can also manifest itself in the following: social movements, action for social change, and enterprise citizenship (self-regulating activities as achieving financial independence etc). Therefore, a significant question occurs: what kind of personal and social factors are fundamental for the development of citizenship in its active form, especially among young people. There has been limited number of research on young people’s interest in citizenship issues, their pro-social behaviour, their commitment to act for change or the degree to which the personal resources of youth affect their citizenship behaviour.

Coherence between mental toughness and readiness to active participation in social life has been analyzed in the research. Mental toughness is defined as a 4-dimensional model that consists of: readiness to take on challenges (1), engagement (2), consciousness of influence (3) and self-confidence (4). For the research we have used MTQ questionnaire (Clough, Earle and Stell, 2002). Readiness to get involved in social activity is understood as a participation in social actions (global and national) and movements (eg. NGOs’ initiatives) and has been investigated by a questionnaire constructed of both closed and open-ended questions (Holden, 2006)

360 students from 3 age levels: 10 – 14 – 17 and two types of environment: big cities and little towns, took part in the research. The results exhibit dependence between mental toughness and readiness to get involved in the social life, taking into account development (age) and environmental factors (big cities vs. little towns).

Helen Lawson, Manchester Metropolitan University and Manchester University, UK

Teaching for Global Citizenship: the Link Tutor, the Mentor and the Foiled Trainee

This paper reports on the research findings from a joint Manchester Metropolitan University (MMU) and Manchester Development Education Project (DEP) initiative. The main aim of the project is to develop a global citizenship education capacity building programme for Link Tutors and Mentors so that they are better able to support trainees as the try to teach for active global citizenship.

The joint projects between MMU and DEP are projects supported by DFID and respond to the global dimension imperative. Phase I of the MMU/DEP project was a 3 year project which aimed to reshape the Initial Teacher Education and Training courses at MMU so that student teachers have a critical understanding of issues related to global citizenship and the necessary skills and values to address theses
issues in the classroom. During that project the research found that a sense of frustration prevailed among a number of trainees who were attempting to include global citizenship in their teaching. A significant barrier was that trainees felt they were not adequately supported by their mentors or class teachers. Reasons cited for this included lack of relevant resources in schools, mentors’ lack of knowledge and understanding of citizenship education and an unwillingness to allow trainees to experiment with different pedagogies. Another trainee felt that she was expected to be a ‘carbon copy’ of the teacher whose class she was taking. The lack of role models in global citizenship education was also seen to be a problem – both in the sense that trainees do not feel that they themselves had a teacher at school that they would like to emulate, and also in terms of when they are on placement: ‘You need a role model for something like global citizenship. Otherwise it’s like sending somebody to work with a teaspoon!’ (Secondary PGCE student, May, 2007).

In response to these problems Phase II of the MMU/DEP project was developed. The main aim of this second project is to develop a global citizenship education capacity building programme for Link Tutors and Mentors so that Mentors are better able to support trainees on placement. This paper will report on whether and how this training has gone some way to help prevent trainees from feeling they have been foiled in their attempts to teach for active global citizenship.

Professor Wing On Lee, Hong Long Institute of Education

National Identity Education in Hong Kong

National identity has been a sensitive and controversial issue in Hong Kong. During its colonial period, national identity was barely mentioned or touched upon in the curriculum and public discourse, as Hong Kong was a territory adjacent to its giant motherland, while being a territory under a colonial sovereignty. Also, while politically Hong Kong was under a foreign sovereignty, its daily subsistence had to be supplied by its motherland, and even the quota of people to be allowed for boarding from across the border had to be agreed by the two governments. That is, although Hong Kong was politically under one sovereignty, it was de facto co-rulled by two sovereignties. Culturally, while the English language was official language, the daily lingua franca was Cantonese, and Chinese was recognised as an official language as a result of the Chinese language campaigns in the seventies. Hong Kong's handover to the Chinese sovereignty made the issue of national identity surfaced. While politically, Hong Kong returned to Chinese sovereignty, its long-standing colonial history has created a Hong Kong identity among Hong Kong people. Hence, the identity of Hong Kong became a complicated issue, ranging to four types of identities: Chinese, Chinese Hong Konger, Hong Kong Chinese and Hong Kongers. This paper discusses the complexities of national identity in Hong Kong, and their implications for citizenship education in the territory.
Brian Lighthill, Warwick University, UK

The Impact of selected Shakespeare stories as a tool to explore ‘Personal, Social and Health Education’ and ‘Citizenship’ at Key Stage 3.

Sir Bernard Crick’s (1998) aspiration was that by the end of Key Stage 3 learners would have developed the ability to, ‘express, justify, and orally contribute to small group and class discussions; work with others; be able to reflect on the process; be able to role-play’. In 2005, the QCA recommended integrating English pedagogy with other subjects because, ‘learning and progress in other subjects often depend on what they know and understand and can do in English’, and further suggested that there is a mutual benefit derived from cross-curricular learning involving the English curriculum because the key skill of ‘speaking and listening’ are developed – which ties in nicely with Crick’s aspirations.

And in the same year, a second QCA paper recognized the power of ‘storytelling’ as a pedagogic tool with which to teach citizenry issues: ‘Storytelling will always have an important place in helping pupils to consider social and moral issues and examine their own responses to situations. In so doing, they will clarify their own attitudes and values, and learn to respect the values of others where they differ from their own’ – which also ties in nicely with Crick’s aspirations. In 2008 my research at Warwick University pointed me towards Citizenship and PSHFE being amalgamated into one humanist subject I named CitEd – Citizenry Education. Which does not tie in with Crick’s aspirations. My hypothesis is that through Shakespeare’s stories and Socratic discourse, the teacher – as the impartial facilitator – can help learners develop philosophising; making choices and problem solving; and citizenry awareness.

My research is based on transdisciplinary teaching of all three subjects - and as students are not gaining tacit knowledge on the wider implications/applications of the Citizenship curriculum; seem unable to connect to the concept that life’s problems can be solved by taking knowledge gained in one setting and using it in another; can not make the links ‘to wider contexts and communities beyond the school’ (NFER, 2006) - such a pedagogic approach might be a productive exercise. I would like to share my work with other practitioners interested in developing methods of giving learners a deeper understanding of why Citizenship and PSHFE are such important subjects on the curriculum - oh, and Shakespeare’s stories can be fun too!

Tristan McCowan, Roehampton University, UK

Researching citizenship education: a curricular transposition framework

In the literature on citizenship education, disjuncture’s are evident between the normative debates and empirical studies of initiatives in practice. This paper proposes a framework called ‘curricular transposition’ for understanding the relationship between the aims of citizenship education and the complex and unpredictable process of implementation. The development of an initiative is seen to have four stages: the initial conceptions of valued citizenship that form the overarching aims (1); the establishment of an ideal curricular programme to achieve those aims (2);
implementation of the curricular programme (3); and finally the effects of the initiative on the students (4). The movement between the four stages – here conceptualised as ‘leaps’ – is problematic. To move from (1) to (2), appropriate educational means must be chosen for achieving the ends of citizenship. From (2) to (3) the leap is from the ideal to the real, with the curriculum transformed by local contexts and by the wider political and pedagogical environment. The last leap is also uncertain on account of the ability of students to reject or recast the messages presented to them. The difficulties in bridging these leaps make the relationship between the initial aims of citizenship education and its results highly complex. The existence of a further stage – in which ideals are in turn modified by the effects of previous educational experiences – is also discussed. Finally, implications of the curricular transposition framework for research and practice are drawn out.

Professor Mitsuharu Mizuyama, Kyoto University of Education, Japan

Environmental and Global Citizenship

This paper attempts to examine the present situation and the concrete effort for the improvement of environmental citizenship education in Japanese schools. At first, environmental citizenship framework was designed in the form which improved the supposition of Andrew Dobson as follows:

<table>
<thead>
<tr>
<th>Type</th>
<th>Liberal</th>
<th>Civic Republican</th>
<th>Global</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time/Space</td>
<td>Inside of the generation</td>
<td>Outside of the generation</td>
<td>Super generation</td>
</tr>
<tr>
<td>Close distance</td>
<td>Long distance</td>
<td>Super distance</td>
<td></td>
</tr>
<tr>
<td>Territorial</td>
<td>Non-territorial</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rights</td>
<td>Subject</td>
<td>Content</td>
<td>Rights (contractual)</td>
</tr>
<tr>
<td>Individual</td>
<td>Citizen</td>
<td>Public trust property</td>
<td>Independent life</td>
</tr>
<tr>
<td>Constituting Principle</td>
<td>Micro-fairness (equity)</td>
<td>Micro-fairness (equality)</td>
<td>Macro-fairness (Justice)</td>
</tr>
<tr>
<td>Value</td>
<td>Tolerance, Self-criticism</td>
<td>Trust, Reciprocity, Participation</td>
<td>Consideration, Sympathy, Imagination</td>
</tr>
</tbody>
</table>

The characteristic of this framework was to set up the global citizenship outside the traditional Citizenships. Based on this framework, citizenship lessons in the Japanese social studies classes which related to the environment were analysed. The results showed that there were more lessons discussing the liberal citizenship than the lessons dealing the civic republican citizenship and the global citizenship. Then, we developed lessons which focused on the fair trade and asked the environmental citizenship from the viewpoint of global citizenship and we inspected the effect of them.
Professor Kazue Mochizuki, Akita University, Japan

Teachers’ Positionality: Citizenship Education in a Community Context

The purpose of this paper is to examine teachers' positionality on citizenship education. "Teachers' positionality" refers to the way in which the individual existence of teachers or their roles and functions in the process of education are positioned by students or others.

We examined club activities of first-year students in a senior high school in the southern part of Akita Prefecture. Like many other local prefectures, Akita suffers from a declining number of children while the ratio of senior citizens is over 28%.

The students were encouraged to participate in volunteer services in various fields, as well as traditional festivals or events. Through these events, they cultivated a sense of membership and critical mind of the area they live in, which lead them to send out questionnaires to 1,241 members of the community to find out problems they face in daily life.

Based on the results of these questionnaires, the students organized a forum to discuss measures to make their community more lively. What they discussed in this forum prompted them to request an interview with the mayor and deliver their message to him.

Through these activities, students became more conscious of citizenship, as well as establishing a network with local volunteer groups.

Throughout the whole proceedings, the vice principal of this senior high school served as an off-stage key person. Her positionality is summarized as follows:

1) persuasive cheer leader to encourage students' participation
2) provider of information on local events, festivals and on volunteer groups
3) liaison between the students and local community
4) coordinator to make the community open to the participation of students

Professor Concepción Naval and Ass. Professor Carolina Ugarte, University of Navarra, Spain

The Development of Civic and Professional Skills at the University. An Online Teaching Experience.

In recent years, we have witnessed a growing interest in improving skills among university students, above and beyond the provision of a strictly academic knowledge base. The world of the professions demands that the University provide formative opportunities that help students to properly play their roles in society as professionals and citizens. In order to respond to these requirements, the University of Navarra has offered for more than 10 years an open-elective course entitled “Training in Professional Skills (I and II)”. In this paper, we will explain the course’s structure, methodology and evaluation parameters, along with the role of the professor-tutor in
this course, which is intended to collaborate in the formation of active, responsible and participative citizens.

Professor Audrey Osler, University of Leeds, UK

America Never was America to Me: Cosmopolitanism, Patriotism and Students’ Feelings of Belonging

In schools across the globe, education for citizenship is largely education for national citizenship. Following Nussbaum’s (1996) proposal that education should prepare students to identify with others across the planet, educational philosophers have debated the degree to which education orientated towards a cosmopolitan ideal is desirable and/or possible. The paper presents new theoretical work on human rights and citizenship due to be published in Teachers and Human Rights Education (Osler and Starkey, Trentham, forthcoming). In particular, it develops ideas about learning for cosmopolitan citizenship presented in my keynote address to the 2007 Citized conference in Sydney, Australia, which I have applied to empirical research undertaken when I was a visiting scholar at the University of Washington later the same year. I report on this research, which explored attitudes towards the nation, citizenship and belonging among contrasting groups of students: fifth-graders and high school seniors. Data suggest educators may underestimate students’ interest in and understanding of political concepts and events. Neglect of young people’s life experiences and concerns, coupled with a neglect of the gap between democratic ideals and political realities may promote cynicism. Promotion of uncritical patriotism may be counter-productive. In the light of this research, the paper revisits and further develops the framework of education for cosmopolitanism citizenship (Osler and Starkey, 2005). In particular it seeks to develop this conceptualization of citizenship education, based on universal human rights, in the context of young people’s current identifications and belonging, considering how they might be encouraged to consider the interconnectedness of personal, local, national and international concerns.

Don Rowe, Citizenship Foundation, UK

Towards research-based assessment criteria for the English citizenship curriculum

Student progress through the English citizenship curriculum is matched against eight levels which are set for all compulsory subjects. Initially, the Qualifications and Curriculum Authority (QCA) outlined a more broad brush framework for the assessment at age 14. Teachers were asked to indicate whether students were working ‘towards’, ‘at’ or ‘beyond’ the expected level. However, in schools teachers were found to be generating their own eight-level scale because this fitted with familiar practice for other subjects. Other factors also made it expedient for an eight-level scale to be produced nationally. This was published for the first time in 2007 and becomes operational in September 2008. This paper critically discusses the nature of the levels laid down by QCA, suggesting that they offer few pointers towards assessing what is characteristic of citizenship thinking, viz. thinking about law, politics, ethics, and philosophy. The levels are discussed in the light of on-going
Dr. Jasmine Sim, Nanyang Technological University, Singapore.

Educational policy, teachers and citizenship education in schools

Governments commonly employ educational policy deliberately to build a strong sense of citizenship within young people and to create the types of citizens governments believe are appropriate. In Singapore the government created a policy to build citizenship through both policy statements and through the creation of Social Studies in the school curriculum. In the context of a tightly controlled state regulating schooling through a highly controlled educational system, the government expects teachers to follow these policy documents, political statements and the prescribed curriculum.

What do teachers understand about citizenship education in this context? Do teachers demonstrate independence of thought on civic matters or do they acquiesce to government policy? This article reports on social studies teachers’ understandings of citizenship, and how these understandings respond to government policy. The study showed an unexpected diversity of conceptualisation amongst Singaporean teachers with their understandings of citizenship located in four distinct groupings, characterised as identity, participation, awareness and critical thinking. This response was not intended by government and reflects a citizenship education landscape that was not as rigid or prescriptive, despite the appearance of tight controls.

Professor Anne Sliwka, University of Trier, Germany

Service Learning - Serving Learning: Schools as sources of social capital

The paper attempts to provide a theoretical framework for the analysis of schools as generators of social capital. Qualitative and quantitative empirical evidence help to show that schools can generate social capital in various ways. Based on Robert Putnam’s definition of social capital the paper distinguishes between social capital generated within schools, social capital generated by schools in their communities and social capital generated by communities agents to the benefit of schools. The paper provides specific examples and some empirical evidence of all three types of social capital in schools and attempts to show that social capital generated in and around schools can serve both the improvement of learning as well as the improvement of communities. On the basis of the OECD/CERI scenarios on schooling for tomorrow (Hutmacher 2006) the paper finally discusses the conceptual idea of the school as a core social centre and the educational and political implications of this idea.
Momodou Sallah, De Montfort University UK

**The State of Global Youth Work in HEIs in the UK**

The urgency to engage in Global Youth Work (GYW) is exacerbated by the recognition that global youth work is beyond the moral and green imperatives, it is increasingly linked to the economic imperative, epitomised by the rise of China and India with GDP growth rates at 11.1% and 9.4% respectively and additionally the security/survival imperative evidenced by 9/11 and 7/7. Whilst Voluntary organisations like Y Care, British Red Cross and Development Education Association (DEA) continue to play a cardinal role in training youth workers in this area; the bulk of the responsibility falls on Higher Education Institutions with JNC professional accreditation who are largely responsible for training fulltime youth workers. However there is evidence to suggest that the global youth work curriculum, covered under many names including development education, education for sustainable development, active citizenship and international development amongst others is not uniformed; to the contrary it can be said to be in disarray. There is a lack of understanding of what it is or should be about; the Training Agency Group (TAG) AGM (comprising of all the institutions who deliver JNC qualifying courses) of 2006 had a meeting of lecturers responsible for the delivery of GYW in all its manifestation; at this meeting the need for greater clarification of this area as well as developing a curriculum was expressed as an urgent need.

Secondly research conducted by Joe Joseph (2003) for the National Youth Agency found that a significant number of institutions did not include GYW in their curriculum and even for those who did; there is a lack of clarity and cohesion within the various curricula forwarded; one gets the feeling of “let’s make it along as we go”. Given that the National Youth Agency, the body responsible for accrediting JNC in England, strongly encourages HEIs to deliver a GYW curriculum; there clearly exists a gap to be filled. Additionally LLUK (2008) it its latest articulation of youth work National Occupational Standards emphasises the need for youth workers to “broaden young people’s horizons” as well as make the personal, local, national and global links in their lives. This paper will focus on preliminary findings of primary research on the status of GYW in JNC professionally accredited HEIs across Britain and whether what presently exist is meeting the needs of the field in order to develop a curriculum for delivery.

Dr. Hugh Starkey, Institute Of Education, University of London

**Learning to Live Together: children’s rights, identities and citizenship**

This paper examines how we can effectively educate for living together in a multicultural and multifaith globalised world. It identifies rights, citizenship, and exploring identities as key agendas for education and it explores the significance of the principles set out in the United Nations Convention on the Rights of the Child (CRC) for education policy and specifically for citizenship education.
One of the major purposes of education is learning to live together with others in societies that are increasingly recognised as diverse in terms of cultures, languages, religions and ethnicities (Starkey, 2008). Citizenship education provides the opportunity to explore the common principles, standards and understandings that can lead to mutual respect and trust. These common principles and entitlements have been defined and made explicit in a number of international human rights instruments (Osler & Starkey, 2005, 2008a; Osler, 2008).

Citizens are not born, they are made: people learn to be citizens. Citizenship education aims to enable young people to acquire an identity as citizen, alongside many other identities (Osler & Starkey, 2008b). The paper applies a theoretical model proposed by Hudson (2005) and derived from Bradley (1996) to conceptualizing this process. It starts with a realisation that there is such a thing as a citizen and that citizens have choices and agency. The model, which illustrates a relationship between agency and identity, underpins the preparation and teaching of a distance learning master’s programme in citizenship education. It provides a key tool for those planning programmes of citizenship education.

Professor Kazuya Taniguchi, Tohuku University, Japan

The Concept of Pluralistic Society in Asian Society

Japanese Citizenship Education now faces the dilemma to either go with the tide of citizenship education in the “western” style or create a new “Japanese” model of citizenship.

Some teachers feel that citizenship education is culturally dependent. They believe citizenship education should be “translated,” “transformed” and “re-constructed” into an original model suited for Japan. However, other teachers and researchers think that citizenship education implies universal ideas of democracy and therefore it should not be specially customized for Japanese society.

This presentation will try to analyze these problems from three perspectives.

1. Historical perspective: How was the concept of modern citizenship created in Japan? Japanese modern education started during the Enlightenment era along with French Liberalism. However, core members of the Japanese government wanted to start the Japanese Restoration and introduce modern capitalism at the same time. They introduced modern western education based on traditional Confucianism from the Samurai era. This dilemma is still present in the foundation of Japanese “public good” and “citizenship” education.

2. Comparing textbooks: How do two different textbooks –one that is based on pluralistic society, and the other that is based on traditional Japanese ideas– treat citizenship? Pluralistic society in the present day once again overshadows this dilemma. Many “Civics” textbooks for 9th grade emphasize the pluralistic aspects in Japanese society. However, a tentative experimental textbook of “Citizenship” instead emphasizes “social order” and “succession” in Japanese society. These two Japanese textbooks are based on different aspects of citizenship education.

3. Interview teachers: How do Japanese middle school teachers define citizenship education? The word “citizen” has a rather negative image among Japanese, such as “the Citizens’ movement (communism revolution)” and “the Citizens’ (complaint) group.” The other definition of “citizen” implies culturally dependent citizenship. Analyzing the opinions of Japanese teachers will elicit the concept of citizenship.
among Japanese and determine their core beliefs about “public good” in Japanese society.

This presentation will also try and address the similarities and differences of the concept of citizenship between western and East Asian society.

Professor Thomas Tse, The Chinese University of Hong Kong

Notions of good citizen: comparing the relevant curriculum’s and textbooks at primary level in Mainland China and Taiwan

Abstract: Recent rapid socio-political changes have significantly influenced the shaping of citizenship education in mainland China and Taiwan which captures much public attention. This article reports a comparative analysis of the relevant curriculum’s and textbooks at primary level in Mainland China and Taiwan with regard to the notion of good citizen.

An insight of sociology of education is to examine the relations between knowledge and power, or between curriculum and social control. Cultural transmission in schools is not a neutral process but reflects both the distribution of power and the principles of social control. Likewise, formal curriculum is often penetrated by ideologies or values in favour of the dominant groups and the established political order. The curriculum is a manifestation of official political ideologies. The citizenship curriculum, in the form of syllabus, guidelines and textbooks, covers and defines the objectives, goals and topics for teaching and learning, and underscores the basic orientation of political culture. It also defines the normative expectations, appropriate attitudes, values and behaviour of an ideal citizen. As such, the treatment of topics and contents in the syllabuses and textbooks can be viewed as the expression of these political and cultural norms. Therefore, an inquiry of the citizenship curriculum could shed light on our understanding of the ideal or desirable nationhood and citizenship, as well as the relations between the individual and political community as defined by the concerned authorities. Still further, change in citizenship curriculum and policy can be viewed as an indicator for tracking socio-political transition of a society.

About the author: Thomas Kwan-choi Tse received his first degree of Social Science and then a MPhil Degree from The Chinese University of Hong Kong. Afterwards, he pursued PhD studies with a focus on sociology of education at the University of Warwick, United Kingdom and was rewarded a doctorate in 1998. He used to be a secondary school teacher and a lecturer in the Department of Sociology, CUHK. He is currently an associate professor of the Department of Educational Administration & Policy, CUHK. He teaches and publishes in the fields of civic education and sociology of education. His current research focuses on civic education in Chinese societies. His works on citizenship education appear in the journals like International Journal of Education Development and Discourse; and books such as International Handbook of Educational Research in the Asia-Pacific Region, Education and Society in Hong Kong and Macau, Remaking Citizenship in Hong Kong, and Values Education for Citizens in the New Century.
The shifting sands of civics and citizenship education in Australia: What principles, policies and practices should be enacted in the times ahead?

In Australia in the past decade, civics and citizenship education (CCE) has had a high profile on the education agenda. Ten years ago, the principle of the importance of CCE was written into the Common and Agreed National Goals for Schooling. Federal government funding was committed for the development of CCE resources for every school in Australia. Creative programs of teacher professional development in CCE were commencing across the nation. National testing of CCE was being developed. National Statements of Learning for CCE were being framed to inform the work of policy makers and practitioners, and to inform the way ahead in curriculum development. Now we have a new government, have substantial policies for CCE on the public record, but are in a hiatus period where CCE does not seem to be claiming the same space in education debates at the national level, in spite of the best efforts of those committed to the field. We look with envy at other parts of the world like the UK, where CCE is mandatory in schools, and where new trajectories are defined for CCE that are in touch with new realities in communities. In order to lead the enaction of new principles, policies and practices for CCE, Australian educators must be courageous in defining and speaking out about what those directions should be, and in lobbying the new government.

This paper discusses possible future directions for CCE for Australia in the times ahead that both build on past practice, and respond to new issues on the local, national and global scene. The paper recognizes the need for educators to connect CCE with new realities in youth culture; the increasing space in their lives occupied by online social networking and new technologies, increasing consumerism on the one hand, and the realities of diversity and disadvantage on the other. Increasing global flows of students, information and ideas have the power to push boundaries in thinking about the scope of CCE, but at the same time there are local realities calling for attention in policies and practice. There is a need for a balance between local, national, regional and global concerns in what is enacted in CCE in schools, classrooms and communities. This paper makes suggestions on some key emphases for CCE in Australia in the times ahead as the sands continue to shift. The paper draws on data from recent interviews with Australians who are key players in the development of CCE policies and practice in assessment, publishing, teacher professional learning, teacher education and school practice, and includes their voices in the definition of the way ahead.

If I could change the world: exploring the interface between Citizenship Education and Sustainable Development.

A common perception of young people in the UK today is that they are apathetic about public life. From this perspective it is possible for the CE practitioner to assume that their role is to firstly sensitize students into being interested in considering how to
live responsibly in the 21st Century. This paper presents an alternative and more positive perspective on the orientation of young people. This is based upon a ten year action research project that sought to engage primary, secondary and post 16 students in a community leadership programme with a specific focus on sustainable development and global citizenship.

A central aspect of ESD is the recognition of the need for participatory pedagogy that transcends discipline boundaries and seeks to equip learners with the skills and attributes to cope with the uncertainty and complexity of an interdependent and rapidly changing world. The Community Leadership programme is a trans-disciplinary and service learning initiative that seeks to critically engage students as active citizens. The programme consists of the following four inter-connected elements.

1. ESD awareness raising activities. Considering four key dimensions to Education for Sustainable Development.
2. Student consultation – Creating the space for the students’ concerns (at local and global levels), and values to be listened to, generating a personalised and participatory learning space.
3. Open space for dialogue and enquiry – Based upon a critical literacy approach students are engaged in considering sustainable living issues of interest from different perspectives. Participants are thereby encouraged to critically examine their own points of view and create a community of enquiry through conducting their own investigative research in consultation with locally accessible service providers.
4. Community action – Having identified a common issue of concern with ESD dimensions the students consider possible solutions/action responses and engage in a service learning based approach to leading positive change. Participants then formally evaluate the learning gained from this CE based programme.

This programme in its adoption of a participatory pedagogy and dialogic use of student voice has discovered young people to not only be concerned over a wide variety of issues pertaining to sustainable development and global citizenship but also to be creative and passionate about collective action to make a positive contribution.

Assoc. Professor Yan Wing Leung, Hong Kong Institute of Education

A Critical Reflection on the Evolution of Civic Education in Hong Kong

This first part of the paper briefly reviews the historical development of civic education in Hong Kong arguing that there had been three stages of development, namely Stage one: Depoliticizing by the State and the School (before 1984), Stage two: Politicization of the Intended Curriculum (1985-1996) and Stage three: Re-depoliticisation of Civic Education and Official Affirmation of Nationalistic Education (1997-2008). In stage two, civic education was considered to encompass five foci, namely, human rights education, education for democracy, education for rule of law, nationalistic education and global education. But in stage three, political content such as human rights and democracy were replaced by personal, interpersonal and moral issues. In addition, stage three is characterized by a strong promotion of nationalistic/patriotic education. In the second part of the paper, the author argues that as starting from 2009, civic education will be stepping into stage four, which can be called ‘Civic education through Liberal Studies’. A
new, compulsory subject, Liberal Studies, will be introduced in 2009 containing modules related to rule of law, socio-political participation where democracy and human rights can be explored. The aims and content of the Liberal Studies will be discussed in details to explore whether and how it can serve as a vehicle for civic education for rule of law, democracy and human rights.