



**Education and European Citizenship: an
Educational Project for the Lisbon Strategy.**

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What is democratic citizenship?

- 'Democratic Citizenship' is a skill that everyone needs. In its most practical form, it is the knowledge about how a country and society works. But democratic citizenship is more than just the ballot box - it is also the skill we need to live well in a family and community. It shows us how to resolve disputes in a friendly and fair way, how to negotiate and find common ground, and how to make sure that our rights are respected. A democratic citizen knows about the ground rules of the society they live in and the personal responsibilities they need to respect.

(http://www.coe.int/t/dg4/education/edc/What_is_EDC/EDC_Q&A_en.asp accessed 10 November 2008).

Overview of presentation

- Background to some of the development of education for democratic citizenship (EDC) in Europe.
- Issues about the nature of citizenship and citizenship education.
- A case study of teacher education in England.
- Key priorities for work in the future.

Background

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The Historical Background to the Development of EDC in Europe

- EDC is now a global phenomenon
- EDC was not a significant part of early European initiatives
- Several recent initiatives include Rec(2002)12 of the Committee of Ministers (e.g. “to set up specific curricula related to education for democratic citizenship in teacher training systems); 2005 *European Year of Citizenship through Education*

The Lisbon Strategy

- An economic pillar preparing the ground for the transition to a competitive, dynamic, knowledge-based economy. Emphasis is placed on the need to adapt constantly to changes in the information society and to boost research and development.
- A social pillar designed to modernise the European social model by investing in human resources and combating social exclusion. The Member States are expected to invest in education and training, and to conduct an active policy for employment, making it easier to move to a knowledge economy.
- An environmental pillar, which was added at the Göteborg European Council meeting in June 2001.

Pestalozzi Programme

- Education for democratic citizenship and Human Rights ;
- Teaching remembrance;
- Education of Roma/Gypsy children;
- Intercultural learning and social integration practices at school;
- The image of the Other in History teaching;
- Plurilingualism, Diversity, Citizenship;
- Intercultural dialogue and conflict prevention;
- Gender equality for a functioning democracy;
- Responses to violence in everyday life in a democratic society;
- Making democratic institutions work.

Learning and living democracy for all 2006-9

- 3 lines of work: i) Education policy development and implementation for democratic citizenship and social inclusion; ii) New roles and competences of teachers and other educational staff in EDC/HRE Background; iii) Democratic governance of educational institutions.
- Some recent work in which I have been involved is focusing on education for democratic citizenship (with others working on language, history, multicultural/diversity and media and political literacy).



Issues about the nature of citizenship and citizenship education



Reviving the Lisbon Strategy

- In 2005 a review body concluded that the strategy had been unconvincing. Further reforms include the Treaty of Lisbon (December 2007):
- **A more democratic and transparent Europe**
- **A more efficient Europe**
- **A Europe of rights and values, freedom, solidarity and security**
- **Europe as an actor on the global stage** (accessed 10 November 2008 http://europa.eu/lisbon_treaty/glance/index_en.htm).

Citizenship

- Coherence: Civic republican (duties; public contexts); Liberal (rights; private contexts);
- Relationship to attitudes and/or political structure;
- A response to a crises of individualism, intolerance and disengagement?

Turnout trends at European elections

1979 - 63%

1984 - 61%

1989 - 58.5%

1994 - 56.8%

1999 - 49.8%

2004 - 45.7%

Eurobarometer 2004

Barely a few months after the last European elections in June 2004 respondents were asked if the most recent elections took place in 2002. Only 36% of interviewees are able to assert that the statement proposed to them is incorrect. Some 31% of respondents believe that the last elections were held in June 2002 and 32% felt unable to express an opinion.

European Action Programmes: limited success

- A review of European action programmes (e.g. Socrates) by the European Commission in 1998 concluded that:
- the most significant contributions made by the programmes is their promotion of trans-national and intercultural cooperation and exchange
- the most common participants are those in mainstream high status contexts
- “in practice it could not be said that the majority of the projects they looked at had a primary, explicit and concrete orientation towards learning for active citizenship” (European Commission 1998, p. 24)

Implementation

- There is a real gap between declarations and what happens in practice. There appears to be two risks: the ignoring of declarations of intent and the failure to supply adequate resources All European Study on Education for Democratic Citizenship Policies (Council of Europe, 2004):(p.5)
- Inputs tended to be very general and initiatives were ad hoc. It was extremely rare for programmes to be brought together under one coherent and managed initiative.
- ***The overall pattern in the Western Europe region is of limited, sporadic teacher training related to EDC, with the majority of it generalist in initial teacher training and optional in terms of in-service training.***

Changing Practice (Pestalozzi)

Much good work and some significant challenges:

- targeting the most appropriate people;
- different issues within and across themes;
- making work suitable for each country;
- ensuring that transmission occurs.

A case study: England



Background: CE in England

- 1997 new Labour government;
- Crick Report (1998);
- National Curriculum for students aged 11-16 (2002 with revisions in 2008);
- Revised standards for teacher education (2008).

CE in schools in England

Schools are at various stages:

- Minimalist (little recognition);
- Implicit (little recognition in the curriculum but some opportunities for some students);
- Focussed (principally concentrating on curriculum development);
- Progressing (good blend of curricular and other work at an impressive standard).

CE in teacher education in England

- Initial teacher education (specialist 36 week post graduate programmes with 220 places per year; and a limited input into other subjects such as history)
- In-service education: optional programmes tied to national standards.

citizED (www.citized.info)

- Improving the content and volume of materials for Initial Teacher Training (ITT)
- Developing trainees' subject knowledge via active teaching and learning styles and the promotion of interactive learning
- Ensuring the resources are linked to the National Curriculum
- Adding to and consolidating research in Citizenship Education
- Reviewing and building professional knowledge of HEI tutors
- Identifying effective teaching practices for trainees and newly qualified teachers (NQTs)
- Providing a substantial website
- Developing teaching strategies to prepare trainees for diverse classrooms

Evaluation of citizED

- Voice for the teacher education community
- The characterisation of citizenship education is developing: accepting the official line; openness to creating a characterisation; continuing to promote longstanding interests and fight 'turf wars'.

Ofsted evaluation of teacher education for CE (2004)

- Trainees are often well qualified and are very committed to teaching citizenship and promoting its status in schools.
- Courses are popular and oversubscribed.
- Good employment prospects for those who complete the courses
- Some of the training is “inspirational”.
- Good use is made of visual aids including ICT.
- The involvement of partner schools with ITT tutors is having a positive impact on the development of citizenship as a curriculum subject.

Ofsted evaluation of CE in initial teacher education (2004)

- All providers have difficulties in finding suitable school placements for trainees.
- Courses find it difficult to meet the requirements of qualifying to teach when citizenship is combined with training in another secondary school subject.
- A key concern for inspectors is that at present there is no shared understanding of what trainees need to know to teach citizenship effectively and tutors design courses to reflect their own particular perspective.

Challenges for the future



- Status
- Diversity and consensus
- Theoretically informed practice

Challenges: status

- Significance of EDC is accepted;
- Numbers of trainee teachers are too low;
- The position of EDC within institutions needs to be strengthened;
- A subtle form of official support is needed;
- Too frequent revision may not help.

Challenges: Diversity and Consensus

- Broad agreement on principles has been achieved;
- Specific agreement on perspective has not been achieved;
- Specific agreement within and across countries has not been achieved.

Challenges: Theoretically informed practice

- What sort of subject knowledge do teachers need?
- How can discussion with young people be promoted?
- How can participation within and beyond the school be promoted?
- What forms of assessment are appropriate?