
SICI Workshop

'Citizenship'

Copenhagen
March 22 – 24 2010

Hosted by the Danish School Agency



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Introduction

In March 2010, the Danish School Agency hosted an international workshop titled 'Citizenship' in co-operation with SICI, The Standing International Conference of Inspectorates. The workshop took place in Copenhagen and lasted three days, from March 22 to March 24.

The overall purpose of the workshop was to introduce different definitions and interpretations of citizenship and citizenship education and explore issues involved in evaluating provision.

In different ideological, historical, and pedagogical traditions, citizenship and citizenship education have been understood and practised differently. A number of views and traditions were presented to the workshop participants in a series of presentations made by Danish and international experts.

Furthermore, the aim of the workshop was to offer the international participants an opportunity to carry out 'pilot inspections' of citizenship in different Danish schools. This gave participants a common platform of inspection on which to discuss the challenges and different approaches to the inspection of citizenship. The school visits also gave participants an impression of Danish teaching practice. A panel discussion ended the workshop. Here it became evident that it is essential to take into account respect for the diversity in educational tradition and inspection culture in different European countries when sharing and exchanging knowledge on citizenship and citizenship education. Differences should not prevent discussion or the attempt to identify common challenges or the development of tools for our work. Rather it is possible to identify a number of common challenges, areas of concern and areas for further investigation and development among SICI members.

At the Copenhagen workshop this diversity proved to be a strength and a stimulus to lively discussion. The result of the workshop was not a precise definition of citizenship and a finished indicator model of how to inspect citizenship education but a string of thoughts and theories and a draft proposal of an overarching indicator model for citizenship education which could be an initial tool to test, rearrange and adapt to both national realities and time. Citizenship education is dynamic as it reflects the society of today and tomorrow. Therefore all theories and models must be flexible and dynamic. A key element of all presentations, endorsed by participants, was the viewpoint that citizenship in education is both about providing knowledge in formal courses and opportunities for students to live and practise citizenship within and beyond their school community.

In this report we highlight the speakers' main points, present a summary of the school visits and give an overview of the discussions that took place.

Theoretical presentations

”Citizenship and citizenship education” by *Cesar Birzea*

Cesar Birzea

Professor Cesar Birzea is the director of the Institute of Education Sciences in Romania and professor at the National School of Administrative and Political Sciences in Bucharest. He is the former chair of the Council of Europe project 'Education for Democratic Citizenship' (EDC). Cesar Birzea has published a large number of articles, studies and technical reports and books on citizenship education issued in France, Romania, Spain, Italy, Greece, Portugal, and Poland.

Citizenship and citizenship education: definitions, teaching, inspection and results

Mr. Birzea opened his presentation by pointing out the relevance of the theme of the workshop as citizenship is a subject which also state heads and UNESCO have devoted their time to in recent years.

Mr. Birzea introduced his presentation by defining **citizenship education as a whole school approach which covers and is embedded in all activities with the school.**

He then proceeded to give an overview of how definitions of citizenship have evolved from ancient Greece till today. This introduction led up to Mr. Birzea's personal definition of what contemporary citizenship entails. Mr. Birzea then returned to the subject of citizenship education by providing a model showing how CE can be embedded in a school's formal and non-formal curriculum as well as in the informal activities and experiences related to the school. He then went on to explain how inspection of CE can take place and what competencies students are expected to gain from CE.

Definitions of citizenship from ancient Greece till today

The first part of Mr. Birzea's presentation introduced five different definitions of citizenship stretching from Aristotle to Marshall and Crick in order to demonstrate the historical development in the understanding of the concept:

1. Citizenship as a matter of wealth and property (minimum level of wealth)

The citizens of our state must have a supply of property in order to have leisure for goodness and political activities; and it is these persons who are citizens – they and they only. This definition by Aristotle lasted up to the 18th century.

2. Citizenship as a legal status (launched in the 1950s)

“...a status bestowed on all those who are full members of a community. All who possess the status are equal with respect to the rights and duties with which the status is endowed.” (T.H. Marshall)

3. Citizenship as a political identity

“Citizenship is not just a certain status defined by a set of rights and responsibilities. It is also an identity, an expression of one's membership in a political community.” (Kymlicka and Norman, 1995)

4. Citizenship as a civic virtue

“Citizenship is the practice of a moral code – a code that has concern for the interests of others – grounded in personal self-development and voluntary co-operation rather than the repressive compulsive power of the state intervention.” (Habermas) This definition attempts to integrate political status.

5. Citizenship as a multifaceted concept, covering

- Civil citizenship
- Political citizenship
- Social citizenship

(T. H. Marshall)

and implying that citizens have

- Social and moral responsibility
- Political literacy
- Community involvement

(Crick)

Contemporary definitions of citizenship

Professor Birzea offered a new definition of citizenship:

“Citizenship is the active membership and participation of individuals entitled to rights and responsibilities and having the capacity to influence the politics.”

This definition includes three key elements:

- Political membership
- Participation. According to Mr. Birzea, speaking of ‘**Active citizenship**’ is redundant since **there is no citizenship without participation.**
- Capacity to influence (Which requires basic competences)

Citizenship is today looked upon in several different ways. First and foremost it is regarded as a juridical and political status – which refers to rights and liberties granted by the state - in exchange for which the state requires loyalty. It is also looked upon as a matter of identity - a psychological membership which is context-related as it can refer to different political communities (regional, national, European) and can have diverse contents accordingly. This presupposes ownership and personal involvement based on conviction and values. Professor Birza underlined that when citizenship is a matter of identity, the concept of associated rights is not a logical one.

The EU statutory citizenship (cf. The Maastricht Treaty, 1993, Article 8) includes five rights of citizens which together define a cultural identity. According to professor Birzea, the EU citizenship definition still needs consolidation as citizenship is quite a controversial concept. This definition is neither about a cultural, nor a geographical identity.

These five rights are :

1. The right to move and reside freely within the community member states;
2. The right to vote and stand in municipal elections for the European Parliament;
3. The right to diplomatic and consular protection by other member states, if the national member state is not represented in the non-Community country where he/she is staying;
4. The right to petition to the European Parliament;
5. The right to bring a complaint against bodies before an Ombudsman.

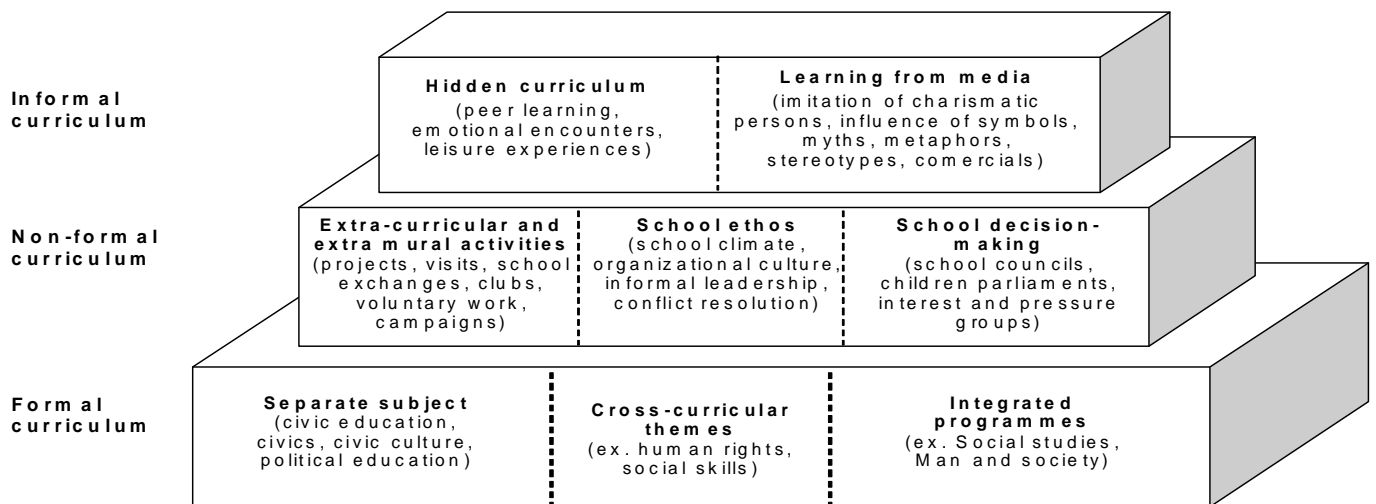
EDC – Education for Democratic Citizenship

EDC has an overall educational aim (Krakow, 2000) which includes practice of rights and responsibilities, active participation and management of diversity. The entire educational system has to implement and support EDC.

EDC in the school context can be spread across different aspects of the curriculum and as the model shows is not only the subject matter of a specific discipline but can be integrated into all aspects of the learning environment in and around school.

By adding an informal curriculum, the model also incorporates seminal or influential events outside the classroom context. This means that the student’s journey towards citizenship also depends on personal experiences and is influenced by input from the media.

The non-formal curriculum covers the educational environment and the formal curriculum covers the visible teaching.



Inspection of Education for Democratic Citizenship

In connection with inspection of EDC, Professor Birza maintained that it is not enough to focus on formal education: non-formal and informal competences must be inspected as well. He emphasized that it is particularly important to include non-formal competences in the inspection of EDC and he raised the question of how that could be done. He suggested looking at students’ participation in associative

life (e.g. student associations) and **focusing on identifying places within the school where the students can practise citizenship activities.**

Professor Birzea gave examples of European countries which have chosen to teach EDC as a separate subject, as an integrated programme or as cross-curricular themes¹.

Citizenship competences

In order to inspect EDC it may be useful to acknowledge the different areas of competence which are included. Several citizenship competences can be identified. Cesar Birzea divides the competences in three main groups:

- Cognitive competences
 - competences of a legal and political nature: knowledge concerning the rules of collective life, the powers in a democratic society, democratic public institutions and the rules governing freedom and action
 - knowledge of the present world
 - competences of a procedural nature: the ability to argue (debate), the ability to reflect (re-examine actions and arguments)
 - knowledge of the principles and values of human rights and democratic citizenship

- Ethical competencies and value choices
 - freedom
 - equality
 - solidarity

- Capacities for action
 - the capacity to live with others
 - to cooperate
 - the capacity to resolve conflicts in accordance with the principles of democratic law
 - the capacity to take part in public debate

Closing

Professor Birzea pointed out that it is his experience that there is not yet enough capacity for EDC in European schools. Many schools fail to offer their students opportunities to practise citizenship and focus only on skills and knowledge. **Empowerment, not just teaching or learning of skills and knowledge leads to developing responsible citizenship,** concluded Cesar Birzea.

¹ See Birzea's presentation in Appendix 1, slide 13

”Embedding Citizenship in Schools in England (2002 – 2009): A Progress Update” by David Kerr

David Kerr

David Kerr is Principal Research Officer at NFER (the National Foundation for Educational Research in England and Wales), and Visiting Professor in Citizenship at Birkbeck College, University of London. Among a considerable number of involvements with citizenship education, David has worked closely with the Council of Europe on its Education for Democratic Citizenship and Human Rights Education Project.

Citizenship education in English Schools

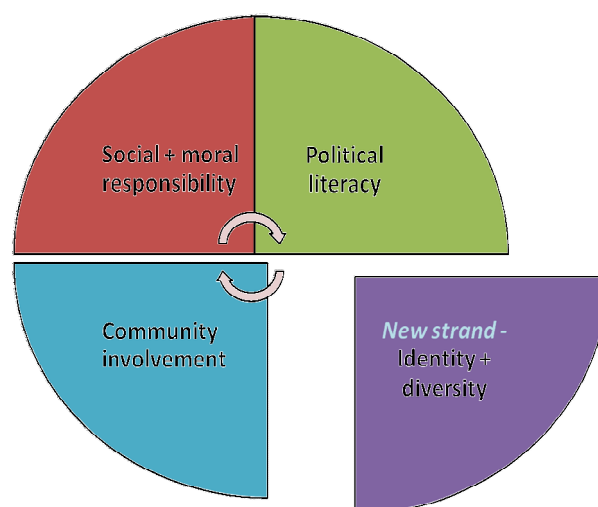
With his presentation professor David Kerr set out to present how schools in England have developed citizenship education (CE) policies and practices.

Since 2002 citizenship education has been a statutory subject for 11 – 16 year olds in all schools in England. The government defined the overall frame for the curriculum but left it to individual schools to decide how, in which subject and by whom CE should be taught.

In his presentation, David Kerr drew on the findings from the Citizenship Education Longitudinal Study (CELS), a longitudinal and qualitative analysis of 12 case study schools which since 2002 have been visited every second year.

Aims of citizenship education in England

David Kerr introduced a model of the political aims of CE in England. The model shows, that CE consists of four main areas: Political literacy, social and moral responsibility, community involvement and, finally, identity and diversity.



Political literacy means the knowledge needed in order to be able to function in society, and entails among other things learning about political systems. As the model shows, political literacy is weighed equally with giving the student a sense of social and moral responsibility, ensuring community involvement and working with identity and diversity aspects of citizenship. These other three elements seem to be the most difficult to implement within schools.

Professor Kerr pictured citizenship education as a Trojan horse which must be pushed into all aspects of school life so that it can be found across the school community and has links outside school as well.

Findings from the Citizenship Education Longitudinal Study (CELS)

For England and Wales, the government chose to promote a holistic approach to CE which includes curriculum, school community, and local context. However, the government only provided a core curriculum for CE. Schools were given the freedom to decide how they wanted to handle CE and define how it fits in with the school ethos and curriculum.

The CELS-survey showed that schools in England have two main approaches: Teaching CE as a specific subject, which gives it status, a name, resources etc., and teaching CE as part of personal social health education (PSHE).

In practice these two approaches cover five major delivery models:

- 'Discrete' lessons
- Integrated subjects
- Cross-curriculum teaching
- Collapsed timetable events (e.g. Citizen Week)
- Whole school approaches (e.g. assemblies)

Other findings of the Survey included the following.:

- Of all the different approaches dedicated timeslots and modules integrated in the teaching of PHSE were by far the most common in 2008.
- CE is generally taught 50 minutes per week
- The degree of leadership and classroom management is an indicator of and a key function within CE.
- Both specialists and non-specialists teach CE. 50 % of English teachers teaching CE have no CE training. This naturally influences their confidence.
- While most other curricula primarily look back in time, CE points towards the future.
- Political literacy (i.e. government, political systems, and voting) is found to be difficult to teach.
- Teachers find that there is too little time to cover the CE topics.

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- Teachers find that identity/diversity issues and European/global issues are difficult to teach.
 - Since 2002, opportunities for student voice and participation have improved significantly, e.g. through student councils, student surveys/consultations, extra-curricular activities and admission of student representatives in the school committee.
 - Two challenges seem to hinder progress related to student voice and participation:
 1. **Student participation rate is consistently low in most activities**
 2. The school commitment can be questioned. It seems **difficult to ensure genuine democracy instead of box-ticking exercises**

Assessing CE

EDC is assessed in various ways. At age 14 a report on CE is sent to parents. These reports differ in their focus; some focus on the pupil's discussion skills and others on academic skills. Assessing citizenship learning outside the classroom is also difficult but it could be done by use of video. A key question is **If examinations are to be held in citizenship – will schools then be able to declare failed citizens?**

50 % of the schools included in the survey did not have a CE assessment policy. Among the reasons given were; lack of time or interest, belief that CE should not be assessed, belief that students already sit too many exams and finally that it is difficult to coordinate assessment if CE is taught cross-curricularly. However, formal examinations are increasingly used and CE is in a number of schools seen as an 'easy' GCSE (General Certificate of Secondary Education) subject. Furthermore, some students find that CE can be useful for certain careers.

Inspecting CE

Professor Kerr postulated two different modes of participation: vertical participation, which means pupils' influence in schools through representation in school boards; and horizontal participation which means decisions made in sports groups or other voluntary organisations.

He argued that when inspecting CE it is **important to be able to find signs of both vertical and horizontal participation.**

He furthermore stressed that good self-evaluation is very important in connection with inspection in order for the inspectors to have a relevant basis on which to discuss the school's performance.

David Kerr finished his presentation by pointing out a number of relevant reports, surveys and resources:

CELS – Citizenship Education Longitudinal Study

www.nfer.ac.uk/cels

IEA ICCS Study – a new comparative study of civic and citizenship education across the world:

<http://www.iccs.acer.edu.au>

CoE Education for Democratic Citizenship and Human Rights Education Project (EDC/HRE) – Framework document and practical tools for e.g. policy, teacher training and coordinators' network

www.coe.int/dg4/education/edc

The European Wergeland Centre – a European resource centre on amongst others democratic citizenship:

<http://www.theewc.org/content/about.ewc/>



“Identifying indicators for monitoring citizenship education” *by Marga de Weerd*

Marga de Weerd

Marga de Weerd (PhD) is a senior researcher at Regioplan Policy Research, a policy research agency in Amsterdam. She works in the field of Education and Youth and has been involved in many studies undertaken for the Dutch Ministry of Education, Culture and Science and the Dutch Inspectorate of Education. In 2005 she and her colleagues engaged in a study for the Directorate-General for Education and Culture at the European Commission in which indicators for monitoring active citizenship and citizenship education were identified.

Indicators for monitoring active citizenship and citizenship education

In her presentation Marga de Weerd gave an account of the study for the European Commission on indicators for monitoring active citizenship and citizenship education.

The objectives of the study were:

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- To identify information needs and proposals for indicators -both indicators that are currently used and those for which no statistical data source currently exists.
 - To assess data availability and identify key data gaps.
 - To analyse existing data on selected indicators and describe current trends and figures for the period 1990-2004.
 - To make methodological proposals on new data to be collected.

Active citizenship: Definition and signs

Following an initial analysis of policy documents and relevant literature, the researchers chose to define active citizenship as: **Political participation and participation in associational life, characterized by tolerance and non-violence, and the acknowledgement of the rule of law and human rights.**

Based on this definition the researchers derived seven signs of active citizenship:

- Voluntary work in organisations and networks
- Organising activities for the community
- Voting in elections
- Participation in a political party
- Participation in an interest group
- Peaceful protest
- Participation in public debate

Identification of input and output indicators in citizenship education

The study was based on the assumption that citizenship education should endow pupils with professional and personal qualifications which enable them to participate in and contribute to a democratic society both whilst in school and later in life.

Hence, the researchers decided to estimate citizenship education according to four output indicators: Knowledge, attitudes, values and skills.

Knowledge was defined as both factual knowledge, background knowledge and functional knowledge. The study concluded that there is an ambiguous relationship between knowledge of society and active citizenship.

The attitudes that the study chose to focus on were political efficacy, political trust and political interest. The study found empirical evidence showing a relationship between attitudes and active citizenship.

The values that the project chose to highlight were tolerance, non-violence, acknowledgement of the law and acknowledgement of human rights. No relevant relationship between values and citizenship education were identified.

Finally, the team defined the following skills as being necessary for active citizenship:

- Critical reading skills
- Debating skills
- Writing skills
- Critical listening skills
- Empathic skills

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- Social skills

Surprisingly, no studies have been made into the relationship between skills and active citizenship.

Based on these findings, the study concluded that educational culture has a clear impact on the output of citizenship education. Marga underlined that education culture is not strictly a matter of what is taught but also how it is taught. This means that citizenship education is a matter of adopting a specific pedagogical approach for the transfer of knowledge, attitudes, values and skills.

The study also showed that it was not possible to find a clear connection between the content of education and active citizenship.

In consequence, the input indicators identified as having an effect in terms of active citizenship were all related to educational culture:

- An open classroom climate
- Teaching methods
- Assessment methods
- Opportunities to participate in and have influence on school
- Opportunities to participate in the community through school

Ending her presentation Marga de Weerd encouraged the audience to deliberate whether or not they believed that educational culture is the only important indicator for citizenship education.

“The Expectant Democrat” *by Ove Korsgaard*

Presentation by Ove Korsgaard

Ove Korsgaard is a professor and Doctor of Pedagogy at the Danish School of Education, University of Aarhus. His main fields are history of education and citizenship education.

Ove Korsgaard has published a number of books in Denmark, and in 2008 he contributed to the Danish Democracy Canon, a project initiated by the Danish government aiming at describing key events, philosophical trends and political texts that have played an important role in the development of Danish democracy.

Citizenship education in Denmark

In his presentation Ove Korsgaard first presented the role of citizenship education within the Danish educational system from the Second World War up till today. He then moved onto describing the pedagogical tradition within citizenship education. Building on this historical perspective, Mr. Korsgaard described the current situation in Denmark where the state has moved from neutrally providing a workable structure for CE to actively participating in defining the values of citizenship. Professor

Korsgaard ended his presentation by describing how CE has moved from being primarily based on experience to now also including a knowledge based dimension in the formal curriculum.

Citizenship within the Danish educational system – a historical perspective

Citizenship education was formally introduced in the Danish educational system in the 1960s but already in the 1940s the challenge from Nazism and fascism created a need for discussing democracy. Part of the discussion focused on the role of the state. Should the state be a driving force or should the state be neutral? In 1946 the Danish theologian Hal Koch introduced the idea that the state should not design the content of citizenship education but rather provide a structure in which citizenship education could take place. Henceforth, the Danish tradition became a matter of the state ensuring pluralism and neutralism.

In 1958 a comprehensive school system was introduced in Denmark. This system was seen as the main vehicle for promoting citizenship. Children from different social groups and with different intellectual abilities should not only attend the same school but join the same class as there was no ability grouping. The varieties in society should be reflected in each class in order to ensure that the children experienced a cooperative democracy where they learned to understand each other's differences and take account of one another.

Pedagogical practices in CE

Inspired by John Dewey and Hal Koch the Danish view on democracy stressed that democracy is not only a political system but also a way of life. Thus, **the most important element in the Danish pedagogical practice was to ensure that all pupils experience democracy in school**, not teaching a formal knowledge-based curriculum. This also meant that democracy became part of the non-formal teaching system.

This practice permeates the Danish school system. A study from 2004 on democratic education in the Danish school system underlined that throughout the 20th century the view that 'democracy is something you need to experience' gained more and more ground.

From pluralism to common values

In the last decade this view has changed gradually. In 2000 the Danish Ministry of Education, in a publication on values, wrote: 'Now more than ever we need to put into words just what attitudes and values we hold in common'. Teachers and students have the freedom to organize the teaching. Keywords in their work are dialogue, cooperation and communication.

In 2007 the Danish government set up a committee with the task of drawing up a democracy canon. The canon, which was published in 2008, mentions 35 Danish and international events, philosophical trends and political texts which have had a special impact on the development of Danish democracy.

The expectant democrat: Experience and knowledge

In 2007 citizenship education was introduced as a subject in the Danish teacher training system in combination with Christianity studies and life philosophy.

In his presentation Bo Lauritzen presented experiences from a citizenship education project carried out in Nørrebro, a part of Copenhagen with a large number of ethnic minority pupils in the public schools. As part of his presentation, Bo Lauritzen presented a model of components of citizenship education.

The project, which was financed by The Ministry of Refugees, Immigration and Integration Affairs, took place in a public school from 2005 to 2007. The project aimed at defining the knowledge, skills and citizenship competences needed today as well as identifying how citizenship is taught. A key assumption of the project was that **citizenship knowledge, skills and competences are necessary for all citizens.**

The aim of the Folkeskole

The public Danish ‘Folkeskole’ includes compulsory teaching from grade 0 to grade 9 and is regulated by the ‘Folkeskole Act’.

According to the Act § 1.3, the aim of the ‘Folkeskole’ is:

“... to prepare the students to be able to **participate, demonstrate mutual responsibility and understand their rights and duties in a free and democratic society.** The daily activities of the school must, therefore, be conducted in a spirit of intellectual freedom, equality and democracy.”

Components of citizenship education

Inspired by Professor Audrey Osler, Bo Lauritzen has elaborated a model which demonstrates the different necessary components in citizenship education. The model includes four dimensions:

- A structural/political dimension
- An inclusive dimension
- A cultural/personal dimension
- A competence dimension

Whereas the structural/ political dimension entails teaching about issues such as human rights and political systems, the remaining three dimensions all point at the students personal and interpersonal competencies.

Components of	Citizenship Education
<u>Structural/political dimension</u> Knowledge Rights, democracy, equality and equal treatment, civil society, discrimination, politics etc. Implies: Human rights and political education	<u>Cultural/personal dimension</u> Identity Either/or Both/and Implies: Involving feelings and choices
<u>Inclusive dimension</u> Inclusion Physical, psychological and social security Active participation Implies: Good learning communities	<u>Competence dimension</u> Skills Political literacy Skills to effect change, e.g. argumentation, language, advocacy, negotiation, mobilization etc. Implies: Action skills and training

Bo Lauritzen underlined that **citizenship education only takes place if all four dimensions are somehow addressed and interlinked.**

Examples of citizenship education from the citizenship education project

As an example of the work being done at the school during the project period, Bo Lauritzen told about a grade 9 class which had worked with the subject ‘Totalitarianism versus Democracy’ in a project where all four dimensions from the model were interlinked. He described how the personal experiences of the students, who had very different social, cultural and religious backgrounds had been of great value in the discussions.

In addition Bo Lauritzen presented a long list of citizenship education activities which had been carried out at the school:

- Training and empowering the Student Council
- Developing a school “Constitution” or a “Bill of rights”
- Using democratic conflict resolution as a pedagogical tool
- Training staff and students in conflict resolution
- Training the entire staff in citizenship education
- Integrating the citizenship perspective in all subjects through the year plans and through documentation of activities
- Conducting a “Citizenship Week” every year

Mr. Lauritzen concluded his presentation by taking stock of citizenship education in Denmark at the moment:

- citizenship education is now a ‘hot’ subject in the sense that has gained importance and attention both politically and in educational discussions
- the four dimensional approach - which he presented in the model - seems to be gaining ground
- education for democratic citizenship in Denmark is no longer just about experiencing democracy.



Experiences from school visits

As part of the workshop the international participants were divided into eight groups which each visited a primary or a lower secondary school in the Copenhagen area. The schools had been selected so that they represented a broad range of school types and socioeconomic areas and with a variety in the way they work with citizenship education. Both private independent and public schools were represented.

The school visit in most cases included observation of teaching, a guided tour of the school by some students and meetings with school heads, teachers and students. Based on the school visits the groups prepared a short presentation about useful indicators of citizenship education and points of inspiration in the school's work with citizenship education, areas of surprise and finally areas which they would have liked to know more about.

Generally the participants found that the approach to CE at the schools focused on practical experiences with citizenship rather than a knowledge based approach. The schools generally presented a democratic practice.

Among the **useful indicators** and questions mentioned in the group presentations were:

- Equality of access to the curriculum
- Balance between male and female teachers
- Inclusion – e.g. integration of ethnic minorities
- Identity – e.g. placing the student council at the heart of the school, including students in interviews with candidates for school headship
- Skills – e.g. running meetings, debating, making presentations
- School ethos/culture
- Collaborative culture with lots of opportunities to experience teamwork/cooperation
- Positive relationships, respect and communication between students and teachers
- Students generally interested and inquisitive
- Examples of group work
- Confidence of students
- Relaxed atmosphere
- Clear signs of student influence in teaching

Even though citizenship education played an active part in school practice, the schools generally lacked a professional approach to their work and had varying degrees of reflection and evaluation of their citizenship education. Furthermore, reflection on the connection between objectives and practice seemed scarce.

The participants generally found that the students were given very good opportunities for experiencing and practising citizenship competences, but many were surprised by the limited curriculum of CE in the Danish schools. The groups reflected on inclusion in the schools and noted a tendency to lack of inclusion, for example a tendency to concentrate students with similar socioeconomic background in the same (private) schools and a lack of access for disabled students in many of the buildings.

Overarching Indicator Model for Citizenship Education

As the citizenship workshop was coming to an end, Professor David Kerr presented a draft for an overarching indicator model that incorporated the main points, conclusions and observations from both the theoretical presentations and the school visits. Mr. Kerr and The Danish School Agency have subsequently worked on describing the draft further and have created a working model that can hopefully support inspectors in identifying the scope of what needs to be considered when evaluating CE.

The working model can also be used as starting-point and inspiration in the ongoing process of developing tools for evaluating CE. For example, it would be possible to develop a more detailed model for evaluating each of the ‘Sites of citizenship’ based on the headings and categories in each ‘Site’ below. The evidence from these tools could then feed into the Overarching Indicator Model for CE shown below.

Overarching Indicator Model for Citizenship Education		Sites of citizenship															
		The classroom			The curriculum			The whole school					Wider communities				
Type of evidence	CE aspect Developed	Pupils	Teachers	School leaders	Pupils	Teachers	School leaders	Pupils	Teachers	School leaders	Parents	Community representatives	Pupils	Teachers	School leaders	Parents	Community representatives
Hard evidence (Formative and summative)	Knowledge and understanding																
	Skills																
	Attitudes and values																
	Inclusion																
	Participation																
	Cohesion																
Soft evidence (Formative and summative)	Knowledge and understanding																
	Skills																
	Attitudes and values																
	Inclusion																
	Participation																
	Cohesion																
Judgement of site based on evidence collected																	
Overall judgement based on judgement of evidence from sites																	

The following model offers examples of what inspectors may wish to look at / for in evaluating citizenship education.

Indicator Model for Citizenship Education – Examples on key topics		
Area	Topic	Examples
Sites of citizenship	Classroom	The classroom climate, the level of debate within the classroom
	Curriculum	Lessons, courses, modules, series of lectures, examinations
	Across the whole school	Democratic structures, councils, clubs and activities and ethos and values
	Local and wider communities	Links, activities and actions that create a connection between the pupils of the school and local, national, European or international communities.
CE aspect developed	Knowledge and understanding	Knowledge and understanding of for example modern democratic systems including civil and human rights, political systems, civil society and issues such as equal treatment and discrimination
	Skills	Skills to effect change such as the ability to make presentations, debate and use argumentation in order to perform advocacy, negotiation, mobilization
	Attitudes and values	Positive attitudes to participation and engagement both current and in the future and active support for the values that underpin democratic life, including its systems, institutions and communities
	Inclusion	Respect for majority and minority groups and valuing diversity in and beyond the school and inclusion of and equity for all pupils regardless of gender, race, religion, class and ability.
	Participation	Support and encouragement of participation and engagement in all 'sites' of citizenship, including both formal and informal structures and opportunities to participate individually and collectively
	Cohesion	Working towards the building and sustaining of the school as a cohesive community, through policies and daily practices that promote shared values and encourage all pupils to feel valued and equal
Type of evidence	Hard evidence	School policies and other documents, self evaluation, internal and external monitoring
	Soft evidence	Class observation, interviews, informal talks with students, teachers, school leaders and parents
	Formative	Evaluation FOR learning, meaning feedback during the school year based on results ect.
	Summative	Evaluation OF learning, meaning test results and final grades at the conclusion of the school year.

The presenters as well as the working groups generally agreed that CE can not merely include knowledge based teaching but must also include opportunities to put knowledge into practice – what is often termed ‘active citizenship’. For this reason, the model centers on both the students’ professional qualifications and personal competences. Effective CE must be reflected in students’ societal knowledge and understanding, practical skills and attitudes and values. Furthermore, the student must gain the ability to act in an inclusive, participatory and cohesive manner in relation to fellow students and society as a whole and demonstrate awareness of society also in the global context. All of this provides the student with a capacity to interact in a democratic society.

One of the primary conclusions from the panel debate was that CE should be embedded in all activities within a school and therefore cannot be inspected by use of a few concrete indicators. Accordingly, the

model frames the inspection of the school by defining the key sites, actors and evidence that should be included when evaluating the school's effort in the field of CE.

- Firstly, the indicator model directs attention towards the different sites of citizenship education. These are the classroom, the curriculum, the whole school and the school's relation with wider communities, including the local community.
- Secondly, the model aims at incorporating a reflection on how pupils, teachers, management, parents and community representatives work with and contribute to CE.
- Finally the model shows that inspectors' evaluations can be based on hard evidence such as examination results, previous inspections and self evaluations and soft evidence such as classroom observations and interviews with pupils, teachers and other actors.

The inspector can use the table as an overarching 'aide memoire' to note down observations in areas, where the school is working with CE. As noted above, the overarching model can also be broken down by site and a more detailed observation tool developed (see exemplar below). It is not a premise that all the areas in the overarching model should be filled out. Rather, the fields that have and have not been filled out can provide a map of the school's work with CE, which are its strengths and weaknesses and in which areas the school can develop its practice.

The citizenship workshop provided an excellent platform for sharing issues, challenges and developments concerning inspection and citizenship education (CE) across countries. The overarching indicator model is testament to the quality of the discussions and suggested approaches.

The model should be regarded as a contribution to ongoing work at national and European level on creating effective means for evaluating citizenship education. David Kerr suggested that it is also worth directing attention at other self evaluation tools for citizenship education, which have been created at national and European level:

Citizenship self evaluation tools for England:

Citizenship in secondary schools

http://www.citizenshipfoundation.org.uk/lib_res_pdf/0732.pdf

Citizenship and PSHE (Personal Social and Health Education) in primary schools:

<http://www.teachingcitizenship.org.uk/dnloads/primaryselfevaluationtool0.pdf>

Council of Europe tools:

Competencies for teachers in EDC/HRE:

http://www.coe.int/t/dg4/education/edc/Source/Pdf/Documents/6555_How_all_Teachers_A4_assemble.pdf

Democratic Governance in Schools:

http://www.coe.int/t/dg4/education/edc/Source/Pdf/Documents/2006_3_DemocraticGovernanceSchools_En.PDF

Council of Europe website for details of more resources at:

http://www.coe.int/t/dg4/education/edc/3_RESOURCES/EDC_pack_en.asp#P43_1404

Conclusions and recommendations

Citizenship education and inspection of it is still a very young and new area. This was mentioned several times by both key speakers and participants. Thus, the conclusions and recommendations are not a finalized set of definitions and indicators which could be used in inspection. Rather, the workshop concluded in an agreement on a spectrum of objectives, a list of challenges, reflections on useful indicators and a large interest in continuing the work with this subject. Furthermore, as mentioned in the previous chapter, a proposal for an overarching indicator model was discussed.

Objectives

As part of the panel discussion the mediator introduced a range of objectives for citizenship education:

1. **The maximum objectives** – aim at the creation/development of active and democratic citizens.

Work at a political level.

The bridge between the political intentions with citizenship education and the practice which must be inspected can be hard to define.

2. **The minimum objectives** – far more concrete and measurable as they include knowledge about society, democracy and political institutions. Work at a formal, knowledge based level. Politically this is far more acceptable and often also easier to identify as part of an inspection

Speaking about objectives of citizenship education is in itself highly political as the objective will express and/or interpret the political intention of the time being.

Contents of citizenship education

The key speakers as well as the working groups generally agreed that CE can not merely include knowledge based teaching but must also include opportunities to put knowledge into practice – what is often termed ‘active citizenship’.

Effective CE must be reflected in students' societal knowledge and understanding, practical skills and attitudes and values. Furthermore, the student must gain the ability to act in an inclusive, participatory and cohesive manner in relation to fellow students and society as a whole. All of this provides the student with a capacity to interact in a democratic society.

So the term citizenship education should cover both the more traditional learned part as well as the active experience-building part.

Indicators of citizenship

One of the primary conclusions from the panel debate was that **CE should be embedded in all activities** within a school, e.g. through student councils, as part of the subject curricula or through students' cooperation with local organizations, and therefore it cannot be inspected by use of a few concrete indicators. It was also mentioned several times that it is important to include both content and teaching methods when inspecting CE.

It was discussed that certain indicators can be too general or too politically sensitive. This would force inspectors to interpret them in order to use them as part of their work and should therefore be avoided. Finally it was mentioned that indicators will vary from country to country and even from school to school.

A number of the indicators, which were identified and discussed by the speakers and participants, can be found in the overarching indicator model page 19.

Challenges/areas which need to be investigated further

Apart from the above mentioned areas a number of other challenges facing the inspectorates and SICI in connection with inspection of citizenship education were discussed.

Commonalities

Great variations in the conditions and practice in the different SICI member inspectorates is a huge challenge. The perception of concepts like democracy differs as well as the understanding of a good citizen.

Some inspectorates are key players in the development and interpretation of citizenship education as the inspectorates counsel and actively support work on CE in individual schools. In other member countries the opposite is the case.

It was suggested that SICI focuses on positive experiences from each of the member countries/states in stead of focusing on the differences.

The international dimension of CE was suggested as a key topic for SICI to work with. Through work with global citizenship the students can experience that they have common interests and concerns. The international level would then conclude a progression in the contexts for citizenship awareness and activity—school, local community, regional, national, European and global.

Are inspectorates neutral?

The question of neutrality within inspectorates was debated. Some found that by assessing what they see at a school inspectors contribute to defining signs of citizenship education being present.

Can all element of CE be identified at an inspection visit?

There was discussion around whether all dimensions of citizenship education can at all be identified during a visit, as some activities take place outside the school in the local community, and some parts of CE may be embedded in dimensions of the school practice which are less tangible. Action is more easily identified than intentions.

Inspecting citizenship education must be flexible

As citizenship education is still a relatively new part of inspections in some countries it is important to acknowledge that the development of more precise definitions and tools requires more time and experience. Furthermore, citizenship education is in constant development as it reflects the values and political will of the present time. Tools, models and indicators must therefore be general and flexible in order to be useful and lasting. It may be that it is only possible to outline frames for these tools and

models which must be filled in by the inspectors at the individual visits in order to fully meet the citizenship education of both the time and the specific school being inspected.

Definition of citizenship education

The presentations of the workshop introduced a large number of examples of definitions of citizenship and citizenship education. No single definition was accepted as a SICI definition. However, it was generally accepted that citizenship education includes both knowledge-based and experiential components. The terms awareness, informed attitudes and responsibilities were included.

Future activity at SICI level

It was agreed that SICI should continue to discuss and comment on this important aspect of educational provision and its evaluation. SICI will consider proposing at least one follow-up Workshop. It could be fruitful to combine a follow-up Workshop on citizenship education with a follow-up to the 2010 Amsterdam Workshop on educational outcomes.



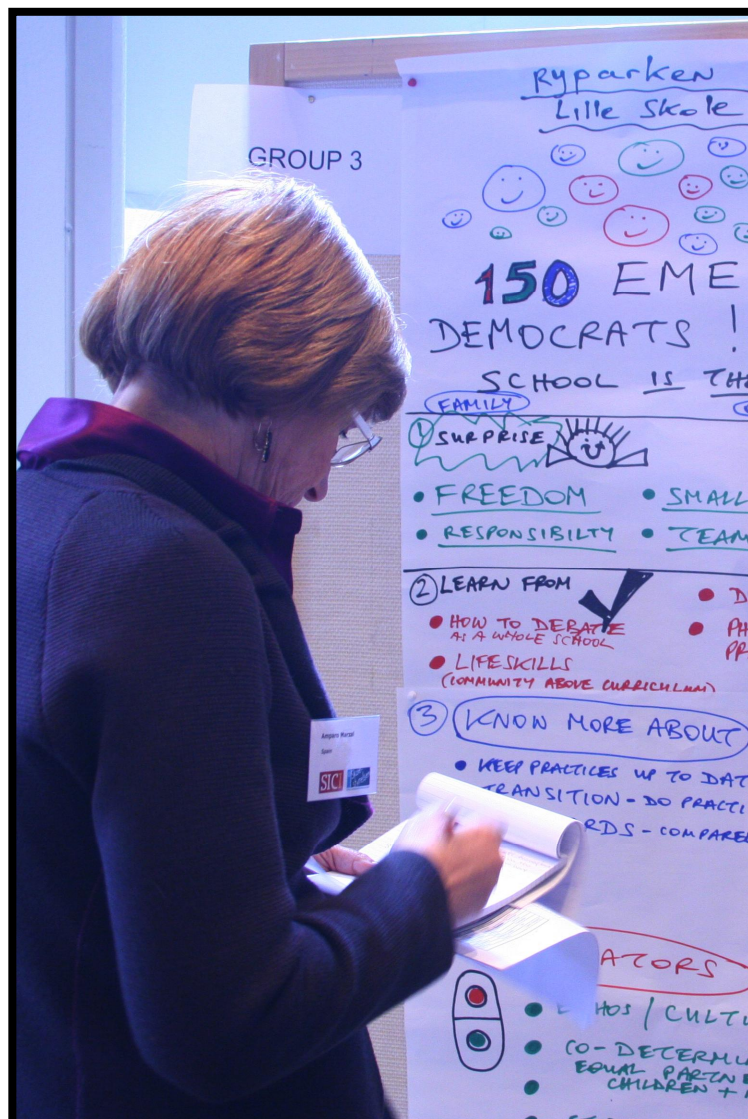
Evaluation of the workshop

In order to gain valuable experience for future workshops the School Agency had prepared two different evaluation forms for the workshop participants, one in English and one in Danish.

21 international participants filled in the evaluation form.

The international evaluations are generally very positive. Over 70 % found that the workshop very much lived up to their expectations and 95 % had a very good general impression of the workshop. In general the participants benefitted very much from the theoretical presentations and most found the school visits very relevant (75%) or relevant (20%).

Several participants noted that the school visits and the following group work and market place provoked new thoughts and ideas and were stimulating to the entire workshop.



Appendix 1

Power Point Presentation of Cezar Birzea

CITIZENSHIP AND CITIZENSHIP EDUCATION

Presentation by Cesar Birzea

Definition 1: citizenship and property (minimum level of wealth)

- The **citizens** of our state must have a supply of property [in order to have leisure for goodness and political activities]; and it is these persons who are citizens - they, and they only (Aristotle)

Definition 2: citizenship as a legal status

- "Citizenship is a status bestowed on all those who are full members of a community. All who possess the status are equal with respect to the rights and duties with which the status is endowed. ...Citizenship requires a direct sense of community membership based on loyalty to a civilisation which is a common possession. It is a loyalty of free men endowed with rights and protected by a common law" (Marshall).
- "Citizenship is the involvement in public affairs by those who had the rights of citizens" (Barbalet).
- "Citizenship concerns the legalities of entitlements and their political expression in democratic polities" (Turner).

Definition 3: citizenship as a political identity

- "Citizenship is not just a certain status, defined by a set of rights and responsibilities. It is also an identity, an expression of one's membership in a political community" (Kymlicka and Norman).

Definition 4: citizenship as civic virtue

- "Citizenship is the practice of a moral code -a code that has concern for the interests of others - grounded in personal self-development and voluntary co-operation rather than the repressive compulsive power of the State intervention" (Habermas).

Definition 5: a multifaceted concept

Marshall

Civil citizenship

- personal liberty and a regime of individual rights (18th century: liberty of the person, the right to property, equality under law, freedom of speech); institutions for civil rights: rule of law and system of courts

Political citizenship

- right to participate in the exercise of political power as an elector member of representative bodies (19th century: political rights and Parliamentary institutions)

Social citizenship

- state intervention / Welfare State to reduce economic inequalities and increase social justice (20th century, social rights, counter-power to market effects)

Crick

Social and moral responsibility

- civic virtue, public accountability, moral duties

Political literacy

- effective participation in public life, civic culture

Community involvement

- Civic networks, self-governance, belonging

Citizenship is the active membership and participation of individuals entitled of rights and responsibilities and having the capacity to influence the politics.

Citizenship as a juridical and political status:

- it is the set of rights and liberties that the State grants its citizens;
- it is a civic contract between the State and the individual, as a subject of the right;
- includes legal rules that define membership of a political body;
- sees citizenship as the internal face of nationality (citizenship is certified by passports);
- involves the citizen's loyalty to the State that protects him/her and grants civic rights;
- involves a balance between rights and responsibilities;
- ensures inclusion and access to public life.

Citizenship as identity

- is one of the identities of an individual;
- it is context-related: it can have a simultaneously diverse content depending on the political community it refers to (regional, national, European or world citizenship);
- it dissociates citizenship from belonging to a particular territory;
- it presupposes ownership and personal involvement based on convictions and values.

E.U. Statutory citizenship

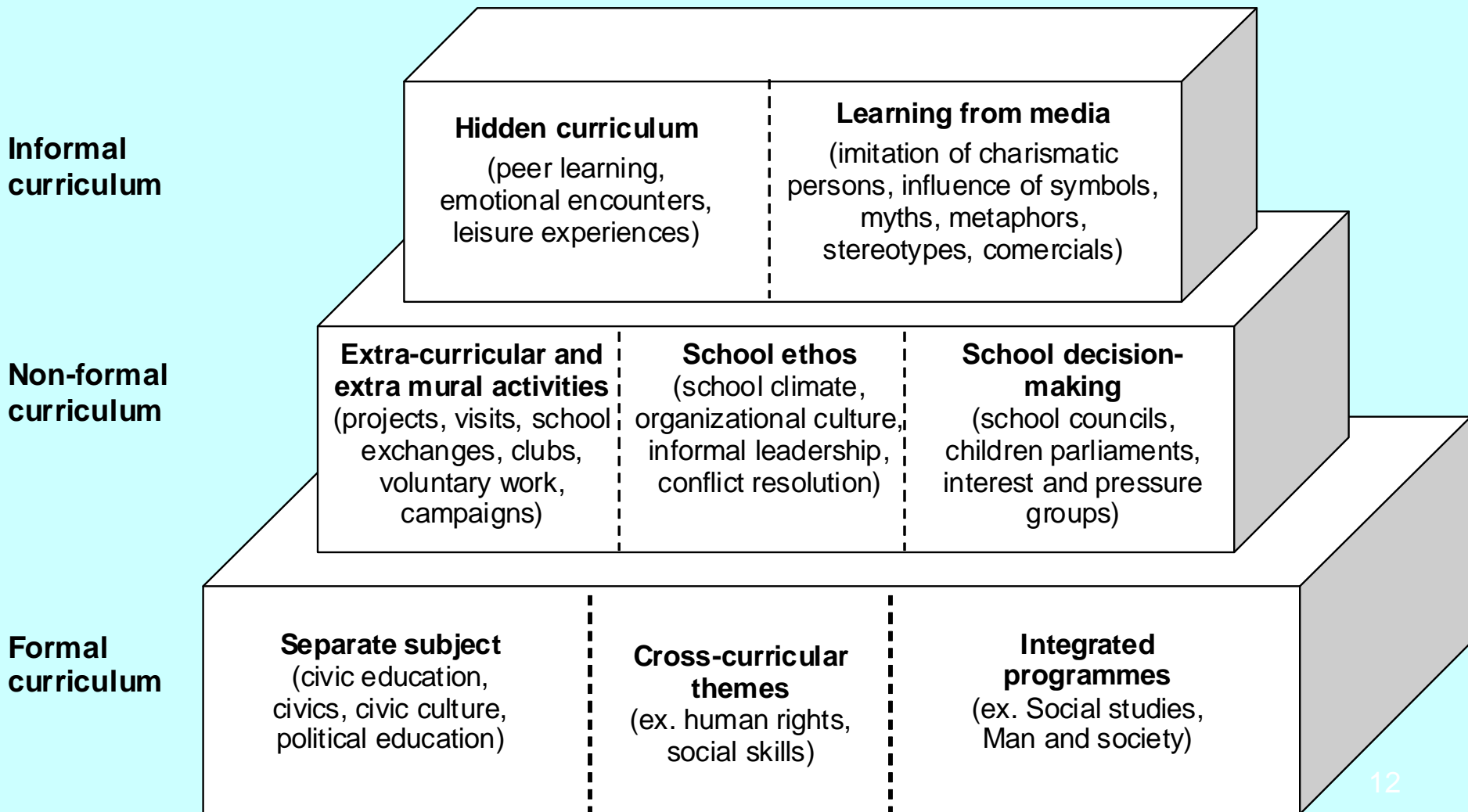
(cf. Article 8, Maastricht Treaty, 1993)

1. The right to move and reside freely within the Community member states;
2. The right to vote and stand in municipal elections for the European Parliament;
3. The right to diplomatic or consular protection by other member states, if the national member state is not represented in the non-Community country where he/she is staying;
4. The right to petition to the European Parliament;
5. The right to bring a complaint against bodies before an Ombudsman.

EDC as an overall educational aim (Krakow, 2000)

1. practice of rights and responsibilities
2. active participation
3. management of diversity

Citizenship in the school context



Formal curriculum provisions for EDC

- Separate subject (1-2 h. per week, compulsory or optional)
 - civics or civic education (Austria, Croatia, Bulgaria)
 - civic culture (Greece, Spain, Romania)
 - citizenship education (England, Belgium-Flemish Community)
 - social studies (Czech Republic, Switzerland)
 - legal studies (Ukraine, Armenia)
- Integrated programmes
 - social, personal and health education (Ireland)
 - social sciences (Italy)
 - history and society (Poland)
 - man and society (Hungary)
 - life skills (Iceland)
- Cross-curricular themes (Belgium - the Flemish Community - thematic circles)

Non-formal curriculum for EDC

- participation in decision-making (school councils, children's parliaments, school governing, municipal councils);
- outdoor education (residential visits, excursions, school exchanges, pilot projects);
- team membership (clubs, associations, interest groups and pressure groups);
- community involvement (voluntary activities, pastoral-care programmes, meetings with elected representatives, the police and faith groups, awareness-raising campaigns);
- work experience (practical placements and entrepreneurial learning).

Citizenship competence (civic culture)

- **Cognitive competences**
 - competences of a legal and political nature: knowledge concerning the rules of collective life, the powers in a democratic society, democratic public institutions and the rules governing freedom and action
 - knowledge of the present world
 - competences of a procedural nature: the ability to argue (debate), the ability to reflect (re-examine actions and arguments)
 - knowledge of the principles and values of human rights and democratic citizenship
- **Ethical competencies and value choices**
 - freedom
 - equality
 - solidarity
- **Capacities for action**
 - the capacity to live with others
 - to cooperate
 - the capacity to resolve conflicts in accordance with the principles of democratic law
 - the capacity to take part in public debate

EDC and school evaluation

Key areas (domains, operational aspects for QA and self-evaluation)

1. governance, leadership, management and public accountability
2. value-centred education
3. co-operation, communication and involvement
4. student discipline

Indicators = pointers, evidence, relevant information

Descriptors = concluding statements, state of the art terms,
step-by-step evaluation

Value centred educations: self-evaluation grid

Stage 1 (significant weaknesses in most areas)

Rights and responsibilities	Active participation	Diversity
The school curriculum do not stress EDC	Subject matter is decided in details by authorities Teaching methods are chosen by teachers	The curriculum aims at conformity School books hold up the dominating group as the norm and minority values as deviations Girls are not encouraged to follow “male” subjects

Stage 2: more weaknesses than strengths

Rights and responsibilities	Active participation	Diversity
<p>EDC values are mentioned in the curriculum, but not in imperative terms.</p>	<p>Students are given opportunity to express their opinion.</p> <p>Students are given some options in how to work, decided by the teacher.</p>	<p>Special needs acknowledged.</p> <p>A different cultural background is seen as a handicap that can be cured.</p> <p>Statements are made about welcoming applications from minority groups, but no affirmative action is taken to promote inclusion.</p>

Stage 3: more strengths than weaknesses

Rights and responsibilities	Active participation	Diversity
EDC values are expressed explicitly as fundamental for the whole curriculum.	Teachers are encouraged to involve students in the teaching process. Teachers and students plan together. There is room for individual choices.	The curriculum is appropriate for all learners. Biased school books are not allowed. The achievement and unique cultural features of minorities are identified and valued.

Stage 4: strengths in most areas

Rights and responsibilities	Active participation	Diversity
<p data-bbox="131 486 575 872">EDC values are expressed not just in printed curricula but as a fundamental and central element of school life.</p> <p data-bbox="131 903 537 1176">Local school policies stress the importance of respect of human rights.</p>	<p data-bbox="625 486 1174 586">Students are recognized as equal partners.</p>	<p data-bbox="1248 486 1746 644">School leaders show a respectful and open attitude to diversity.</p> <p data-bbox="1248 675 1785 886">Where unbiased texts are not available, the school develops its own materials.</p> <p data-bbox="1248 918 1734 1186">Learning to deal with diversity is seen as a valuable competence for all students and teachers.</p>

Step by step: from authoritarian to democratic school governance

- Four formal contexts
 - personal position
 - local school board
 - staff meetings
 - students
- Four informal contexts
 - personal outlook
 - corridor talk / socialising
 - daily management
 - conflict resolution

Key area: value-centred education

Personal position

Step 1: You have not given democracy or other values in education much thought, since no explicit directives can be found in the curriculum. Your responsibility is that everything is taught according to existing regulations.

Try this: Widen your perspective: what is said of values in constitutional laws, UN conventions and the like? Also, raise your awareness of changing values in society. Many books on this topic are available for theoretical studies.

Step 2: You recognise your responsibility to transfer not only knowledge and skills but also a set of values to students. You also recognise the rights of students to have a say in what is right and wrong. It is necessary to make your staff share this insight.

Try this: Widen the perspectives of your staff. Use external sources for in-school training, discussion forums, workshops, etc. Analyse and define together common values essential in a good society, and in your school. Invest in staff study days for this! Make sure the values become explicit in all your policy documents.

Step 3: You have ensured that all processes in your school are carried out according to a school ethos of democracy and respect for diversity. School books and teaching material are examined on the basis of the same principles.

Try this: Your responsibility is to maintain this high level of value-based education. Watch out constantly for discrimination or other types of unethical behaviour. Use your position to serve as a role model, and consider it an obligation to have an optimistic outlook on the future and a strong faith in your fellow human beings, regardless of their age. 22

Conflict resolution

In an authoritarian school, the head is often given - or assumes voluntarily - the role of judge in all kinds of conflicts. An unfortunate consequence of this is the distance it creates between the school leader and the rest of the school. In schools of this type conflicts tend to be regarded as threats to the system and not as starting-points for development or, at least, for reflection. The way you look at conflicts is an indicator of how you look at students and staff.

Step 1: If you are uncertain, you look in the regulations for advice when settling a conflict. It is important to sort out who is to blame.

Try this: Listen actively and ask follow-up questions to understand more deeply what both sides have to say. When they react strongly against a decision, try to find out what underlying values or motives there might be that caused their reaction.

Step 2: It is important to you to respect the integrity of the wrongdoer as well, not only the injured party. You also base your judgement on your experience that in most conflicts, both sides are to blame.

Try this: Some conflicts are more important to solve than others, even if they may seem trivial. Watch out for conflicts that may have their roots in discrimination because of gender, ethnicity, looks or handicap.

Step 3: Accept that not all conflicts can be easily solved. See conflicts as expressions of different values, and appreciate that understanding and resolution often lie in tolerance, acceptance and compromise, not in finding a scapegoat.

You can also see a conflict as an incentive for development and as an opportunity to involve students, parents and other participants who may be of help. Your aim is to foresee and prevent conflicts. Eventually, much of the energy that was spent on conflict resolution can be used for better purposes: to strengthen students' understanding of and loyalty to each other, the school and, in the end, to society.

Appendix 2

Power Point Presentation of David Kerr

Embedding Citizenship in Schools in England (2002-2009): A Progress Update

**SICI Citizenship
Conference**

March 2010



National Foundation for Educational Research

David Kerr

NFER

Director CELS and
Associate Director
IEA ICCS Study

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<http://www.nfer.ac.uk/cels>

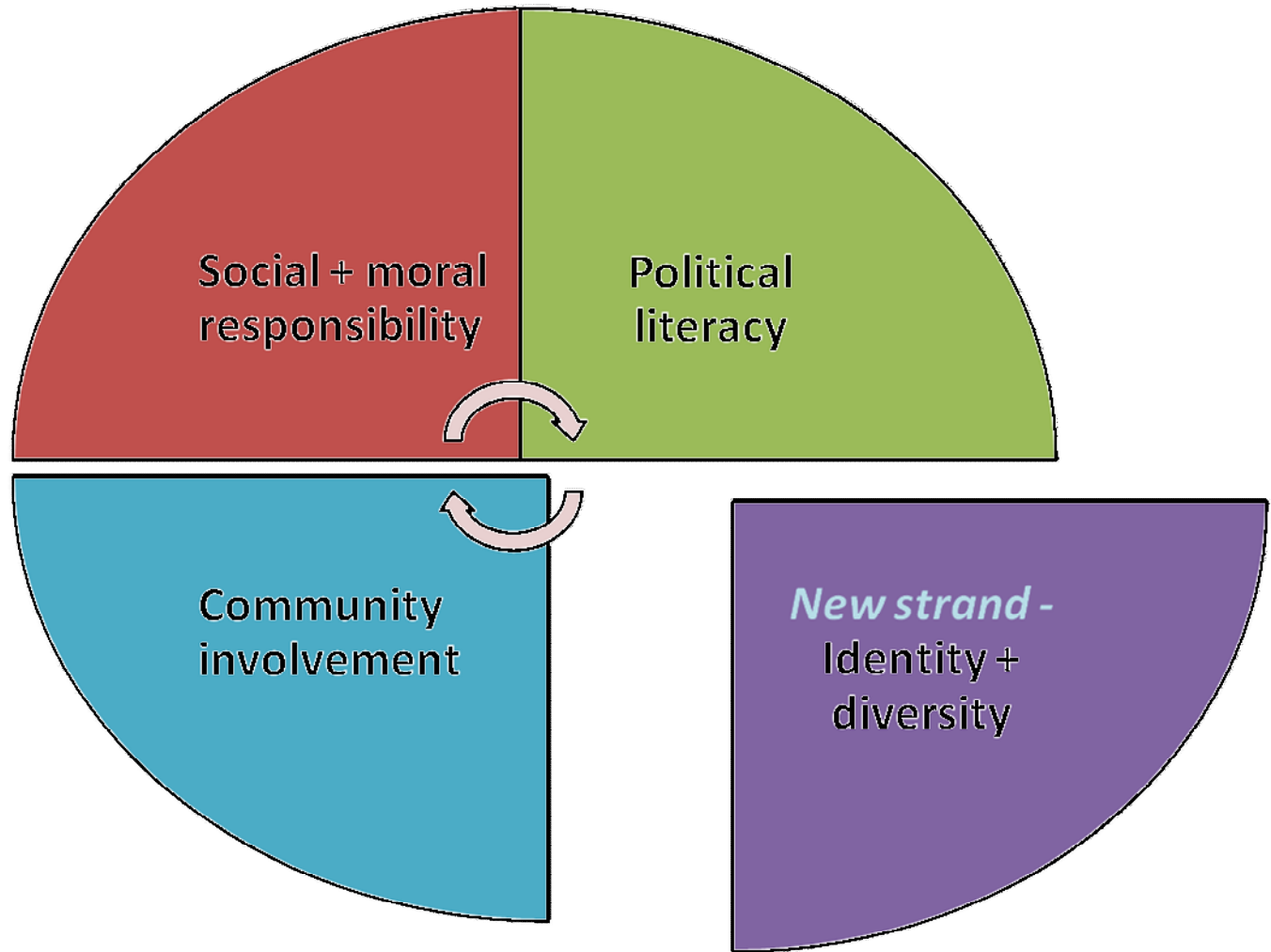




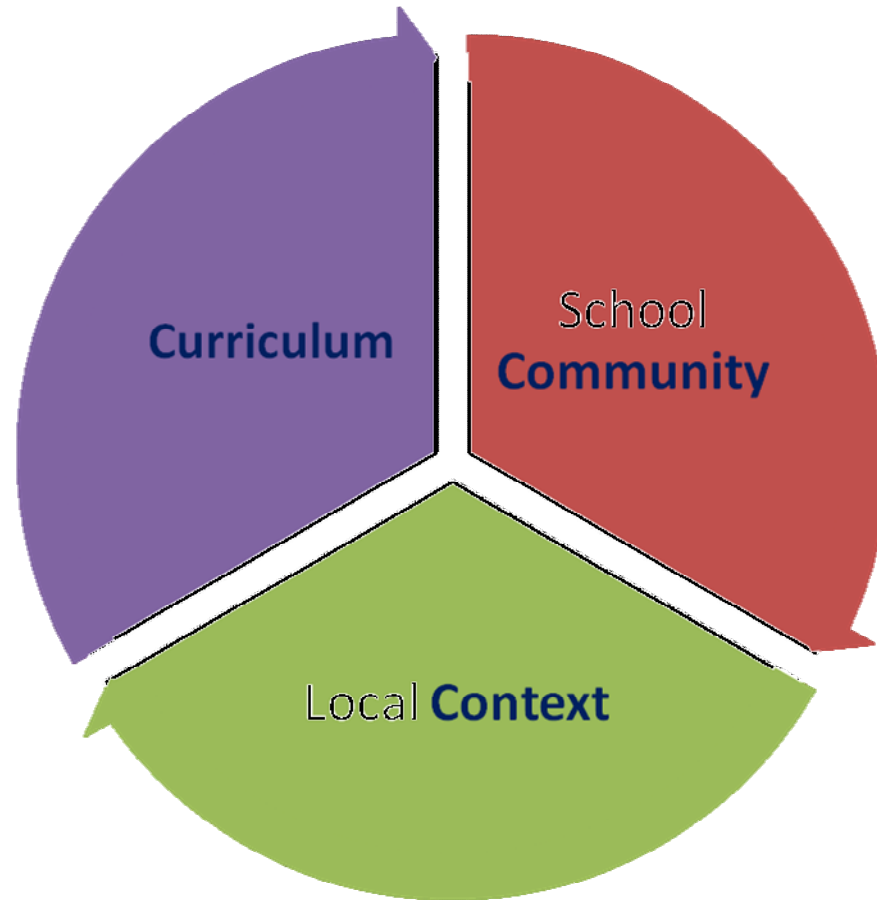
Aims of this presentation...

1. To set the context for **citizenship education developments in England**
2. To present **key findings** (to date) from CELS survey and case study schools, focusing on:
 - ‘delivery’ methods being used
 - approaches to teaching, learning and assessment
 - opportunities for active citizenship
 - perceived ‘benefits’ and ‘impact’
3. **Update on current developments** – at national, European and international level

Policy Aims of CE



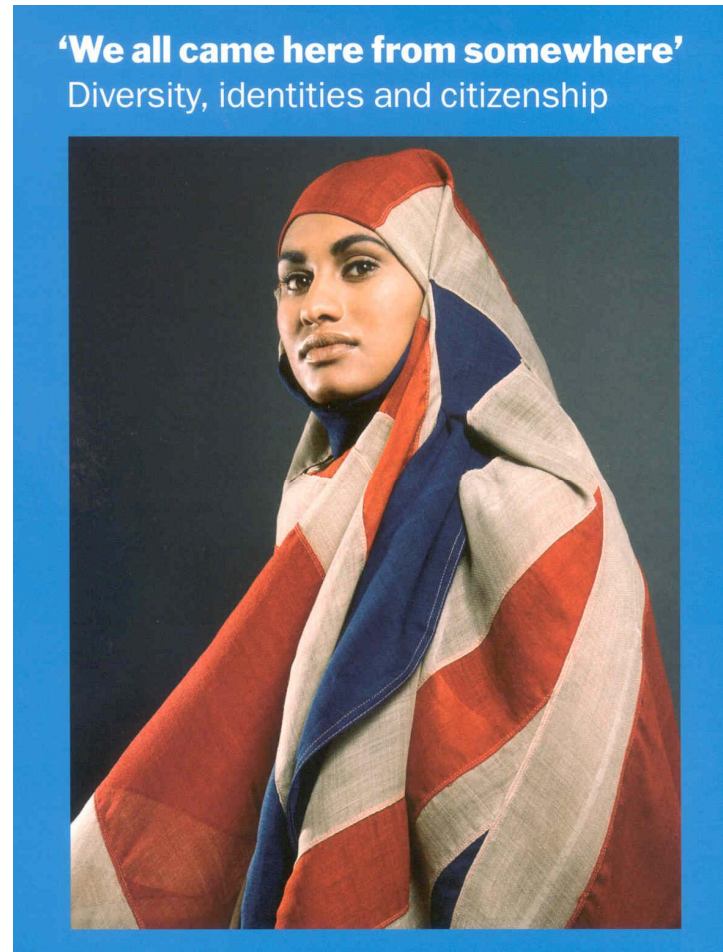
Holistic...but 'light touch'





Broadening of the Citizenship Agenda

- Post-16 Citizenship
- Civil renewal and active citizenship
- Active Learning for Active Citizenship
- Togetherwecan
- Every Child Matters (ECM): Change for Children agenda





CELS Research Sample + Methods

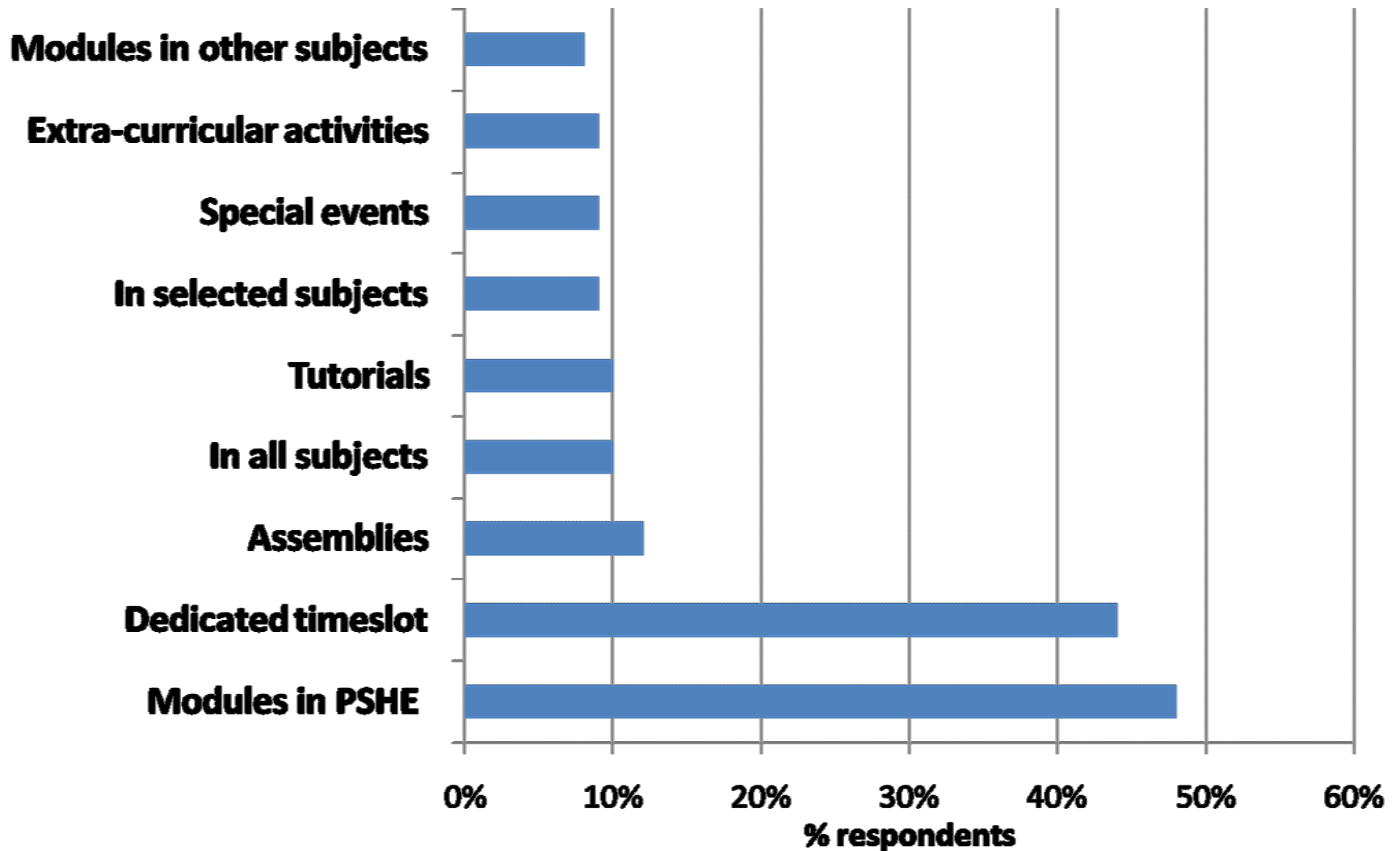
- 9 year evaluation
- Qualitative and quantitative data
- Longitudinal and cross-sectional
- Involving over:
 - **816** Schools and colleges
 - **37,809** students
 - **2,626** teachers, **679** school leaders and **133** college leaders



CE Delivery - In practice...

- Schools adopted a variety of different delivery models:
 - 'Discrete' lessons
 - Integrated subjects (e.g. combining CE and RE)
 - Cross-curriculum teaching
 - Collapsed timetable events (e.g. Citizenship Week)
 - Whole school approaches (assemblies)

Delivery Approaches to CE - 2008

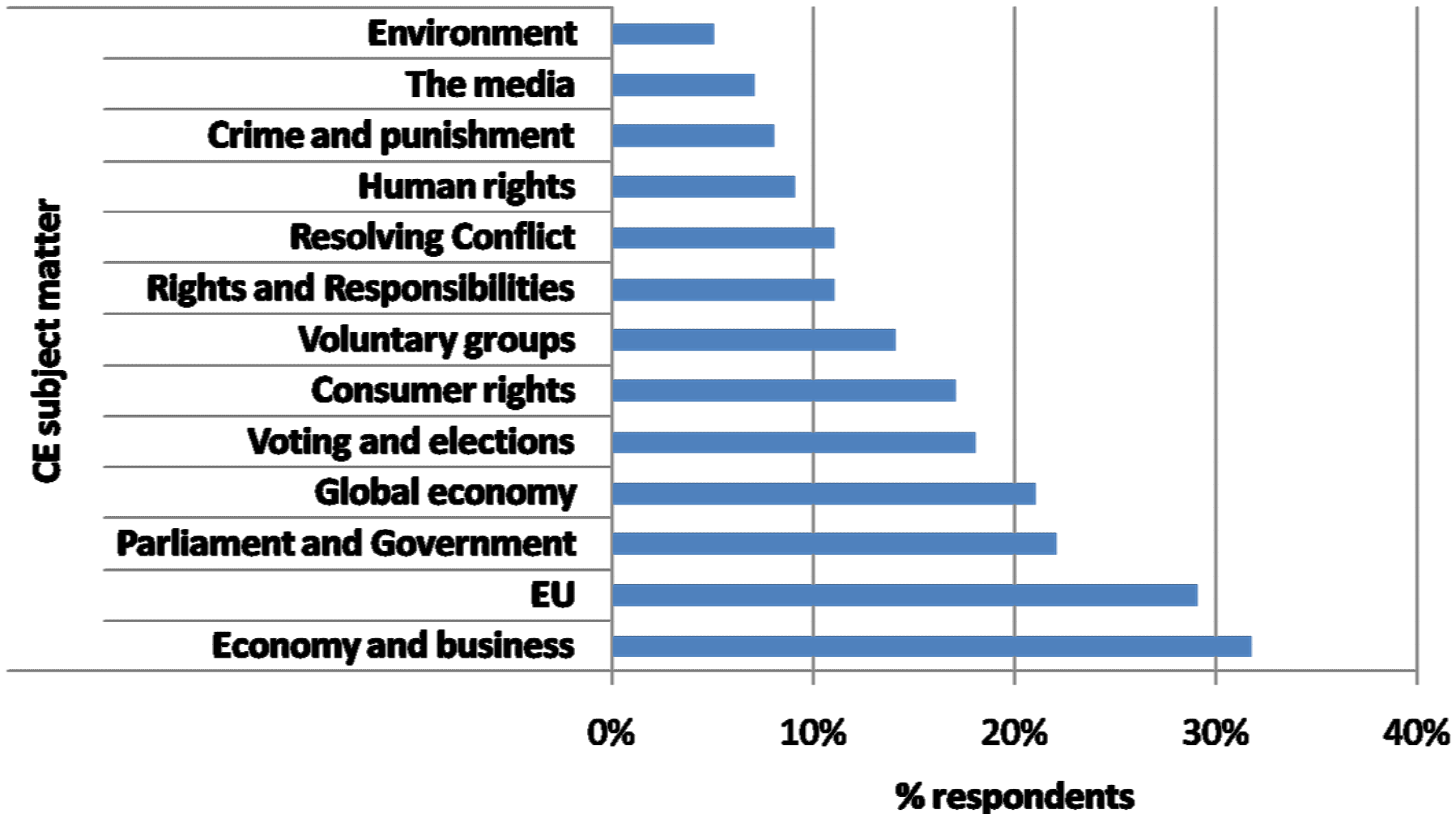




Teaching, Learning + Assessment

- Difficult to teach **political literacy** - i.e. government, political systems and voting
- Also struggle with teaching **identity/ diversity issues**, and about **European/ global issues**
- Key complaints? **Too little time** to cover all of the CE topics + political institutions are 'dry' and dull ⇒ students are bored
- But also because teachers often lack **confidence/ knowledge/ training** in these areas

Teacher confidence (lack of) in CE topics





Emerging trends in assessment

Weak practice...

- 50% of schools *don't* have a CE assessment policy
- Reasons for this include:
 - Lack of time for/ interest in CE
 - Belief that citizenship shouldn't be assessed
 - Students already sit too many exams
 - If cross-curricular, can be difficult to coordinate

Emerging practice...

- But formal examinations increasingly used
- Reasons for this include:
 - Increases the status of the subject
 - Is an 'easy' GCSE
 - Useful for some careers



Two final points

- Just because the school offers the GCSE, doesn't mean the teaching/ status of the subject
- Schools find it difficult to **assess active citizenship learning outside the classroom** – not unique to England (see NFER/ CIDREE report, Kerr, 2009)
- For further examples, see the 2009 NFER/ CIDREE report on assessment policies for CE across Europe



Promoting active participation

- National policy for CE = encourage student participation
 - in the classroom + in their own learning
 - in extra-curricular activities
 - in school governance
- Efforts supported by national policies towards student 'voice' and student councils



School policies: much improved

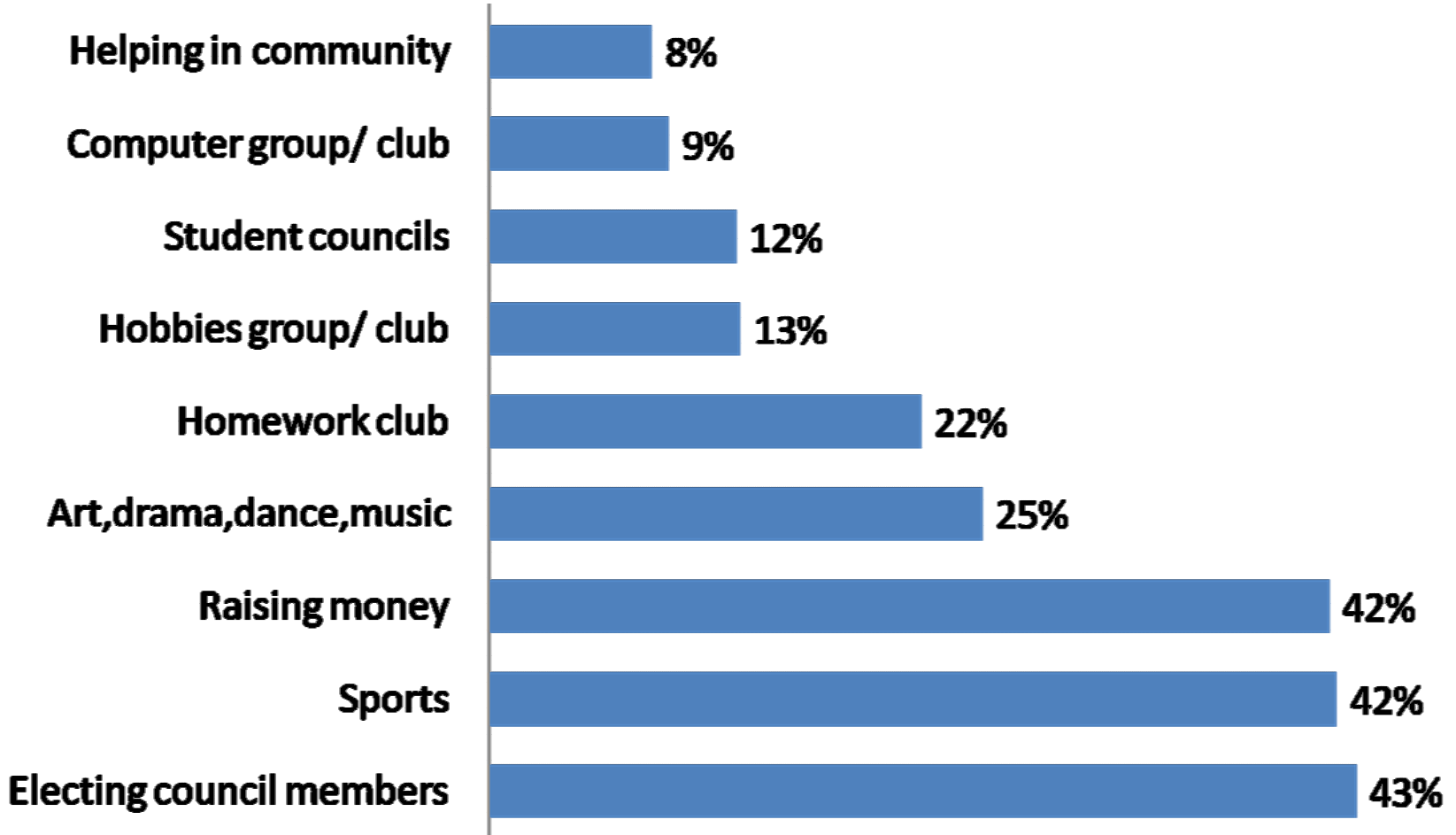
- Since 2002, *far* more opportunities in schools for student voice + participation in school decision-making
 - Most schools now have a student council
 - Many run student surveys / consultations
 - Offer more extra-curricular activities
 - In some schools, students sit on school committees
- But progress hindered by two key factors



Challenge 1: Student practices

- Student interest/ participation rate in most activities consistently low

Student participation in school activities (2008)





Challenge 2: School commitment

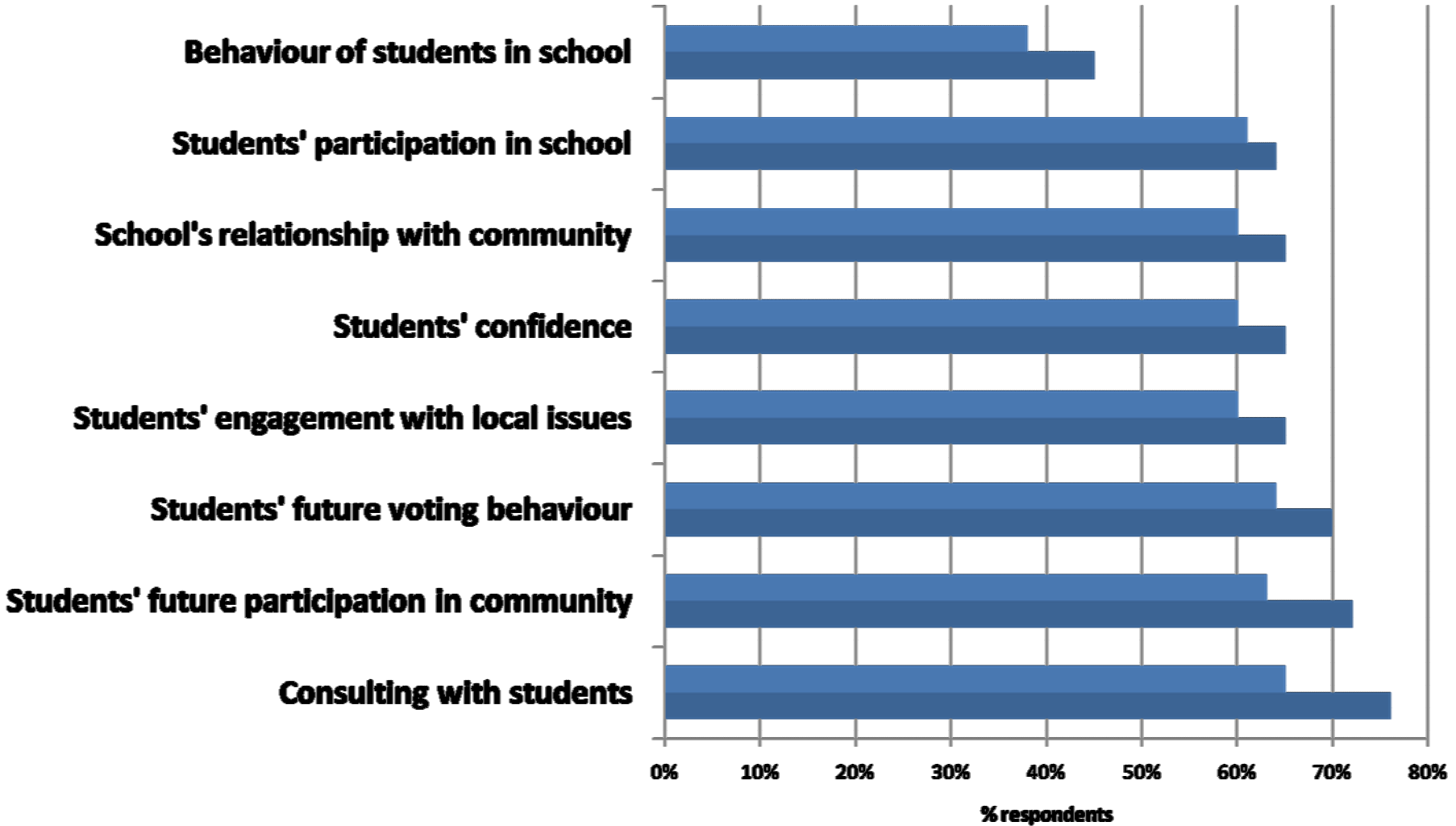
- Genuine democracy or box-ticking exercise?
- *“The students are consulted about almost everything and then the Head and Senior Management do what they wanted in the first place”* (CE Coordinator, Springfield School).
- *“I don’t believe in complete democracy with children.”* (CE teacher, Dovecote Road School)



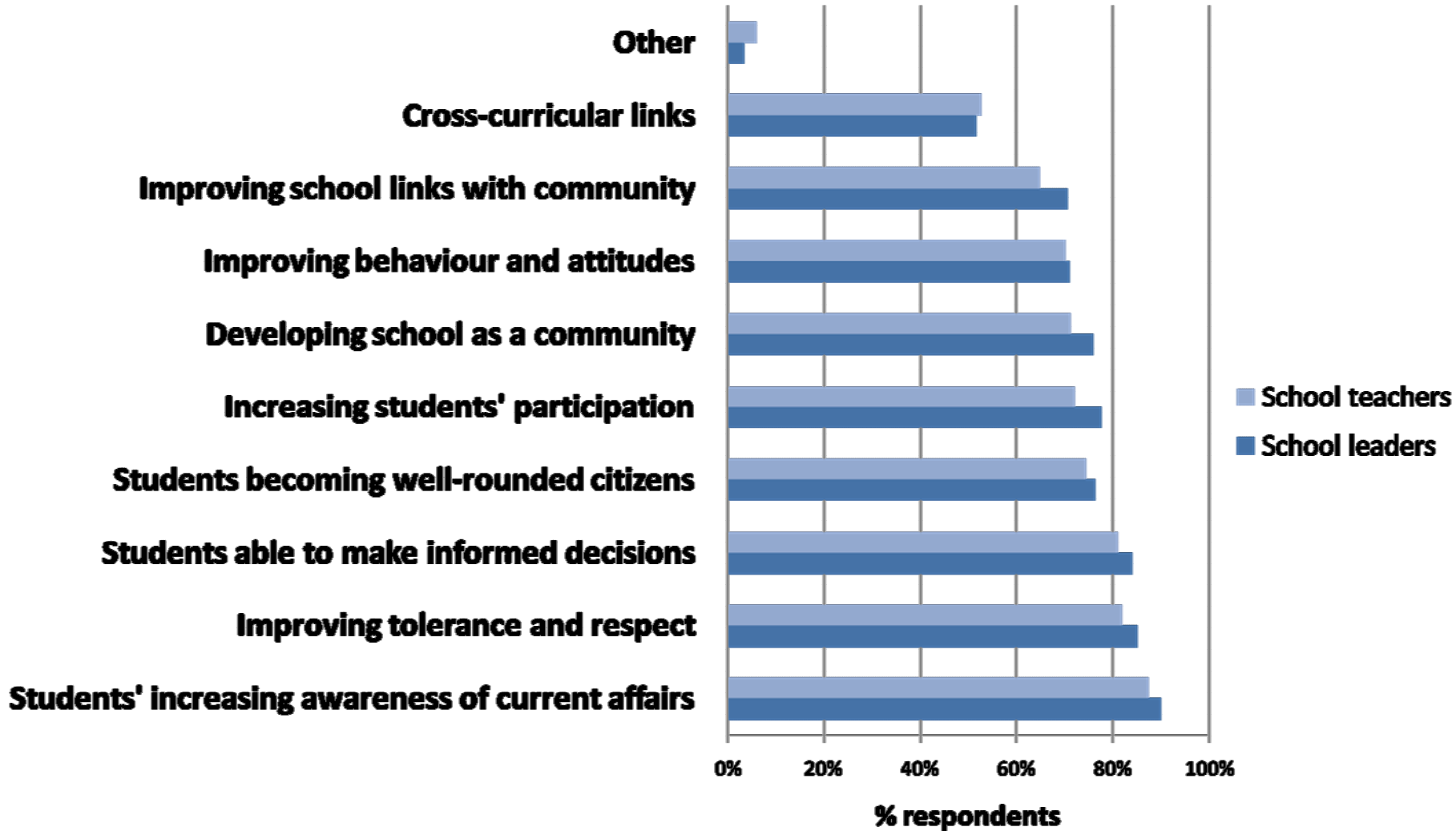
Benefits and impact of CE

- School leaders and teachers increasingly recognising benefits of introducing CE
 - at school level
 - at student level
 - at community level
- Also aware of impact of CE **IN** and **BEYOND** school

Benefits of CE



Areas CE is having an impact





Embedding CE in Schools

- “Citizenship and being a good citizen runs through the school like a stick of rock. It affects everything we do, from our teaching and learning policy to our pastoral policy’ (Headteacher, Blackrock School).
- *“I think CE is an important subject to be taught to actually show them [the young people] that we part of a wider society and wider world.” (CE teacher, King Street School)*

Blackrock School: A larger than average with predominantly white British students. Going from strength to strength. School had a CE-element before 2002, and has worked hard to fill gaps and ensure citizenship permeates the curriculum and ethos. Student voice judged outstanding by Ofsted, and school continuing to strengthen provision. Ofsted score for overall effectiveness of the school: satisfactory

2002 – 2005	2006 - 2007	2008 + beyond
Building on existing CE strengths	Strengthening political literacy strand	Trying to strengthening links with community
<p style="text-align: center;">Successes</p> <ul style="list-style-type: none"> • CE has become a strength of the school, and has a high status. • Political literacy strand of CE learning strengthened. • Teachers have become more confident about teaching CE over time, even though they have not received any (external) training. • Improved awareness among teachers and pupils about CE. • More opportunities for student voice. • According to the Head Teacher, <i>'citizenship & being a good citizen runs through the school like a stick of rock.'</i> 		<p style="text-align: center;">Ongoing Challenges</p> <ul style="list-style-type: none"> • Ongoing system changes: School set to become an academy in 2010; introduction of curriculum and duty to promote community cohesion. • New short course GCSE on CE to be introduced to able students from 2009 on. • Making students aware of the CE learning opportunities they have through subjects other than PSHCE. • Forging links with local community and outside world.

The importance of Citizenship...

“Citizenship equips pupils with the knowledge and skills needed for effective and democratic participation. It helps pupils to become informed, critical, active citizens who have the confidence and conviction to work collaboratively, take action and try to make a difference in their communities and the wider world.”

National Curriculum, 2007

Issues to Consider

1. **VISION** – How far has CE been fully understood when turning **policy into practice**?
2. **DELIVERY** – How is CE **best approached** and who should teach it?
3. **TRAINING** – What are the **training needs** for CE and how can they be met?
4. **ASSESSMENT** – How can CE be **effectively assessed**?
5. **ACTIVE CITIZENSHIP** – How can you provide more ‘**vertical**’ participation
6. **IMPACT** – What are the key **benefits** and **impact** of CE?
7. **EVIDENCE BASE** – What is the **evidence base** for CE and how can it be **used best**?

More information available...



www.nfer.ac.uk/cels



Building on the evidence base and joining up intelligence

- **New IEA ICCS Study**
 - European Regional module
- **Council of Europe (CoE) EDC/HRE Project**
- **New European Wergeland Centre**





IEA ICCS Study

A new comparative study of civic and citizenship education

<http://www.iccs.acer.edu.au>



European Report

European self-identity

Political and economic organisation of European countries

Equal opportunities within European countries

Openness to other European countries/cultures

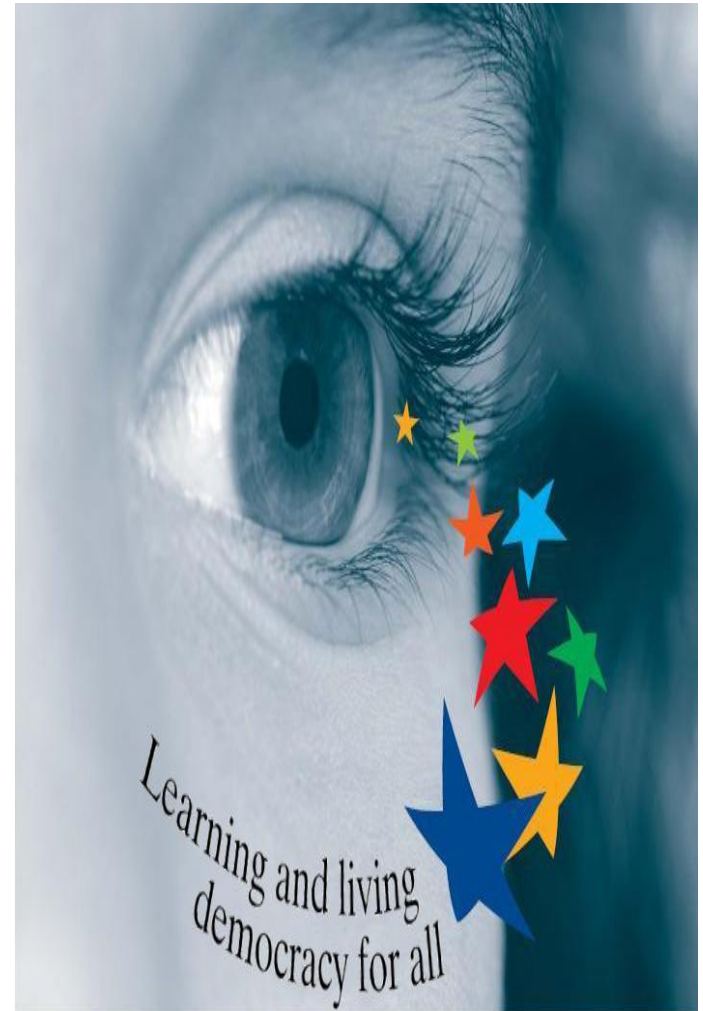
Learning European languages

Freedom of travel, settlement and work within Europe

CoE Education for Democratic Citizenship and Human Rights Education Project (EDC/HRE)

- **Framework Document on EDC/HRE (2010)**
- **Practical Tools (policy, teacher training, quality assurance etc)**
- **Coordinators network**

www.coe.int/dg4/education/edc





THE EUROPEAN WERGELAND CENTRE

- **The European Wergeland Centre** is a European resource centre on education for intercultural understanding, human rights and democratic citizenship. It is established in cooperation between Norway and the Council of Europe.
- **The centre is located in Oslo, Norway.** The Centre is open to all member states of the Council of Europe, and the main target groups are teachers, teacher trainers, decision makers and multipliers within education for intercultural understanding, human rights and democratic citizenship.
- By providing **in-service training**, carrying out and supporting **research**, creating **networks**, serving as a platform and **disseminating information and good practices** on the field, the Centre aims at becoming a leading professional body of its kind.

More information at: <http://www.theewc.org/content/about.ewc/>

citizenship is a journey not a destination

Hastings

the devil is always in the detail

Crick

Appendix 3

Power Point Presentation of Ove Korsgaard

The Expectant Democrat

Ove Korsgaard

The Danish School of Education

University of Aarhus

According to UNESCO: Learning throughout life
should be based on four pillars:

Learning to know

Learning to do

Learning to be

Learning to live together

Learning to live together

- *After 1960*
 - Ideology
 - Institutional framework
 - pedagogical practice
- *After 2000*
 - Ideology
 - Institutional framework
 - pedagogical practice

Ideology: The State should not design the content, but ensure the structure

“The job of the State will not be to design the content of the education but to set up a workable structure” (Koch 1946).

Ideology: A liberal position

“a consequence of the position of the folkeskole according to the legislation as a public school which is open for all children is that the school must not attempt to influence the pupils in the direction of any particular view of life or any particular political conception” (Department chief Henrik Helsted 1977).

Institutional framework: Implementation of a comprehensive school system

The comprehensive school was seen as the main vehicle for promoting democrats. Children from different social groups and with different intellectual abilities should not only go to the same school, but join the same class. The varieties seen in society should be present in each class. In a cooperative democracy you must learn to understand each other's differences and to take account of each other.

Pedagogical practice: Democracy as a way of life

With inspiration from John Dewey and Hal Koch, it became normal to stress that democracy is not only a political system; it is also a 'way of life'. The most important to learn is not knowledge about democracy - democracy is first of all something pupils have to experience in school.

The Expectant Democrat

A study from 2004 about democratic education in the Danish school system underscored that “a different view of how pupils best learn to be democrats” has gained more and more ground throughout the 20th century, namely the view “that democracy is something you need to experience”.

From education to citizenship education

"If education, education, education was a mantra of the 90s, then citizenship, citizenship, citizenship looks set to be the sound-bite for the new millennium"
(English journalist 1999).

From pluralism to common values

“Now more than ever we need to put in words just what attitudes and values we hold in common”

(Values in the Real World, The Danish Ministry of Education, 2000)

The cultural canon project

- In December 2004, the Danish Minister for Culture, Brian Mikkelsen, announced the plan to compile a cultural canon, and in April 2005 he appointed 7 canon committees corresponding to the 7 main art forms within the Danish Ministry of Culture's remit, namely:
 - Architecture
 - Visual arts
 - Design and crafts
 - Film
 - Literature
 - Music
 - Dramatic arts

The democracy canon project

- On 31 May 2007, the Danish Government set up a committee whose task was to draw up a democracy canon. The democracy canon contains what the committee believes to be key events, philosophical trends and political texts that have played an important role in the development of Danish democracy. The committee has pointed to 35 canon items as key landmarks in the long evolutionary history of democracy.
- The collection included both foreign and Danish as well as historical and more present-day contribution.

Citizenship education

- In 2007 citizenship education was introduced as a subject in the teacher training system in combination with Christianity studies and life philosophy.
- According to the Ministerial Order: “Christianity/life philosophy /citizenship is a subject providing general qualifications for teachers. It approaches issues concerning education and values in a context which combines religion, history of ideas and citizenship”.

The Expectant Democrat

- Democracy as a way of life
- Democracy is something you need to experience
- Citizenship as part of the curriculum
- Citizenship is something you must learn about

Why citizenship education?

- Individualisation
- Globalisation
- Europeanisation
- Multiculturalism

Appendix 4

Power Point Presentation of Bo Lauritzen

On Practical Experiences with Citizenship Education in Denmark

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Educational Consultant
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Project - Citizenship Education 2005 – 2007

- Guldberg School - Nørrebro
- Project financed by the Danish Ministry of Refugees, Immigration and Integration Affairs
- “Citizenship competences, skills and knowledge - is something we all need”

Key questions:

- “What knowledge, skills and citizenship competences do all citizens need today?”
- “How do we teach citizenship?”

The Aim of the "Folkeskole" (§1,3)

"The Folkeskole is to prepare the students to be able to participate, demonstrate mutual responsibility and understand their rights and duties in a free and democratic society. The daily activities of the school must, therefore, be conducted in a spirit of intellectual freedom, equality and democracy."

Components of Citizenship Education

(Inspired by Osler, 2001 – simplified version)

Components of	Citizenship Education
<p><u>Structural/political dimension</u></p> <p>Knowledge Rights, democracy, equality and equal treatment, civil society, discrimination, politics etc.</p> <p>Implies: Human rights and political education</p>	<p><u>Cultural/personal dimension</u></p> <p>Identity Either/or Both/and</p> <p>Implies: Involving feelings and choices</p>
<p><u>Inclusive dimension</u></p> <p>Inclusion Physical, psychological and social security Active participation</p> <p>Implies: Good learning communities</p>	<p><u>Competence dimension</u></p> <p>Skills Political literacy Skills to effect change, e.g. argumentation, language, advocacy, negotiation, mobilization etc.</p> <p>Implies: Action skills and training</p>

Important!

- **Citizenship education takes place if - and only if - all four dimensions are somehow addressed and interlinked**

An example...

- Guldberg School 2006
- 9th grade
- Totalitarianism vs. Democracy
- Four dimensions interlinked

CE - Activities

- **Training and empowering the Student Council**
- **Developing a school “Constitution” or a “Bill of rights”**
- **Using democratic conflict resolution as a pedagogical tool**
- **Training staff and students in conflict resolution**
- **Training the entire staff in citizenship education**
- **Integrating the citizenship perspective in all subjects through the year plans and through documentation of activities**
- **Conducting a “Citizenship Week” every year**

”Conclusion”

- **Citizenship Education is “hot”**
- **The four dimensional approach is gaining ground**
- **Education for democratic citizenship in Denmark is no longer just about experience...**

Appendix 5

Power Point Presentation of Marga de Weerd

Identifying indicators for monitoring citizenship education

Marga de Weerd

24 March 2010

Marga.de.Weerd@regioplan.nl

- Background
- Goal of our study
- Set up of our study
- Output indicators for citizenship education
- Input indicators for citizenship education

A study performed for the European Commission DG Education and Culture.

Because of the objectives in the Lisbon programme on active citizenship and citizenship education

Resulted in a report titled:

Indicators for monitoring active citizenship and citizenship education

(by M. de Weerd, M. Gemmeke, J. Rigter and C. van Rij)

To identify information needs and proposals for indicators (both indicators that are currently used and those for which no statistical data source currently exists).

To assess data availability and identify key data gaps.

To analyse existing data on selected indicators and describe current trends and figures (1990-2004).

To make methodological proposals on new data to be collected.

- Defining active citizenship
- Indicators for active citizenship
- What are preconditions for active citizenship
- What are output indicators for citizenship education
- What input indicators for citizenship education can be identified

Political participation and participation in associational life,

characterized by tolerance and non-violence and the acknowledgement of the rule of law and human rights

- Voluntary work in organisations and networks
- Organising activities for the community
- Voting in elections
- Participation a political party
- Participation in an interest group
- Peaceful protest
- Participation in public debate

Citizenship competencies

- Knowledge
- Attitudes
- Values
- Skills

Knowledge

- Different kinds of knowledge
 - factual knowledge
 - background knowledge
 - functional knowledge
- Ambiguous relationship between knowledge and active citizenship
- No knowledge about stability over time

- Political efficacy
- Political trust
- Political interest

- Empirical evidence for relationship with active citizenship
- Stability over time is low

- Tolerance
- Non-violence
- Acknowledging rule of law
- Acknowledging human rights

- Relationship with active citizenship not relevant
- Highly stable over time

- Critical reading skills
 - Debating skills
 - Writing skills
 - Critical listening skills
 - Empathic skills
 - Social skills
-
- No studies into the relationship between skills and active citizenship
 - Stability over time is not known

What has an impact on the output of citizenship education?

- Content of education? No
- Educational culture? Yes

- An open classroom climate
- Teaching methods
- Assessment methods
- Opportunities to participate in and have influence on school
- Opportunities to participate in the community through school

Agree or disagree?

Educational culture is the only important indicator for citizenship education

Appendix 6

List of Participants



**Participants at the workshop on citizenship in Copenhagen,
March 22-24, 2010**

International participants			
Name			Country
1	Amparo	Marzal	Spain
2	AnneBert	Dykstra	The Netherlands
3	Birgitta	Henecke	Sweden
4	Bruno	Vreeburg	The Netherlands
5	Catherine	Maitland-Evans	UK
6	Cesar	Birzea	Romania
7	Claudia	Henning-Eberlein	Germany
8	Constantin Serban	Iosifescu	Romania
9	David	Kerr	UK
10	Erik	Koch	Germany
11	Franz	Kappelmüller	Austria
12	Gonnie	Van Amelsvoort	The Netherlands
13	Graham	Donaldson	Scotland
14	Hana	Novotna	The Czech Republic
15	Heidi	Kartawidjaja	The Netherlands
16	Hille	Vooremäe	Estonia
17	Isobel	McGregor	Scotland
18	Judith Anne	Matharu	England
19	Karin-Maria	Eckerstorfer	Austria
20	Kay	Brüggemann	Germany
21	Kristine	Hadermann	Belgium
22	Lachlan	MacCallum	Scotland
23	Manuela Aurora	Stoica	Romania
24	Marga	de Weerd	The Netherlands
25	Mariana	Dogaru	Romania
26	Marie-Hélène	Ahnborg	Sweden
27	Nils	Geissler	Germany
28	Per-Ingvar	de la Motte	Sweden
29	Petr	Drábek	The Czech Republic
30	Roger-François	Gauthier	France
31	Wendy Mary	Young	Wales
32	Yvan	Verbauwhede	Belgium
33	Zuzana	Lukačková	The Slovak Republic

Danish participants			
	Name		Organisation
34	Anders	Andersen	The Danish School Agency
35	Ane Kirstine	Brandt	University College, Copenhagen
36	Bo	Kjems	Ministry of Education, Department of General Upper Secondary Education
37	Bo	Lauritzen	Youth Town
38	Claus	Jepsen	The Danish School Agency
39	Else	Højlund	Ministry of Education, Department of Primary and General Adult Education
40	Elsebeth	Aller	The Danish School Agency
41	Gorm	Hansbøl	The Danish School of Education, Aarhus University
42	Gunvor	Barnholdt	Ministry of Education, Department of Higher Education and International Cooperation
43	Helene	Hoff	Ministry of Refugee, Immigration and Integration Affairs
44	Henrik	Frandsen	The Danish School of Education, Aarhus University
45	Henriette	Korf	Ministry of Refugee, Immigration and Integration Affairs
46	Irene	Holse	Ministry of Education, Department of Higher Education and International Cooperation.
47	Jacob	Hess	Ministry of Education, Department of Primary and General Adult Education
48	Jan	Liin Jessen	Ministry of Education, Department of Primary and General Adult Education
49	Janni	Rose Christensen	The Danish School Agency
50	Liz	Nymann Lausten	Ministry of Education, Department of Primary and General Adult Education
51	Lotte	Hedelund Madsen	The Danish School Agency
52	Martin	Isenbecker	Director, the Danish School Agency
53	Morten	Iversen	Ministry of Refugee, Immigration and Integration Affairs
54	Olena	Abu-Abdo	The Danish School Agency
55	Ove	Korsgaard	The Danish School of Education, Aarhus University
56	Rikke	Juul Hornbøll	The Danish School Agency
57	Signe	Rørdam Thomsen	The Danish School Agency
58	Tatiana	Juel	The Danish School Agency
59	Timea	Høgh	Ministry of Education, Department of Institutional Affairs
60	Tina	Fehrmann	Ministry of Education, Department of Primary and General Adult Education
61	Trine	Frederiksen	Ministry of Education, Department of Institutional Affairs