

# Emerging Global Dimensions in Education

Georges Cappelle, Gary Crippin  
and Ulla Lundgren

CiCe  
Guidelines on  
Citizenship  
Education in  
a global  
context

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This Guide has been written and prepared by a CiCe Network Working Group

**Georges Cappelle**, Lecturer, Catholic University of Professional Education for South-West Flanders

**Gary Crippin**, Senior Lecturer, Bilkent University.

Gary Crippin is currently teaching in the Graduate School of Education at Bilkent University in Turkey. Before coming to the University he served as a director at various international schools in Europe, Asia and Latin America. He received his PhD from University of California Los Angeles.

**Ulla Lundgren**, Ass.Professor , Jonkoping University

Series editor: **Peter Cunningham**, International Coordinator, CiCe

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London Metropolitan University

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London N7 8DB

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## Contents

Introduction		3
Belgium	National Educational Background	5
Course 1	Post-Graduate North-South	6
Course 2	Studio Globo	8
Sweden	National Educational Background	11
Course 1	The Intercultural Teacher	11
Course 2	Intercultural Encounters	16
Turkey	National Educational Background	18
Course 1	Human Rights and Democracy	19
Course 2	Citizenship Education	21
Discussion		23
Other Initiatives		25
References		27

## Introduction

This booklet provides a sampling of higher education courses, methodologies and materials for those engaged in European and world citizenship education. Detailed examples are drawn from practice in Sweden, Belgium and Turkey and, in some cases, include materials developed through NGO-university collaboration.

Our approach builds on the distinction made in the 2008 CiCe booklet, 'Education for World Citizenship: Preparing Students to be Agents of Social Change', between global education, on the one hand, and world citizenship education on the other. In short, global education tends to put emphasis on providing students with information about such issues as human rights, the environmental, sustainable development, peace, the multicultural nature of our world, the costs and benefits of economic development, the impact of technology, etc. Whereas World citizenship education shifts the focus from gathering information to issues of critical analysis, values and habits of mind. It poses a fundamental question, namely, what can be done and what should be done, on the basis of what we know? It asks us to explore our multiple identities and 'citizenships' and to examine our obligations from local and world perspectives. Global education is all too often an intellectual exercise; world citizenship education ideally pushes us to a personal and often unsettling level of reflection and engagement.

Figure 1: World Citizenship Education and Adjoining Concepts



The pre-service courses discussed below were developed in Belgium, Sweden and Turkey. These courses were produced in countries which share to varying degrees a common European heritage but are significantly different in their educational structure, developmental level and societal/cultural context. A comparison of these cases raises questions as the degree to which models and even the terminology regarding international mindedness and world citizenship can be borrowed from, or transferred to countries in which the entry points into the discourse on what it means to be globally educated are significantly different.

It should be noted that the materials and approaches presented are not to be seen as 'ideals' or models to be copied in detail but rather as a stimulus, for practitioners to adapt, reformulate or refine what they find useful according to the nature of the contexts and settings in which they will be used and the needs of the student teachers with whom they are working.

## The Belgium Context

From 1997 onwards the Flemish Executive has regularly published decrees which have led to a series of objectives both at attainment and developmental level. These objectives define what knowledge, insight, skills and attitudes society considers necessary or desirable for pupils at various levels of education. They must be incorporated into the curriculum, which is developed at primary and secondary level by the organising body of the school or by the educational umbrella organisation. The inspectorate evaluates the curriculum on the basis of fixed criteria and advises the Minister for Education on its approval.

Recent curricula guidance requires all teachers to draw the attention of their pupils to "fundamental values", knowledge, skills and attitudes related to world citizenship education. They are expected to do this in their own subject area or through interdisciplinary themes. (World) citizenship education is strongly developed in the theme "World Orientation", and through other related themes including: living in a democracy; living together in a multicultural society; handling conflict; stereotyping and social representations; and, human rights.

In primary education objectives include, for example: *"Children know that they live in a multicultural society. Children discover that people who live in a country within a different cultural region, will live in a different societal environment"*. An example of an objective at secondary education is that: *"..... pupils recognise prejudices and discriminatory behaviour within themselves, with others and through the media"*

Guidance clearly states that citizenship cannot remain limited to one's own family, neighbourhood, school, city or village. Pupils need to feel the gradual enlargement of their interest going towards the broader conception of province, country, Europe, and the world.

With regard to teacher training, alongside and through the development of basic and professional competences, the government stress that future teachers should be competent in supporting and coaching pupils in their growth towards world citizenship. So, for example, student teachers should develop competences in: *"..... supporting students to develop positive attitudes..... to develop as individuals"; and in preparing students "to participate in society ..... [to] be able to reflect on their own ideas and behaviour as well as on their relationship to their environment"*. Furthermore, the teacher is also expected to be a model of respect for "fundamental values".

### Two Belgium Courses

Below we have provided information on two courses offered in Belgium teacher training universities. The first is more theoretical in nature while the second, based on an NGO design, is more participatory and hands-on in nature.

## Postgraduate Noord/Zuid (Postgraduate course North/South)

### Background information

*Higher Education credits:* 60 credits for the full programme, but can be split-up according to the Courses followed.

*Position in the educational system:* Higher education – undergraduate programme - optional Course

*Entrance qualifications:* B.A. degree required although students who have not completed the BA can take some Courses

### Course description and content

The world citizenship education is the primary focus with an in-depth study of North -South relations. Topics include:

- Economic development
- Anthropology: social relations, culture, migration
- Area studies- Africa, Asia, Latin-America
- Development assistance
- Preparation for placement: intercultural communication, projects

Internship of five months in a country in the Southern hemisphere.

### Learning outcomes/ course objectives

- To become informed about North-South relations in general and about the problems in one specific region or country. This will involve collecting and analysing information as well as developing critical reflections.
- To understand the developmental process and the role of NGOs and other bodies by collecting and analysing data.
- To be able to apply the acquired profession related specific competences in the developing country
- To work as a team member
- To work together with members of a group in an international, multicultural and multidisciplinary professional environment
- To develop sensitivity and commitment towards developmental assistance
- To reflect critically on ones functioning as member of an organisation



- To communicate orally and in written format about a development aid initiative while adding personal reflections and experiences.

## Assessment and evaluation

There are three elements to assessment:

- A written paper on a topic selected from a suggested list or proposed by the student. This must include review of relevant literature, including web based sources, on the issue in question.
- Contextual information on the country and region that identifies local problems or issues.
- A thesis of approximately 30 pages which is designed to be a reflective analysis of the local study project.

A supervisor from the University College and one local supervisor oversee the student's work in the area to which he/she has been assigned. The function and coordination of the programme is governed by a joint agreement. Through electronic mail, students send reports to the supervisor who gives feedback. The local supervisor sends in interim reports and a final report, based on the University College.

Students are graded according to the Flemish guidelines using the following criteria:

- Effectively express themselves in written form
- Develop sound arguments with the ability to cite relevant sources
- Express a personal interpretation and point of view
- Integrate themselves in the local environment, develop contacts with the local population, contribute to the success of the project
- Reflect critically on their own activities and actions and to support others in the group.

*Course evaluation:* Students assess the course through a written questionnaire. The student feedback is used along with that from teachers and coordinators in course development.

## Additional information

The major focus of this course is on world citizenship education. Students broaden their horizons through an in-depth study of North-South relations, and an understanding of the impact of international cooperation and financial assistance. The five-month internship which takes place in a developing country is critical in giving them a

hands-on experience which is invaluable in developing their insight and understanding.

## **"Globalisation and world citizenship" Studio Globo**

### **Background information**

*Higher education credits:* 3

*Position in the educational system:* Higher Education – undergraduate programme - optional Course Responsible department: Studio Globo (NGO) and The Teacher Training College

*Entrance qualifications:* Enrolled in BA Teacher Training

### **Course description and content**

The format of this course was designed by Studio Globo to promote world citizenship education and is another option in the university's teacher training programme. The course is cross-disciplinary in approach and involves students in researching and presenting information about a particular country setting, its people and culture. It is designed to promote a sense of solidarity, tolerance and inter-cultural learning.

By means of a simulation exercise, students experience daily life in another country with particular focus on what children and youngsters.

The range of on-site educational programmes include: Peru, Congo - "Living on the Roof", The Philippines, Guatemala - the "Super World Mole", India - "Behind the Wall", Senegal - Le Partenariat de Lille (Gaïa).

The course aims to:

- focus on the daily life in the city and in the village;
- give special attention to interactions of the inhabitants with each other, and to environmental issues (socio-economic aspects, climate ...), and their influence on daily lives including buildings and clothing;
- give recognition to specific characters, how they work and live: the teacher in the village, the nurse who comes once a week...
- place attention on urban settings which have experienced strong western influence and the attendant stresses and dislocations;

- stimulate student reflection on themes like housing and water shortage as well as other North-South themes such as coping with injustice, the exploitation of poor farmers and the rich-poor divide;
- promote openness towards other cultures and other religions

Studio Globo emphasise that although differences exist, people in other cultures are in many aspects similar to us. Their objective, however, is not to conceal existing problems but rather emphasises the need of people to come together to find solutions.

The intense processing demanded by the course places a high value on team work, reflection and evaluation.

## **Learning outcomes/ course objectives**

### *Knowledge*

- to gain insight on a variety of levels into the complexity of our global, multicultural world
- to reflect critically on the North-South relations
- to develop insight into the mechanisms of representation
- to develop insight in the mechanisms of exclusion
- to develop insight that people are working for change on many levels and that individuals must be responsible for themselves and others.

### *Skills*

- Cooperation
- Participation
- Ability to use knowledge critically
- Ability to deal in a positive way with a diverse reality and a complex society.

### *Attitudes*

- an attitude of openness, interest in and respect for others
- willingness to take on responsibility
- recognition of diversity within society
- willingness to adapt one's own behaviour so as to protect the environment and future generations

## Assessment and evaluation

The following points are assessed:

- Breadth of knowledge: In what ways have my ideas about North-South relations been influenced by this course? What criteria are essential for global learning?
- Acquiring skills: how can I apply some of the Studio Globo approaches such as 'treasure chest' and 'photo set' in a classroom?
- Developing positive attitudes: How have my attitudes changed with regard to multiculturalism?

Students are assessed on the Flemish grading system. They will be evaluated on the level of their knowledge, skills and the degree to which they have developed attitudes and leadership abilities supportive of global and intercultural learning. In addition, students will be assessed on their ability in coaching and promoting the success of the local students with whom they are working.

*Course evaluation:* The Studio Globo programme uses a text, "Ikos", which focuses on quality management in developmental assistance and identifies quality indicators focusing on organisation, product quality, appreciation by students and pupils, and impact. Studio Globo staff undertake a final evaluation of the programme. In addition, evaluation is made by university students and staff.

## Additional information

"Behind the wall" is a very interesting complementary programme at Studio Globo which asks students to look beyond the confines of their own society and to study a diverse community in which a large number of developmental opportunities and possibilities exist. It is a real challenge for many students to deal with issues of exclusion, discrimination and loss of opportunity. To be able to participate a special course is made available to the teacher.

Studio Globo offers students a valuable educational experience which is both engaging and practical. Its aim is to develop an open, interested and respectful attitude towards people from different cultures as well as a sense of belonging and solidarity.

*Language of instruction:* Normally Dutch but training in Lille is in French.

*Project Website Information:* [www.studioglobo.be](http://www.studioglobo.be)

The project website contains images of the daily life from the Studio Globo programme in India linked directly with images of the workshop in which pupils between 10-12 years identify themselves with the local community.

## The Swedish Context

The Swedish national curriculum requires all teachers in all subjects to adhere to four overriding perspectives that permeate education at all levels - the historical, the international, the environmental and the ethical. The last three of these apply to intercultural, multicultural, and global education.

Since 1994, the term '*värdegrunden*' (fundamental values) has been used for citizenship education in the national curriculum. It is based on the UN Convention on the Rights of the Child and the Declaration of Human Rights, and taught as a separate subject and as a cross-curricular theme. Schools have three democratic roles: to teach students democracy, to operate democratically themselves and to educate members of society to function in a democratic society (Sandström Kjellin & Stier, 2008, pp 69-73). The national curriculum refers to a global rather than a European dimension in citizenship education, an orientation that is widely reflected in teacher training courses (ibid. p 70).

Internationalisation of Swedish higher education brings the expectation that universities will integrate native and foreign students. There is an expressed demand for more English-medium courses. The statutory documents of our Teacher Education Programme state that teacher students should acquire intercultural competence.

## Two Swedish courses

Below two courses from School of Education and Communication, Jönköping University Sweden are presented.

## Intercultural Teacher

### Background information

*HE credits:* 30 ECTS

*Position in the educational system:* Undergraduate course within Teacher Education for Early Childhood Education up to Upper Secondary/High School level

Against the above background the planning of *The Intercultural Teacher*, a full-time one semester course started for the first time in autumn 2005. (see [www.hlk.hj.se](http://www.hlk.hj.se))

*Entrance qualifications:* Two years of completed undergraduate education studies.

Very good knowledge of spoken and written English (course language)

## Course description and content

Becoming a teacher in an internationalised world and in a multicultural society requires intercultural competence. Personal as well as professional development is called for to enhance the teacher's intercultural understanding. The aim of this course is to create possibilities for the student to develop knowledge, skills and attitudes to meet these new demands through theoretical and practical approaches as well as through experiential learning.

A combination of Swedish and international students on the course creates an intercultural learning environment. The course content as well as the make-up of the instructional team reflect a multidisciplinary approach allowing for flexibility. The aims were developed according to the theoretical framework of Byram (1997). In addition to Byram's components of intercultural competence, consisting of knowledge, skills and attitudes, the aims were extended to specifically include religion and living conditions. The course is divided into four Courses worth 7.5 ECTS each.

### ***Course 1 Introduction of theoretical and practical tools***

A greater proportion of time is allocated for this first Course. We feel it is important for students and teachers to get to know each other and to receive a thorough introduction in order to set the structure of the course. The Course includes:

- The concepts of culture, multiculturalism and inter-culturality
- A socio-cultural perspective on communication in education
- Living conditions and environment
- Values and religion, ethnicity and identity
- Citizenship education in an international perspective
- Conflict resolution
- ICT skills
- Ethnography in practice

### ***Course 2: The Teacher as Ethnographer: Field studies.***

The second Course is core to the course. Here students are offered opportunity to analyse their observations utilising theories and methodological tools acquired in Course 1. During field studies students collect data for their final paper, written in Course 4, but were not required to teach. The course document describes field studies as follows:

Field studies (5 weeks) in various educational contexts according to the student's special interest, in various countries abroad for Swedish students and in Sweden for international students. The aim of the field studies is to offer the students insight in daily life and educational conditions for citizens in an unfamiliar society in order to develop a deeper intercultural understanding. During the field a local instructor in the field will mentor study the student. Prior to the field study a personal plan will be made for each student.

International students have placements in Swedish schools at the grade level for which they had been trained. Swedish students work in pairs in another country - Israel, El Salvador and India in 2005. The second time the course ran (in 2007) field studies were made in Israel, Ukraine and Hong Kong. A member of the instructional team visited the Swedish students abroad for about a week (in 2005). The international students were visited on two occasions in their local schools but in 2007 local teachers did the supervision.

### ***Course 3: Intensified theoretical studies***

Course 3 builds on previous field studies within common areas such as religious traditions, media, gender, sustainable development or citizenship education in transition as well as others agreed on by the group.

This Course was restructured for the second course in spring 2007 and focused specifically on the issue of power as seen from different perspectives. Topics were as follows:

Power theories

Religious conflicts, power and economy

Global strategies and empowerment for a sustainable development

Conflict solving

Media as power

Linguistic power

Gender and power

### ***Course 4: Final Written Assignment.***

This last course Course is designed to tie the previous Courses together. The final assignment asks students to select an area of personal interest, which had been prepared in Course 1, investigated in Course 2 and further developed in Course 3.

## Learning outcomes/ course objectives

After completing the course the students should have acquired

- Culture specific and culture general knowledge
- Knowledge of self and other
- Knowledge of interaction: individual and societal
- Insight regarding the ways in which culture affects communication and education
- Insight regarding the ways religion affects values
- Knowledge of living conditions in different societies
- Skills to interpret and communicate
- Skills to discover and/or interact
- A less self-centred perspective and a broader concern for others
- A positive disposition towards learning intercultural competence
- A critical engagement with the foreign culture being studied

## Assessment and Evaluation

Both summative and formative assessments were used. The formative assessments consisted of individual and group written assignments and oral presentations. Students were also assessed on their participation. At the end of the course students had an opportunity to evaluate the course and offer suggestions for the future.

## Additional information

Teaching Methods: lectures, seminars, group studies and practical assignments. An electronic forum, was used for interactive discussion groups. During the field study the student are mentored by a local instructor in the field. Prior to the field study a personal plan was developed for each student.

### *Participating Students:*

The first course attracted in all 14 students. School of Education had three Linneaus-Palme agreements, with Vietnam (2 students), Malawi (2) and India (2). The class was made up of one Erasmus student from Spain and six Swedish students. These participants included those with pre-school as well as elementary and secondary training. In 2007 there were 20 students from Russia (2), Ukraine (4),



Macedonia (1), The Netherlands (2), USA (1), Vietnam (2), Pakistan (1) and Sweden (7).

In line with the objective of developing intercultural understanding, the mixture of students regarding teaching level, age, gender, nationality, religion and interests was positive. A heterogeneous group is a tremendous resource for a course like this, but it is not entirely easy to satisfy all individual needs.

Also, there is need to carefully consider the timing of Courses to fit with the needs of international students. For example in 2005, fully aware of the fact that the autumn semester of 20 study weeks does not end officially until the third week of January, it was possible to squeeze in the Course before the holidays to allow the international students to go home. In 2007 this problem was overcome by locating the course was moved to the spring semester (January–June).

#### *Teaching staff:*

The instructional team included four teachers, (two male and two female) whose teaching areas were Science of Religion, Biology and Environmental studies, Swedish Language/ Literature and Education (Language and Culture). A number of other Swedish lecturers gave sessions on subjects such as citizenship education, conflict resolution, media and 'the global school'. They also helped the team to supervise the students' field-studies as well as their final papers and examinations.

Guest lecturers from different countries participated and gave between two to ten sessions each in 2007. Two were from Vietnam (the Vietnamese school system and Global Health education), one from India (Women in India and Citizenship Education in Indian schools) and one from the USA (African-American women, Critical thinking, Social hegemony, ICT skills). For further information about this course see Lundgren (2009).

## Intercultural Encounters

### Background information

*HE Credits:* 7.5 ECTS

*Position in the educational system:* Undergraduate course within Teacher Education Programme for Early Childhood Education up to Upper Secondary/High School level

The syllabus for this course was developed to meet the Swedish educational guidelines and to reflect the emphasis on internationalism. This course is part of an ATLANTIS educational project developed between universities in Britain, the USA and Sweden.

*Entrance Qualifications:* To be eligible for the course the student is required to have the equivalent of:

- 30 higher education credits in Learning 1 as well as in a subject area of 30 higher education credits or in equivalent courses.
- Good knowledge of written and spoken English (course language). For international non –native English speaking students a TEFL certificate is required.

### Course description and content

This course will explore theoretical and practical aspects of intercultural understanding from an international perspective such as:

- The concepts of culture, multi-culture and inter-culture.
- The international and national basis for intercultural education.
- Ethnicity and identities.
- Attitudes, values, stereotypes and prejudice.
- Intercultural communication.
- Brief orientation about world religions and how values/beliefs influence behaviour etc.
- Language and power, bilingualism and language support in schools.
- World citizenship education.
- Some political, economic and social issues related to ethnic minorities and refugees in a citizenship perspective.

## Learning outcomes/ course objectives

On successful completion of this Course, the students will be able to:

- have developed theoretical and practical confidence about key concepts of the area,
- demonstrate culture specific and cultural general knowledge,
- demonstrate respect for otherness,
- demonstrate acknowledgement of identities,
- demonstrate an ability to recognise different linguistic conventions.
- Assessment and evaluation

Grades are based on continuous assessment of the active participation in discussions and group work as well as on written and verbal assignments.

As learning in the course is regarded as an interactive process involving peers the course activities are mandatory. This means that student absences have to be made up in consultation with the coordinator. The coordinator is responsible for all assessments and grading.

*Grading and Evaluation:* Fail, Pass or Pass with distinction. For international students the

Swedish grading scale is transferred to ECT units. Feedback is gathered according to programme guidelines and the results used for course improvement.

## Additional information

The course will be given three times during 2009-2011 for 5 weeks in January-February. In 2009 it attracted 28 students, from Sweden (12), USA (8) students Britain (3), Czech Republic (2) Spain (2) Cuba (1).

## The Turkish Context

Although the term world citizenship education is rarely used in official circles, the teaching of citizenship and human rights has been a standard feature in Turkish education since the foundation of the Republic in 1923. Seeing itself as a modern, secular and democratic nation in the European tradition, citizenship education in particular has been seen as fundamental in creating active, informed and active Turkish citizens.

As a signatory of the major international agreements on human rights, children's rights and education for democratic citizenship the Turkish Ministry of Education has moved steadily to include these subjects in the school curriculum. More information is now included in the elementary curriculum (grades 1-8) on human rights, children's rights, democracy, environmental and peace education. Turkey's active participation in the Bologna process has meant that the basic tenets of human rights, democratic citizenship are accepted as fundamental values with the framework of the university education process. This has meant as a corollary that the pre-service university teacher education programmes have been expanded to prepare teachers in these areas. The Turkish educational system is highly centralized with course offerings, both in schools and in university teacher programmes, being prescribed in detail.

Prior to 2005 at the elementary level (grades 1-8) the topics of human rights, democracy and citizenship were taught exclusively in the social studies curriculum. The two courses entitled Human Rights and Democracy and Citizenship were taught in the 6th and 7th grades in all Turkish schools for two hours per week for one semester. At the high school level, recently expanded to a four-year programme, an elective course was offered in human rights and citizenship.

The elementary school curriculum reform of 2005 created a number of changes. The Ministry decided that these topics would not be taught as separate courses but would be interdisciplinary in nature and would be integrated into all elementary courses especially those in life skills and social studies. The two courses in human rights and citizenship in grades six and seven remained in place but were expanded in focus.

The new curriculum reform also emphasized critical thinking and enquiry skills. This influenced how all subjects including human rights and citizenship would be taught. The Ministry guidelines for the new elementary curriculum stressed that teachers should use a constructivist approach based on discussion, brainstorming, service learning, problem solving, case studies, role playing, performance assessment, student self-assessment. Also in response to the Ministry guideline new materials were developed as well as activities which

would support the curriculum changes mentioned above. In such a manner, it was hoped, students would, in the words of the Ministry, be prompted to 'make connections between their own and others experiences and they would learn to think critically about society and take action for social justice' (<http://www.citized.info>). Although there are plans for a revision of the high school curriculum it is still a work in progress.

To prepare teachers to delivery these courses, YÖK, the Higher Education Authority, created two courses to be given in undergraduate teacher education. In the last year of the undergraduate pre-service programs of all education faculties in Turkey elementary teacher trainees, up to this year, have had to take the citizenship and human rights/democracy courses. Beginning in 2009-10 this course will be required only for social studies teachers. No undergraduate course in human rights or citizenship is prescribed for pre-service high school teachers.

### **Two Turkish Courses**

The first course presented below comes from Dokuz Eylül University in Izmir, and the second from the University of Ankara.

## **Insan Haklari ve Demokrasi (Human Rights and Democracy)**

### **Background information**

*HE Credits:* 5 ECT credits on a semester basis, two class hours per week

*Position in the educational system:* Required for Elementary Social Studies Teachers

*Entrance qualifications:* No Prerequisites beyond university course entry

### **Course Description**

Human Rights and Democracy provides a definition of human rights and traces the historical development of human rights, democracy, freedom and equality. Different conceptions of democracy are outlined as well as democratic culture, democracy in schools and family. Attention is also given to the meaning of democratic citizenship, rights and freedoms as well as the rights of women and children. The work of international institutions dealing with human rights is discussed such as the UN Declaration of Human Rights, the European Human Rights Charter and the Charter for the Rights of Children. The issue of problems relating to human rights in modern society is discussed as well as human rights and democratic education.

## Learning outcomes/course objectives

To prepare teachers to successfully teach these courses at the elementary level by understanding the relevant content regarding human rights and democracy and their importance for developing informed and active citizens. Attention will be given to how teachers can successfully utilize critical thinking skills and a constructivist approach to engage students. The course will look at the way in which the teaching about human rights has evolved in Turkey as result of both internal and external forces and to consider the work of non-governmental bodies in these areas in Turkey. A list of the units is as follows:

- The development of the idea of human rights and its philosophical basis
- Human rights in ancient and early modern history
- Development of human rights in the modern period
- The Ottoman state and basic citizenship rights
- The Turkish Republic, secularism and human rights
- Protecting Human Rights at an international level
- International human rights agreement and Turkey
- Extraordinary Situations in Turkey and Human Rights
- Non-Governmental Organizations and Human Rights
- Primary and Secondary School Human Rights Teaching
- How written texts and visual materials can contribute to the teaching of human rights
- Human rights issues and political controversy

## Assessment and Evaluation

Students are assessed informally on the basis of discussions and presentations and formally in terms of examinations.

## Additional information

Description comes from Dokuz Eylül University in İzmir, Turkey. The content of courses in human rights is similar in all faculties of education since the course description is established by YÖK although faculty can choose their own reading materials.

## **Vatandaslik Bilgisi (Citizenship Education Course)**

This course is taught in two Courses as follows:

### **Course 1 Citizenship Education I**

#### **Background information**

*HE Credits:* 5 ECT credits on a semester basis, two class hours per week

*Position in the educational system:* Required for Elementary Social Studies Teachers

*Entrance qualifications:* No Prerequisites beyond university course entry

#### **Course Description**

The course discusses the issue of rights and society as well as the evolution of the rules which govern society and the family. Attention is also given to democracy in schools and democracy at the local, state and national level. Different forms of government are also discussed. The evolution of national sovereignty is outlined in a historical context with attention to how it relates to human rights and responsibilities, a constitutional framework and its institutions. Finally, attention is given to the Turkish constitutional system and the structure and functioning of the Turkish Republic. The units taught in this course taken from an Ankara University syllabus and are as follows:

- Basic concepts in citizenship, human rights and democracy
- Historical development of democratic ideals and values
- The legal state, the democratic state, the secular state and society
- The development of human rights in the world
- The development of human rights in Turkey
- Linking human rights to international issues
- Human rights education

## Course II Citizenship Education II

### Background information

*HE Credits:* 5 ECT credits on a semester basis, two class hours per week

*Position in the educational system:* Required for Elementary Social Studies Teachers

*Entrance qualifications:* Completion of Citizenship I

### Course Description

To have students become more aware of the importance of human rights and citizenship teaching and to apply these ideas in practice.

### Learning outcomes/ course objectives

To make students conscious of the importance of human rights and citizenship education. To understand the importance of school climate and the teacher's role in successfully addressing these topics. To emphasize the importance of integrating human rights and citizenship into different content areas and the importance of varied activities, quality materials and a variety of methodological approaches. Emphasis is also placed on hands on experience in teaching these topics and on ways of evaluating students. Students will become familiar with teaching approaches for women's rights, children's rights, right to life and education, right to peace, etc.

### Assessment and Evaluation

Course I is more theoretical and student are assessed informally on the basis of discussions and presentations and formally on the basis of examinations. In Course II 40% of the students grade is based on a project and its presentation. Students must research one area of human rights and citizenship and develop a teaching plan. This plan should include activities, materials and teaching methods.

### Additional information

This course is taught at Ankara University. The content of courses in citizenship is similar in all faculties of education since the course description is established by YÖK although faculty can choose their own reading materials.



## Discussion

We reiterate that the above courses are not presented as 'ideals' but rather as examples that may be used to inform course development elsewhere. Moreover, discussion below highlights the importance of contextual considerations in relation to course design and delivery.

What understanding regarding a European vision of world citizenship education can be gleaned from the above case studies of Belgium, Sweden and Turkey? Are the differences in these societies and educational systems so great as to make comparisons difficult or are there useful patterns and insights which may be identified?

The similarities between the Belgium and Swedish cases with regard to how issues of world citizenship are taught in schools and how pre-service teacher education programmes and courses are organized can, we believe, be seen as 'European' in nature. There is a common focus, despite some differences in both what is taught and the teaching methodology. There is a similarity in content such as peace education, human rights and children rights, gender equality, a concern for multiculturalism active democratic citizenship and environmental concerns. At the same time they share a similar methodology in teaching about these subjects which focuses on critical thinking, inquiry based approaches, critical reflection and involvement.

The topics of world citizenship in both countries are not taught as pull out courses but integrated into the curricular structure beginning in the first grades of elementary. This in turn has influenced the teacher training courses which have stressed that integration of world citizenship issues into different subject areas and to the effective utilization of a more constructivist teaching methodology.

While issues of human rights and citizenship have been important elements in Turkish education, in the last decade, it cannot be doubted that they have been greatly affected by 'European' models. If centralization of the Turkish educational system remains in contrast with the European models of Belgium and Sweden the Turkish reform of the elementary curriculum in 2005 showed a clear more European approach to the content covered, the teaching methodologies, integration of the issues of human rights and citizenship into the different subject areas of the curriculum. Teacher training courses have been changed as well to respond to the new content and methodology. In addition, there is a good deal of activity in Turkey coming from NGOs, research groups and foundations aimed at supporting these changes (see Fig. 2).

Because this approach to teaching about world citizenship issues has been 'imported', however, does not mean that it will be automatically implemented or implemented in the same manner as it is in Belgium, Sweden, France or Germany. Many questions come

to mind in this regard. What, for instance, is the level of commitment to these ideas and how relevant are they seen to be by educational leaders, teachers and students to the social, cultural, and historical realities of Turkish society? What parts of the European model will grow most easily in the Turkish environment and which will be more problematic and develop more slowly? And finally, how will developments on a European or international level support or retard how a European model of citizenship education is viewed in Turkey?

Being a world citizen is an identity, not a political formulation and like all identities it will be constructed within a particular context and cultural setting. If European models about what it means to be a responsible world citizen are to become a vital force to individuals and extended groups of people in Turkey, they must be constructed in terms of their previous knowledge, background, beliefs and experiences. How successful Turkey will be in implementing in practice the more 'Europeanized' elementary school reform agenda of 2005 will depend to an important degree on the quality of pre-service teacher training and on-going professional development for practicing teachers. If teachers are supported, well informed about world citizenship issues and confident in the use of new teaching methodologies which focus on critical thinking and personal reflection, research suggests they will be more successful (Kerpenekci, 2005; Banks, 2001). Regardless of teacher training world citizenship teaching in Turkey will bear the imprint of its national and societal context.

Following on from this observation, it is probable that European models and approaches, while having much to offer, might look significantly different in practice in areas even more distant from the European continent.

## Figure 2: Other Initiatives in Turkey Related to Citizenship and Human Rights Teaching

A number of developments have taken place outside the formal teacher training setting under the impetus of the Ministry of Education, university research groups, non-governmental bodies and private foundations which have a direct bearing on world citizenship education.

The following are some important examples but this list is by no means comprehensive.

### *Education for Democratic Citizenship*

The Education for Democratic Citizenship programme came about as result of the UN Decade for Human Rights Education begun in 1994. A Turkish national committee for Education in Democratic Citizenship and was set up in 2001. The Turkish committee has been active in backing issues of citizenship and human rights, has promoted links between EU and Turkish educators and has developed materials for effectively teaching citizenship and human rights issues. The EDC has also conducted workshops for teachers throughout Turkey on democratic citizenship education. Detailed work of EDC set out in 'Studies in Turkey Related to Human Rights and Citizenship Education' published by the Ministry of Education. ([www.coe.int/t/ed4/education/edc/country/profile/Turkey](http://www.coe.int/t/ed4/education/edc/country/profile/Turkey))

### *Tarih Vakfı (History Foundation)*

The History Foundation which is an NGO has focused on reform of social studies and history textbooks in Turkey to better reflect human rights concerns and peace education. They have also been active in developing materials for teachers to support critical thinking and a student-centered teaching methodology. Two projects involving the Tarih Vakfı, the Turkish Human Rights Foundation, the Turkish Academy of Science, the European Council with financial support from the Finnish Embassy were developed in 2002-2004, and in 2007-2008 to address the issue of teaching human rights at the elementary and secondary levels. A review of texts and teaching methodologies were reviewed at the school level and teachers and students surveyed. A series of recommendations were drawn up for the Ministry of Education. These focused on pedagogy, syllabi, texts, content of human rights teaching and school environment. "How we are educated" was published in 2005 and 'Human Rights Issues in Textbooks' in 2004. Teacher guidebooks were also produced (<http://www.tarihvakfi.org.tr>)

### *Istanbul Policy Center (ERI)*

The Istanbul Policy Center at Sabanci University is a major research center for educational reform. They have produced studies on educational reform, developed materials for use by teachers, have

worked to promote pre-school and female education and have drafted legislative proposals for a reform in secondary school religious education programme which focuses on human rights and pluralism. They are financed and supported by foundations and by NGOs. In-service seminars for teachers have been run from 2003 on democratic citizenship education. A booklet was developed and distributed to teachers on Critical Thinking as part of the teacher training project. In 2007 a new project was created entitled "I think, I discuss, I am part of the world" which aims to develop supplementary classroom materials for teachers. In 2009 the Open Society Institute helped to create an additional project called "The Power of Thinking: Teacher Training Support for a Youth that Questions". The aim is to reach 6600 teachers in eight cities to equipping them to better promote critical thinking. Teaching materials were developed which include a booklet of strategies, a 'tool kit' and teacher's manual. ERI has also developed conferences plus provincial workshops on best practices in education in the period 2003-2008. More than 5000 teachers attended and were introduced to new teaching materials on issues such as peace education, gender issues, and active student participation models of learning (<http://ipc.sabanciuniv.edu.tr>)

### *Multicultural Learning Experiences*

While student exchange programmes like Erasmus do not guarantee increased international mindedness, research has suggested the potential value of such programs. Erasmus teacher and student exchanges grew by 300% between 2004-05 and 2006-07 making it the fast growing country in this regard in the wider European area. The total number of participants sent abroad in 2007 was 4,384 moving Turkey ahead of Sweden and just behind Belgium ([www.ec.europa.eu/education/programs/llp/erasmus/stati/table1](http://www.ec.europa.eu/education/programs/llp/erasmus/stati/table1)). Another model programme is that sponsored by the United States State Department in conjunction with the U.S. Fulbright Commission. This programme sends about 30 teachers a year who are enrolled in education masters programs in Turkey to the US for a six week internship. The candidates are chosen from ten Turkish universities and they teach in American high schools under the direction of the Education Faculty of the University of Iowa. Participants go through in-service training at Bilkent University, work collaboratively with university and high school mentors and have a home stay with an American family. They also present sessions on Turkish culture for high school students. When the students return they must create a portfolio which includes both teaching activities as well as reflections on their cross-cultural learning experience. A detailed survey is conducted each year by Bilkent to assess the programmes effectiveness (Aksit, N and Sands, M , 2006).

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- <http://ipc.sabanciuniv.edu.tr>
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<sup>i</sup> An educational exchange programme with developing countries financed by the Swedish government

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