

# World Citizenship Education and Teacher Training in a Global Context

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CiCe  
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Citizenship  
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a global  
context

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**World Citizenship Education and Teacher  
Training in a Global Context:**  
*Canada, India and South Africa*

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## **Contents**

<b>Introduction</b>	<b>1</b>
<b>Canada</b>	<b>2</b>
<b>India</b>	<b>9</b>
<b>South Africa</b>	<b>15</b>
<b>References</b>	<b>24</b>
<b>Appendix</b>	<b>26</b>

## Introduction

In our first CiCe guideline on *Emerging Global Dimensions in Education* (Cappelle, Crippin & Lundgren, 2009), we focused on pre-service teacher education courses related to the teaching of world citizenship in Belgium, Sweden and Turkey. Our study noted a higher degree of similarity than might be supposed. The manner in which world citizenship education was understood and 'interpreted' was strongly influenced by contextual factors. The importance of context in shaping the 'delivery' of citizenship education has been stressed by Kerr (2000), Banks (2001), Davies (2005) and Nelson & Kerr, D. (2006). In this regard, we observed that Turkey while reflecting many of the common themes of citizenship education current in Europe was operating within a social, cultural and historical context that shaped the manner in which citizenship education was understood and implemented and, in turn, how teachers were trained.

In this study we change our focus from a European setting to a global one. We were interested to see how our observations from the first study would be reflected in a more global context with focus on the cases of Canada, India and South Africa looking at both the models for world citizenship education and the influence of contextual factors. In choosing these countries we were interested in:

- Countries on different continents
- Countries in different stages of national, social and economic development
- Countries in which there was considerable diversity in the population
- Countries in which citizenship and world citizenship education was seen as an important priority
- Countries, because of the limitations of researchers, which used English as a primary language.

In addition to background research we asked for assistance from professors in the field of teacher education in the three countries to provide us with information on key questions related to citizenship education and teacher training. The research questions are provided in appendix A.

## CANADA

### The Canadian context

Canada is a socio-economically developed country with a high rate of literacy and an established democratic system of government. From a historical/cultural point of view the country is characterized by its bi-cultural/bi-lingual union of the English and French speakers. In the modern period Canada has welcomed immigrants from other countries and now represents a unique mixture of peoples, cultures and languages. As in the United States and more recently in Europe issues of social cohesion and accommodation of diversity have occupied a high level of importance and have highlighted the need for citizenship education. Canada, like the United States has been impacted historically by its isolated geographical position which has tended to foster in some citizens a certain insular mentality which is seen as problematic in our increasingly globally connected era.

Educational quality is generally high in Canada and is designed to meet the needs of all students. A high number of students go on some level of advanced study. Schools are well resourced, facilities are of a standard quality and teacher-student ratios are similar to the US and Europe. Citizenship education has long been a central curricular focus K-12 in all provinces and territories. University education is the responsibility of provincial and territorial governments operating within a federal system. Each of the ten provinces and three territories has developed its own distinctive system and administers its own educational curricula and programs, although a degree of commonality exists

### Curriculum aims, organization and structure

Understandings of citizenship are being explored with increased intensity in Canada and the complex and abstract goal of educating for 'global citizenship' is emerging as a critical dimension of these discussions and investigations.

The concept of global or world citizenship in Canadian curricula has been most prominent in Geography, History and Social Studies courses although there is evidence of the concept in a variety of other curriculum areas from K-12, and has been informed by different perspectives and circumstances, both internal and external.

### Teaching and learning approaches

Pedagogy in any of these settings is never neutral, and educators have had to carefully select pedagogical practices that align with the particular learning goals associated with educating for global citizenship e.g.

- instructional strategies,
- assessment approaches,
- establishment of classroom climate.

Global citizenship education is intended to be transformative in nature. This has meant the adoption of pedagogical practices which encourage:

- critical thinking activities,
- issue-based inquiries and analysis,
- cross-cultural experiences,
- managing instances of conflict,
- the exploration of multiple values,
- beliefs and attitudes that underpin viewpoints on global issues,
- experiential opportunities for authentic learning,
- engagement in one's community(ies) to address various forms of injustice.

Participatory forms of learning that actively involve young people in meaningful civic engagement with real public issues are also receiving more attention in Canadian education.

These diverse active learning strategies stress

- opportunities for deepened conceptual understanding,
- personal and interpersonal understanding,
- the investigation of public issues (from the local to the global),
- building skills of critical inquiry and practitioner research,
- responsible engagement in community questions and concerns.

Such participatory forms of learning may include

- case analysis,
- public issue research projects,
- model town councils,
- peace building programs,
- community participation activities,
- public information exhibits,
- online international linkages,
- youth forums.

### **Teacher specialization and training**

The emphasis in Initial Teacher Education (ITE) programmes range from specific courses to more broadly based 'across-the-program' initiatives. Understandings of citizenship education, global education, and global citizenship education are introduced in different ways depending on the program and the teacher candidate's interests:

- Program options/cohorts may introduce these concepts as a focus (e.g. School, Community, and Global Connections, and Social Justice in Catholic Education);
- Curriculum and instruction courses (e.g., Geography, History, Politics Curriculum and instruction courses) or elective Related Studies courses (e.g. Comparative and International Education: Issues for Teachers; Issues in International and Global Education);
- Overseas and community Internships (e.g. teacher candidates complete a five-week internship at the end of their program as a transition into teaching. Many choose to complete an internship in a school setting, locally or overseas (e.g. China, South Africa, the Caribbean) or in a non-school setting, where the focus is on curriculum development for community-based educational outreach programs, such as the Education and Public Engagement team at World Vision Canada, UNICEF Canada, and other educational sites with an international emphasis);
- Co-curricular international education activities (e.g., the inter-departmental Comparative, International and Development Education (CIDE) Centre, in particular, provides opportunities for teacher candidates as well as graduate students to enrich their understanding of international educational research and field development activities...it hosts bi-weekly seminar series, a newsletter, and links with events and programs such as those of the Monk Centre for International Studies at the University of Toronto.

As indicated earlier, education is a provincial responsibility in Canada and ITE courses and programs vary within and across provinces and the universities have the autonomy to create their own offerings within certain regulatory. The University of Alberta, for example, has developed a very strong global citizenship orientation across their programs, both undergraduate and graduate.

### Resources

Curriculum reform initiatives across Canada also reflect attention to “how” to educate for citizenship. A host of useful ideas in the form of new websites and resource materials to inform and guide teachers’ work in relation to various aspects of instruction related to citizenship education have recently have been developed in Canada, that offer instructional guidance for teaching and learning about global citizenship:

- CIDA’s website *In the global classroom initiative* includes a section “For Teachers” that features resources and links to global citizenship education for teacher candidates and practicing teachers;



- CIDEF undertook creation of an anthology, *Comparative and International Education: Issues for Teachers* that explores major issues in education today through international and intercultural research...themes include history and philosophy of comparative education, the right to education, teacher formation, alternative pedagogies, testing, multiculturalism, gender, conflict resolution and global citizenship;
- Classroom Connections' *Cultivating Peace in the 21st Century and Taking Action* Evans and Reynolds' teacher's resource handbook *Educating for global citizenship in a changing world*,
- Kielburgers' *Take Action: A Guide to Active Citizenship*;
- UNICEF Canada's *Global Schoolhouse*.

### Assessment

Assessments for students in citizenship education course or in the courses where these themes are taught vary. Assessment aligns with the general goals and pedagogies most suitable (e.g. practices range from knowledge acquisition assessments to performance assessment to portfolios and reflection depending on the course/program)

### Current and future developments

In response to our question whether this approach to world citizenship in Canada had changed in the last few years, we learned that educating for global citizenship gathered increased attention in Canada during the 1980s and early 1990s. The Canadian International Development Agency (CIDA), for example, funded a number of Global Education Centres across Canada to promote global understanding among teachers and to assist them in exploring and developing curriculum classroom ideas and practices for the study of global themes and issues...a recent study of current Canadian curriculum materials, *Education for Peace, Human Rights, Democracy, International Understanding and Tolerance* (2001), reveals various ways themes of citizenship and global understanding have been introduced into the curriculum across Canada...these curricula expanded understandings of citizenship to include meaningful civic engagement and dealing with complex public issues of local and global proportions. There has been substantial discussion about the scope and breadth of citizenship education in recent years in Canada and elsewhere...understandings of what it means to educate for global citizenship in Canada are often intertwined with these broader conceptions of what it means to educate for citizenship...theoretical perspectives such as Kymlicka's "multicultural" model, Osborne's "12 Cs" framework, Sears' "Conceptions of Citizenship Education" model, and Strong-Boag's "pluralist" orientation, each acknowledge citizenship's global dimension in varying ways in relation to the particular perspective of citizenship that each advocates...more recent work in the Canadian context reveals renewed Canadian scholarly attention to educating for the global dimension of

citizenship (Evans, 2008; Larsen, 2008; McLean, Cook and Crowe, 2006; O'Sullivan and Pashby, 2008; Pike, 2000, 2008; Richardson, 2004; Schultz, 2007; Schultz and Abdi, 2008).

Recent provincial curriculum policy developments show a heightened attention to the global citizenship component of student learning. These perspectives on global citizenship education all include some attention to understanding global interdependence, and some sense of membership, identity, and responsibility in relation to local and transnational actions affecting that interconnected world. At the same time, these curriculum perspectives differ in their relative emphases on elements such as individual learner self-discovery, values, knowledge of world systems, questions of rights and justice, and equipping students for political advocacy roles.

Varied characterizations and perspectives on what it means to educate for global citizenship tend to blend themes associated with both citizenship education and global education, and to examine and advocate particular kinds of classroom and school-wide practices. On the one hand, there is increasing attention around the world to themes associated with citizenship education. At the same time, there is also more inclusion of global dimensions and goals in education, in many school systems.

When asked about influences of outside models or curriculums from Europe or elsewhere, the reply was that there have been a number both internal and external. These include: Andreotti (2006); Banks (2004, 2007); Boulding (1988); Davies, L. (2006); Gaudelli (2004); Harber, and Yamashita (2004); Davies, Evans, and Reid (2005); Heater (1996, 2002); Holden and Hicks, (2007); Lee and Leung (2006); Joshee (2004); Kymlicka (1995, 2003); Merryfield (1998); Mundy (2007); Osler and Starkey (2002, 2003); Richardson (2004); Selby and Pike (1988, 2000). Canadian initial teacher education are increasing and show many permutations, ranging from infusion of international and global perspectives into core curriculum in a range of subject areas, to specialized programs that clearly identify themselves as international teacher education programs.

The teacher interviewed felt that the most difficult topics or themes for student teachers to deal with in their future classrooms and would include:

- exploring issues related to multiple identities and diverse underpinning values,
- exploring perspectives in relation to global civic themes and issues,
- how best to explore controversial global issues,
- readiness of learners to consider the complexities associated with this dimension of education.

Canadian teachers face different challenges as they attempt to educate for global citizenship such as

- conceptions of what is expected and included in global citizenship education, for example, lacks clarity,
- there are distinctive and overlapping understandings that are both complex and ambiguous,
- consequently, there certain learning goals are given priority and depth of treatment, raising questions about what types of learning might be experienced and what types might be silenced or ignored,
- the selection of appropriate pedagogical practices remains an issue,
- pedagogy that aims to educate for global citizenship is characterized in a variety of ways, reflecting varying levels of sophistication,
- instructional practices that aim to address beliefs, values, and notions of social justice, and participation in civic life, appear to receive less attention.

Global citizenship is located primarily within the History and Social Studies curriculum in schools; in some contexts, global citizenship education is co-curricular and/or cross-curricular. The following should be noted:

- Some curricula emphasize cognitive and content goals, others emphasize affective and/or skill-learning goals;
- There is a lot of uncertainty in the curriculum;
- Curriculum policy in different provinces and territories illuminates additional complexities and ambiguities;
- Interpretations of what is meant by global citizenship in policy documents, for example, are often subjective and infused with distinctive contextually-rooted perspectives and priorities.

Teachers face a range of challenges as they attempt to infuse global citizenship into the curriculum. A few of the common roadblocks are

- an already overloaded curriculum,
- inadequate professional preparation,
- little room for innovation in the official curriculum,
- a school ethos that is not supportive,
- teachers also often have a sense that they will not be supported when attempting to address more complex global issues,

- the relatively low status accorded to explicit citizenship education, and especially to global citizenship education, in many schools and school districts.

Ways to promote global citizenship education would be among other things

- attention to building an infrastructure,
- learning communities for teachers, policy-makers, and academics,
- deliberate and regular meetings to talk and share concerns and issues,
- development of resources for the classroom at all levels,
- administrative/official support,
- longitudinal research to track evidence of what is working and what needs to be addressed.

## INDIA

### The Indian context

India is a land of striking contrasts. High levels of economic, technological development and affluence exist side by side with the most striking poverty and extensive illiteracy. The caste system still exerts its influence on the lives of millions and gender equality is a serious problem. Indian society is still very much influenced by the dominant Hindu religion but is also home to other religious minorities. India has 14 official languages, of which Hindi is the largest, with 30% of the population. In education the regional language, the national language (Hindi) and the international language (English) are in use. English remains the unifying language. India counts 27 states and 7 so-called 'territories', in fact cities with a special statute. Politically India gained her independence in 1948 and thus represents a relatively 'new' nation still dealing with elements of her colonial past, issues of national unity and development of democratic institutions.

The direction of education in India is under the control of the states with basic guidelines and competencies being established by the central government. Education in India is compulsory for children from the elementary level (6-11 years) through lower secondary level (11-14 years). Upper secondary schooling (14-17) is provided by is not mandatory. Despite the belief in education for all children in 2008, 59 million of children (35 million of these being girls) between 6 and 14 years were not enrolled in school (Standaert, 2008). The reasons for this are: large increase of the population, lack of financial resources, deep poverty and diversity of languages. Given the population increase in India, university entrance is very competitive. Indian universities have been expanding and in 2005 had grown to 300 universities and 13,000 colleges serving 9.5 million students. The growing need for teachers is met by the teacher training colleges and universities.

### Curriculum aims, organisation and structure

In December 2005 the National Council of Educational Research and Training (NCERT) published the *National Curriculum Framework* (NCF) in 2005. This document was inspired significantly by the ideas of Rabindranath Tagore. In his essay *Civilisation and Progress* he stresses the importance of educating children and young people to value the ideals of egalitarianism, pluralism and multilingualism and social justice. They must be taught in a way to foster an independence of thought and action, sensitivity to others' well-being and feelings, ability to respond to new situations in a flexible and creative manner, a knowledge of and appreciation for the democratic processes, and a willingness to contribute to economic processes and social change in India and in the whole world. Following the NCF guidelines, syllabi and textbooks have been developed in the areas of environment studies, political science and social sciences. These major topics include sub-themes such as water usage, family, life in the community, the plight

of marginalized groups, gender issues, sensitivity towards issues to minority communities and democracy etc. Sample topics from the textbooks by the NCERT are as follows:

#### Class 8 Social Sciences/ Social and Political Life

- Rural Life and society
- Challenging the Cast System
- Diversity
- Democracy and equality
- Unpacking Gender

#### Class 9 Democratic Politics

- Democracy in the contemporary world
- What is democracy and Why democracy?
- Democratic Rights
- Class 12 Contemporary world politics
- Contemporary South Asia
- Globalisation
- International organisations

### Teaching and learning approaches

An important feature of the new curriculum reform was to make teaching and learning more student centered. This has presented new challenges for many teachers who have not trained in such methodologies.

There is also a new emphasis not only on knowledge acquisition but on the use of thinking and problem solving skills and the application of knowledge to real life situations.

Teachers are required under the new system to assist students in acquiring skills such as:

- instruction, introducing and illustration
- analysing and explaining
- reading books and using Internet
- asking questions and critical thinking activities interviewing citizens

To foster practical skills such as:

- accurate observation of events
- modelling and imitation
- training in practical work
- making and doing things

And to promote attitudes and to question them:

- to discuss (listening and talking)
- exploration of values
- to discuss and analyse experiences
- to develop sensitivity towards others
- to show appreciation for others

Finally to develop effective language and communication skills so to:

- Provide a bridge between the classroom and the child's home.
- To promote the multicultural and multilingual classroom as a resource for learning and values.

### **Teacher specialisation and training**

In 2009 the National Council for Teacher Education (New Delhi) published draft statement entitled *National Curriculum Framework for Teacher Education 2009* with the final text released in March 2010. This text provides only the basic ideas for the curricula which are elaborated in full by state universities and teacher colleges. With regard to citizenship education the new framework emphasizes the need to:

- re-conceptualise citizenship training in terms of human rights and approaches of critical pedagogy,
- emphasize environment and its protection, living in harmony with oneself and with natural and social environment,
- promote peace, a democratic way of life,
- create respect for the constitutional values of equality, justice, liberty, fraternity, tolerance, secularism and empathy.

In order to develop citizens who promote equitable and sustainable development for all, it is necessary that teachers be educated in the training to understand local cultures, cultural-specific and multicultural situations and in national and international systems and contexts. Teachers, it is stated, need to know more about the exclusion of children who come from socially and economically deprived backgrounds (castes, tribes, etc.) and from minority communities. There is also a need to equip teachers to overcome their own pre-conceived ideas about these issues and to handle such difficult issues in a positive and even-handed way.

At the University of Pune students working for a post-graduate degree in teacher education students are required as of July 2010 to take a course entitled, Education for Globalization.

The course provides an opportunity to explore issues and concerns of the contemporary India society such as pluralism, identity, gender, equity, poverty, and diversity. Included in the readings are selection

from Gandhi and Tagore. The course focuses on theory, practicum, research and participation in workshops focusing on communication, human rights, English proficiency, international culture, future developments in education.

### Resources

In the National Curriculum for Teacher Training, a very important note on the use of media has been included:

*ICT including TV, radio and Internet are useful as resources and providing access to ideas or for wider dissemination of information. Distance media can effectively be used to keep teachers in touch with other professionals in the field and to give access to professionals in education as well as in pure academic disciplines (within universities) (p. 47).*

Reference is also made to professional forms, resource rooms and materials as well as the use of

Open and Distance Learning (ODL) and establishing Teacher Learning Centres (for resources and research).

On the website of NCERT teachers can download the Syllabus for Classes 1 to 12 as well as the environmental studies curriculum for grades 3 and 4. Both of these are organized according to questions, key concepts/issues, suggested resources and suggested activities. The teacher has this way the opportunity to have access to a wide range of information and to expand on the themes and to enhance them. In the section 'resources' one finds a lot of variety. Then it is also possible to download the Online NCERT Textbooks for Classes 1 to 12. The textbooks for the primary classes offer texts which are illustrated and complete with photographs, drawings, tales, etc. and tips for the teacher. The textbooks for the higher classes have in addition to the text, questions, drawings (with questions focusing on the problem, interviews, photographs, etc.) They also include suggestions for the teacher. Reviewing the assignments for the students a wide variety is evident. Again there is a common format stressing the goals of thinking, doing and debating. For instance on the theme of democratic rights examples are given (text) and photographs are shown to students about human rights in Kosovo. After reading the material students must write a letter to a woman in Kosovo drawing facts about similar situations in India and making comparisons and distinctions between the two cases. While such resources are extremely helpful in well-equipped schools with IT, internet and video connections, schools in poorer areas lack such resources as well as some of most basic facilities. Poverty and large class sizes are also an issue. Such realities severely challenge teachers' ability in such environments to effectively achieve the learning goals of citizenship education



### Assessment

In the National Curriculum Framework for Teacher Education attention is placed on 'Evaluating the Developing Teacher'. It is stated that the purpose of assessment is to draw the attention to the qualitative dimensions of teacher education, other professional capacities, attitudes and values. Assessment is designed to be on-going and to provide efficient feedback for improvement.

*The teacher education processes are characterized by a wide range and variety of curricular inputs spread over the entire duration of the training according to the developmental sequence and these need to be evaluated at appropriate stages and feedback given to the trainees (p. 40).*

Teachers are also evaluated on their affective skills in deal with students and in foster a more student-centred school climate.

Teachers are to assessed on their ability to

- observe children and write reports,
- group presentation, quality of discussion, analysis, reflection,
- reflect and be critical of their own assumption, thoughts, prejudices, opinions and ideas, developing insights into one's self, another and into another culture, open-mindedness, ability to listen with empathy and attention, social sensitivity, self-evaluation,
- assess a repertoire of skills: classification and retrieval system for the use of materials, stories...in classroom and outside, skills if telling stories to children, selection of stories according to a theme of people,
- understand the learner, curricula and pedagogic issues: understanding the difficulties of the learner, teaching practices, visits to centres of innovation, curricula materials, document and text analysis, reflection, material development,
- be a curriculum and learning specialist: analysis of school text books and alternative materials, analysis resources.

### Current and future developments

Citizenship education has undergone significant developments in India. The curriculum reform of 2005 recognizes the importance of this issue and syllabi and textbooks have been created to support teaching in this area. The new curriculum with its stress on varied teaching methodologies and forms of assessment, thinking and problem solving and on active engagement, mirror many of the trends emanating from Europe and elsewhere. Attention has also been given to teacher training to teach the new curriculum. The focus on citizenship education, human rights and multiculturalism is strongly supported by international organizations such as the World Education Forum allied with UNESCO and a variety of NGO's. In the

Indian context citizenship education is seen as valuable from a number of different perspectives. With the country's diverse population, linguistic and religious groups, social phenomena such as the caste system and gender issues, citizenship education holds out the possibility of creating a more united India sharing a common focus and ethical orientation. Citizenship education also is closely tied with development. In an India where the rights of all citizens are recognized and citizens are actively involved in questions of public concern, in which they better understand the global context in which the country exist and value lifelong learning, the human capital of India will be increased greatly, poverty will be diminished and the progress and development of India thereby assured. If citizenship education engenders great hopes it also faces many obstacles. First, it must compete for time and resources against other extremely important priorities such as providing adequate facilities and resources for all schools, combating widespread illiteracy, gender equality and the inclusion of the 30% of the student population not currently attending schools. In addition, providing basic teaching education for an expanding number of new teachers and making sure that educational standards are being achieved in all schools. India has stressed the importance of teacher training for citizenship education but the responsibility for the success of these programs relies on the states and this may lead to great variability in actual practice. The new curriculum reform of 2005 while laudatory in its goals, creates a sharp learning curve for new and practicing teachers. It will take time, patience and multi-faceted support for teachers so that they deliver not just the form but rather the rich content of the subject. The vast differences in India regarding facilities, class size and resources will require that teachers receive training in effectively teaching the citizenship curriculum in very diverse environments.

## SOUTH AFRICA

### South African Context

It is hard to imagine another country that has gone through the kind of dramatic changes that South Africa has in such a short period of time. In 1994 with the end of the apartheid, the country faced the daunting challenge of uniting a racially divided society while creating a new identity and purpose. The South African constitution (1996), eloquently states that the task ahead is to

- heal the divisions of the past and establish a society based on democratic values, social justice and fundamental rights,
- improve the quality of life of all citizens,
- lay the foundation of an open and democratic society,
- build a united and democratic South Africa able to take its rightful place in the family of nations.

The difficulties in achieving these goals were formidable. The end of apartheid did little to end the deep racial, social and economic divisions. Between different parts of the country and different parts of the same cities and provinces the difference in the quality of life were staggering. If democracy was one of the central tenets of the new system no racial or ethnic group in the country had any direct experience with its practice let alone with the ideas of citizenship education outlined in the constitution and new educational policies. As this issue began to be debated there was a feeling in certain quarters that the Western conceptions of citizenship with their emphasis on the individual and individual rights were sometimes in conflict with native African ideas of community and 'ubuntu' or human dignity. In contrast with Europe where citizenship education was focused on the inclusion of a new wave of immigrants from different ethnic and religious backgrounds usually representing the most socially and economically disadvantaged element of the national population, in South Africa the issue was about establishing the rights of the poorer Black majority while integrating the wealthy formerly dominant White minority into the new national design. Education became the symbol and the hope of the new South Africa. The 12 major educational reform policies that have been put in place since 1996 made changes in every aspect of South African education including governance, university organization, teacher training and curriculum structure. Education was to serve the purpose not only of providing the youth of South Africa with academic skills but of molding them into a new kind of citizen with new values and new moral conscience. The South African Manifesto on Values and Education (DoE 2001, p. 18) affirms that the country's educational system 'does not exist to simply serve a market, important as that may be for economic growth and material prosperity. Its primary purpose must be to enrich the individual and, by extension, the broader society.'

### Curriculum Aims, Organization and Structure

Structurally, the nineteen educational authorities existing under apartheid were abolished and the responsibility for education policy put under the central government with powers of implementation allotted to the provincial administrations. Following from declarations in the new South African constitution, a series of educational policies created a national curriculum focus which were underpinned by the important Manifesto on Values, Education and Democracy. These initiatives led to the drafting of the National Curriculum Statement of 2005 (DoE 2005) which introduced outcome based education and prescribing new teaching methodologies and new methods of assessment. With in the NCS framework the issue of values and citizenship education were given great importance. Four social aims of citizenship were set forth:

- Social justice
- Human rights
- A healthy environment
- Inclusivity.

According to the NCS, in the Foundation Stage (R-9) eight subject areas were defined with all learning area statements reflecting citizenship topics. In particular the curriculum is sensitive to issues of poverty, inequality, race, gender, age and disability. In addition the social studies curriculum for the middle school years was renamed "World View Social Studies" and includes many topics in comparative world systems, cultural differences and contemporary issues. Foundation curriculum guides put stress on using varying teaching strategies, resources and assessment strategies. In all subject areas there is a definite emphasis on applying knowledge to a real life context at both the national and local level. At the secondary level (10-12 grades) citizenship is taught mainly in the Life Orientation area of study although contemporary issues are also considered in the Social Studies curriculum. The themes included in Life Orientation are citizenship issues, career choices, personal well-being and recreation and physical activity. Life Orientation is given twice a week for an hour or 72 hours per year. Of the yearly total, 10 hours are devoted to careers and citizenship respectively with 16 hours allotted to personal well-being and 36 hours of recreation and physical well-being. The Life Orientation guide (DoE ) states that citizenship education will:

- foster a commitment to the values and principles in the constitution ,
- address discrimination,
- emphasize politically literacy,
- stress the importance of voluntarism,

- give special attention to social justice and environmental issues,
- provide knowledge about diverse religions.

In terms of personal skills stress is on:

- fostering awareness and social competencies,
- making informed decisions,
- actively exercising rights and responsibilities,
- developing skills to acquire and analyze knowledge and apply it to real life situations.

A list of critical and developmental outcomes is given for each level a context and content statement about how the learning outcomes will be achieved. A Life Orientation Guide for teachers is provided (DoE2006, 2008) with discussion of teaching and learning strategies, sample lesson plans, necessary resources and a detailed guide to assessment. Another significant change in the legislation on schools was the stress on creating a more student centered, democratic school environment.

### **Teacher Specialization and Training**

Besides the changes in curriculum the whole structure of educational governance was redesigned. (Lewin & Samuel2003; Kruss 2008). The dual university and training system according to race was scrapped and the 36 universities existing in 1994 were by 2005 reduced to 22. Professors with very different backgrounds, educational beliefs, language backgrounds and training were brought together in a single university setting. The universities were to train teachers to deliver a newly mandated outcomes based program, learner center pedagogy, integrated knowledge systems, and an emphasis on hands on activities, critical thinking skills and new methods of assessment. Universities were given a new autonomy in designing a new curriculum for teacher education according to a variety of new frameworks (NQF) and standards (NCS). In addition, teacher qualification programs were redesigned, scraping the teacher college degree programs and putting all educational diploma programs under the universities. New teacher competence were defined in Norms and Standards for Teacher Education NSTE 2000 which takes a holistic view of the effective teacher. The teacher is seen to have six roles, each with a foundational, practical and reflexive aspect. These are:

- Learning mediator
- Designer of learning programs
- Leader, administrator and manager
- Community, citizenship and pastoral role
- Scholar-lifelong learner
- Learning area specialist

A whole new vision of teacher professionalism was thus created for which teachers, White or Black, had little experience or training. This led to morale issues, various levels of commitment to the new system and significant variations in teaching training in different parts of the country. Regarding specific teacher training for citizenship education no specific courses seem to exist at the elementary level. For secondary teachers pre-service course for Life Orientation do exist at some universities such as University of Pretoria and at University of Stellenbosch an in-depth introduction to this topic is given in the course on Philosophy of Education (Waghid 2004). Practices among universities vary significantly.

### **Resources**

Resources and basic services were vastly unequal and closely followed the socio/economic/ racial divisions of South Africa. By 2001 (Chisholm 2004) 17% of all schools had no libraries 41% had no electricity 4,000 schools without running water or sanitation. An even higher proportion lacked basic texts, proper facilities and very high student-teacher ratios. Levels of poverty and violence seriously impact the functioning of many schools. All of the above factors create vast differences between schools in South Africa and impact the degree to which they can effectively implement the government's educational and citizenship programs. National curriculum documents such as the NCS guidelines for R-9 and 10-12 are detailed and can be accessed on-line. For citizenship education the curriculum statement Life Orientation is of special importance as are the detailed Teaching Guide to Life Orientation (DoE 2006) which presents detailed information on assessment and the Life Orientation workbook and readings for students [www.education.gov.za](http://www.education.gov.za). Excellent teacher support exists online in the South African educational portal, THUTONG [www.thutong.doe.gov.za](http://www.thutong.doe.gov.za) and TESSA [www.tessatica.net](http://www.tessatica.net). Other resources are provided by NGOs.

### **Assessment**

Critical changes were made in the way in which students were assessed in Curriculum 2005 (DoE 1997). These were even further developed in the updated NCS of 2007. (DoE 2002) In general for both elementary and high school a wide range of assessments, both formative and summative are stressed for citizenship education with an emphasis on critical thinking and evaluation and application to real life situations. The assessment standards for citizenship education in grades 11-12 (DoE 2008) ask students to:

- Identify social and environmental issues and participate in a group project to address them
- Formulate strategies to address violation of human rights and discrimination
- Participate in a community service project

- Analyze forms of democratic participation
- Analyze the role of the media in a democratic society
- Reflect on the insights gained from the major religions and indigenous belief systems
- Create your own mission statement based on your beliefs and values.

Criteria are clearly set out in the Life Orientation curriculum guide and detailed rubrics describe levels of student achievement  
[www.thutong.doe.gov.za](http://www.thutong.doe.gov.za)

### **Current and Future Developments**

The issue of citizenship education is an issue of intense concern and debate among South African scholars. While important developments have taken place in pursuit of the goals laid out in the Constitution and South African educational policies their success depends on dealing effectively with a number of problematic issues. Educational reformers, one critic noted have trouble in understanding that change by legislative fiat is only the first and easiest step in the process. The following are opinions of our contacts and scholars in the field:

Given the fact that many South African students lack basic literacy skills there is a conflict between two twin goals of a globalist human capacity building and citizenship. Critics feel that demands of workplace skills receive priority over concerns for democracy teaching and learning. In South African primary and secondary schools the inclusion of indigenous culture, history and languages in the National Curriculum competes with the more conservative literacy and numeracy emphasis. If the later tendency is dominant then subjects like citizenship education will receive only passing attention. (Gilmore 2001). Many scholars voice the concern that the effective delivery of the new curriculum depends to a major degree on the training and commitment of teachers. Studies have shown that changes in teacher behavior do not automatically flow from the publishing of new educational initiatives. Recent studies (Samuel 2002, Schoenman 2006, Joubert (2009), Van Deventer 2008) have shown that different contexts at the micro level and teachers prior beliefs had a major impact on the extend to which the new policies were implemented. If the new norms and standards are to take hold there must be strong support for teacher development programs as well as for teacher professionalism. Time and attention must be given to the issues of 'unlearning' as well as training in the new educational methods. If this does not happen scholars predict that what will be delivered is the form not the content of the new reforms which will be accompanied by a good deal of empty bureaucratic compliance. In no area would this be as true as in citizenship education. Addressing the vast differences in South Africa regarding resources and teaching environment are central to the success of the educational reforms

and programs for citizenship education. The current education policy reflect a more global model which emphasizes liberal values, inter-disciplinarity, multi-skilling and IT. This agenda is more easily attainable by South Africa's advantaged schools but not it's poorest, neediest. Unless progress is made on the issue of development and resources and safety in schools the ideals of citizenship education will remain in many areas an empty promise.

### **Conclusion**

In the three cases of Canada, India and South Africa we can see a surprising degree of similarity if we consider only the written curriculum statements for citizenship education. There is a general agreement in all three that:

- Citizenship education is seen as a high priority
- Citizenship should be taught throughout the K-12 curriculum with a high degree of integration in K-6 with a focus on social studies or life orientation courses in 7-12.
- Citizenship education should have a strong 'active' component with a stress on thinking and problem solving skills and varied forms of assessment.
- A democratic, student centered climate in the schools is an essential element in citizenship education
- Citizenship education should focus on a common set of topics such as human rights, concern for issues of diversity and gender, environmental concerns, peace and international understanding and, in varying degrees, questions of social justice.
- The success of citizenship education depends on a new kind of teaching and student-teacher interactions.

To account for such similarities, scholars have pointed to the importance of global trends and influences which have tended at the macro level to create a certain degree of standardization. In this regard the INCA final report (2006 p. 7) points to the importance of:

- The changing nature of work stressing thinking and problem solving skills
- Economic interdependence with attention to issues of human capital formation
- The global movement of people
- Growing recognition of the rights of indigenous peoples and minorities
- Changing role of women
- A common set of concerns which originate in international agreements and are promoted by international organizations, NGOs and regional organizations



- Effect of a revolution in information and communication technologies
- Creation of new forms of community

It is clear that broad similarities between curricular statements about citizenship education in Canada, South Africa and India mean very different things in practice. Such statements if they are to take on meaning at the national or local level must be refracted through a prism of contextual factors. With reference to the INCA study Kerr (2000 p. 203) underlines the importance of contextual factors such as:

- The level of socio-economic development
- The level of political development and integration
- Differences in history and tradition
- The educational structure and system of governance

In summary, if the macro or global influences tend to work towards a certain standardization of approach in citizenship education, influences at the micro level often work in just the opposite direction. A similarity of terminology often masks real differences in interpretation or meaning. How do these factors influence citizenship education in our three countries? In Canada there is a high degree of socio-economic development, a high rate of literacy, established political traditions and democratic institutions, well established educational curriculum with adequately resourced and a well established university teacher training programs. Citizenship education in Canada has been shaped in an important manner by the importance of integrating the high number of immigrants into the existing national structure. In addition, Canada's historic geographic isolation (similar to the US) from the major centres of political conflict has created a need for both teachers and students to emphasise the importance of connecting with a global community. The contextual factors in both India and South Africa while different in many ways show a commonality that clearly differentiates them from the Canadian context and influences how they interpret citizenship education. In contrast the outlooks of India and South Africa are impacted in a major way by certain shared realities such as:

- A tremendous socio-economic disparity between different groups in the countries and between different regions
- Gender inequality and the lack of basic human rights by all members of the population are major issues.
- High levels of illiteracy and great difference in educational quality within the country.
- Their experience of colonialism and, in the case of South Africa, Apartheid, with the result, among other things, that political integration is fragile and democratic institutions are of rather recent origins.

- A rich set of cultural traditions based on community as well as on ethical and religious concerns rather than on a Western model of individual rights.
- The very different cultural, religious, racial, and ethnic which comprise the national community which are further divided a lack of linguistic unity.

Both countries, in response to the above conditions plus the challenges of the new global environment, have sought to modernize in a rapid manner. Nowhere is this more evident than in the field of education where major curriculum changes have been introduced in the last five years. Education in general and citizenship education in particular has been invested with tremendous hopes. It is seen as a means to unite the disparate groups within the nation to address the social, economic and political challenges the countries faces and, importantly, to create a morally regenerated citizenry. Pivotal issues of national citizenship remain the top priority in these countries and until they are addressed wider questions of world citizenship will remain a less pressing concern.

What has this meant for teacher education in these three countries as regards citizenship education? In Canada citizenship education can proceed from a more stable base supported by established teacher training programs, an established curriculum supported by a common level of educational resources and a high level of pre-university education. Citizenship education is free to focus on creating a high level of commitment to this topic, enhancing a more 'active' approach and focusing more on global issues. In South Africa and India, on the other hand there are vast differences in schools within these countries and the educational resources and constraints (class size, issues of school safety, etc.) under which they operate. Teacher training programs have had to deal with preparing new teachers to implement a new and challenging curriculum with new teaching methodologies both very different from the manner in which they themselves were educated. This situation is further complicated by the fact that many teachers arrive in pre-service programs with very different levels of secondary education preparation. Given the multiplicity of languages, language itself is often a barrier to teacher learning. In addition teacher training is being carried out in university structures in both countries undergoing significant changes and modifications. This often means that the attention given to issues of citizenship education differs significantly from university to university. Teacher trainers also face the additional challenge of equipping the graduates to teach citizenship in local environments which differ widely in terms of resources and social/cultural dynamics. Teachers of citizenship education often find at the local level a lack of support from parents and others who feel the time devoted to citizenship education as taking away time from academic subjects as well as English and technology which are seen as more essential to student success in the job market.

Kerr (2000:3) notes that 'What works in one cultural context cannot simply be adopted and expected to achieve the same ends somewhere else. It requires careful adaptation to the new cultural context.' Significant advances have been made in India and South Africa in adopting the new curriculum on citizenship education to a local context. The mental distance that teachers have been asked to travel and the obstacles with which they have to work are so great, however, that one of the problems is to make sure that the new educational changes do not result in mere changes in form and a concern with bureaucratic compliance. In no area is this as true as in world citizenship education.

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## **Appendix A**

Common research questions for each country

### **Curriculum aims, organization and structure**

(What laws and policies at the national level dictate the manner in which issues related to world citizenship will be taught at the primary-secondary level? What are the given objectives or rationale given for teaching these subjects?)

### **Teaching and learning approaches**

(At the national level what methods or approaches are suggested for the teaching of the world citizenship topics or themes ?)

### **Teacher specialization and training**

(At the national level, what training are student teachers required to have to teach topics or themes in the area of world citizenship at the elementary and secondary levels? Is professional develop available for teachers already working in schools ?)

### **Resources**

(Are adequate resources available at the elementary and secondary education level in this country – school libraries, print materials, IT – for teachers to adequately teach themes related to world citizenship?)

### **Assessment**

(What kinds of assessment/s are there for students in courses related to or included themes having to do with world citizenship?)

### **Current and future developments**

(In what way/s has the situation in the country changed in the last few years with regard to what and how issues related to world citizenship are taught? What forces have been most important in promoting a wider importance for world citizenship education in the country?)

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