

Competencies for educators in Citizenship Education & the Development of Identity: 2

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CiCe
Guidelines
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These two booklets are structured as **Volumes 1 & 2**. The working team responsible for researching and writing them come from five member states within the European Union: Czech Republic, Germany, Ireland, Spain & Sweden.

We were asked to prepare guidance for CiCe member institutions and other Universities/Colleges on what *specific competencies in Citizenship Education and Identity might be included in 1st & 2nd cycle courses that educate/train professionals who will work with children/young people*. A secondary aspect of the booklets was to show how the 'Tuning Principles'¹ could be applied to develop Specific Competencies for undergraduate and graduate cycle programmes that relate to Citizenship Education & Identity with respect to young people.

We approached this specifically in relation to Teacher Educators, and after an initial we decided to work together to address this without being constricted by the Bologna Cycle system. Teacher Education is an anomaly within this context, and we decided to produce two booklets.

Volume One takes a wider, theoretical and more sociological perspective primarily relating to the Bologna Process and the Tuning Principles in a European and National context. It also examines the broader concepts of Teacher Education relating to Citizenship and Identity.

Volume Two relates closely to specific country contexts and examines comparables and competencies generated from the research data as well as discussion about the research process.

Each Volume can be read independently, but for a greater understanding of the themes and key concepts it is advised that both are read together.

¹ Tuning Principles - The Tuning Project addresses several Bologna action lines, notably a system of easily readable and comparable degrees, based on three cycles and a system of credits. The Tuning project contributes also to the realisation of the other Bologna action lines.

Introduction

As part of our work we wanted to explore how each of our country's governments envisioned the role of the child in the arena of Citizenship and Identity Education. We did this by examining Government publications and documentation to arrive at such an understanding.

National perspectives on the Child as a European Citizen: Czech Republic, Germany, Ireland, Spain and Sweden



In Ireland, Citizenship Education occurs as an element within a range of conventional subject areas but features prominently in one specific subject area: Civil, Social and Political Education (CSPE²). The Irish government's view of the child in educational terms sees education

contributing to the child's development in all aspects of the individual: aesthetic, creative, cultural, emotional, intellectual, moral, physical, political, religious, social and spiritual development, for personal and family life, for living in the community, and for leisure.

The child in Citizenship Education is articulated in government publications relating to CSPE and SPHE issued by the Department of Education and Science (DES). The *Guidelines for Teachers for CSPE* (2005) see the child as an active, meaningful participant in civic society. The subject provides experiences and activities to enhance and develop this dimension: she will be someone who develops

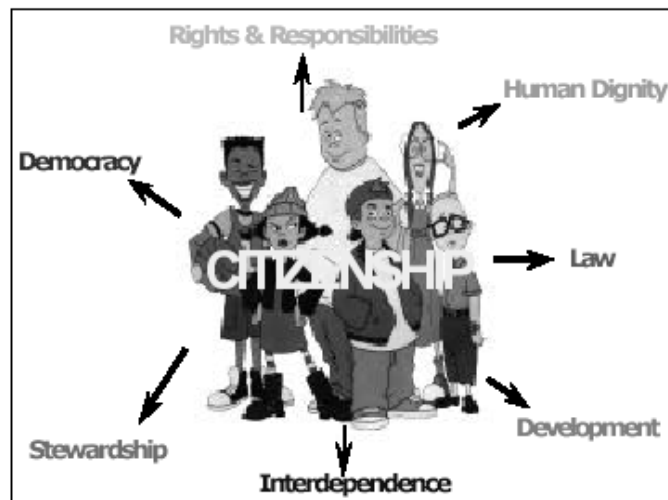
a sense of belonging, an ability and confidence to participate in democratic society and a capacity to access information and structures relating to the society in which they live' (DES, 2005)

through the affective, cognitive and pragmatic dimensions of intelligence. The *Guidelines* see the child becoming 'socially literate, independent and self-confident'.

In the Department's *Syllabus for CSPE* (1996) the child will have an understanding of his/her rights and responsibilities as an individual, be a contributing member of a changing and complex society and have a well developed sense of the workings and nature of democracy. The child's moral and critical faculties will be heightened by its 'attention to the concepts, attitudes and values central to citizenship' (DES, 1996). Furthermore it is hoped that the child will harbour the

² CSPE - Civic, Social and Political Education, a required course in citizenship education for Junior Cycle students (12-14 year olds) in Irish second level schools. The programme is activity based, with students needing to do Action Projects as part of the national assessment.

Figure1: Seven Course concepts: Source Civic, Social & Political Education Support Service of the SLSS, 2003



'skills and understanding of processes which (will) enable them to see, decide, judge and act'. The CSPE Curriculum will create citizens

who can explore, analyse and evaluate, who are skilled and practised in moral and critical appraisal and capable of making decisions and judgments through a reflective citizenship, based on human rights and social responsibilities (DES,1996).

The Department's *Teacher Guidelines for SPHE*³ (2001) - another subject including elements of Citizenship and Identity education - articulate a similar vision. The child will have an understanding and critical appreciation of the values - moral, spiritual, religious, social and cultural - which have been distinctive in shaping Irish society ... a sense of personal identity, self-esteem and awareness of (its) particular abilities, aptitudes and limitations, combined with a respect for the rights and beliefs of others the capacity to analyse issues critically and constructively... to promote quality and equality for all, including those who are disadvantaged... in a spirit of self-reliance, innovation, initiative and imagination (DES, 2001).

³ SPHE - Social, Personal and Health Education, as part of the curriculum, supports the personal development, health and well-being of young people and helps them create and maintain supportive relationships. The Education Act (1998) emphasises that schools should promote the social and personal development of students and provide health education for them.

The state, through these publications, has a holistic vision of the child which sees education playing a key role in the development of an active citizen: someone who is aware of their roles and responsibilities, who is able to critically analyse and articulate, who is confident and discerning and who is concerned for their fellow citizens.



In Germany there are 16 official guidelines for citizenship education as the 16 Länder⁴ each have legislation for education, schooling and sciences in the federal system. Hence even the terms differ from region to region: political education, politics, community literacy, citizenry literacy. In Saxony-Anhalt, an East German state of about 2.8 million inhabitants, the term is *Sozialkunde* (social literacy), though it focuses on politics. The curriculum gives prominence to values (peace, liberty, justice, solidarity). Its main objectives are for (young) citizens to be able to:

- *assess social and political issues rationally*
- *participate in political processes according to the basic law (constitution).*

To become 'politically mature' they have to learn to argue, bargain and deliberate, to work out controversies and solve problems. The crucial point of reference is learning democracy. The curriculum, elaborated by teachers and legitimated by the ministry, distinguishes between Citizenship Education as a subject and a principle across all subjects. Thus a theme of concern for classes of 8-10 years old is *living together with humans from other cultures*.

The competencies the 14-16 years old students should achieve are:

- *the ability and readiness to acquire knowledge about the life of immigrants*
- *the ability and readiness to perceive the cultural identities of immigrants without prejudice*
- *to understand the value of other cultures as enriching their own lives.*

These competencies should be taught through projects and subjects such as Music, Literature, History, Catholic or Protestant Instruction, Ethics etc. (*Rahmenrichtlinien-Gymnasium, Sozialkunde, Schuljahrgänge 8-12, Sachsen-Anhalt, S.51-53*).

⁴ *Länder* - German state or province



In Sweden pre-school and compulsory school has recently been reformed. Pre-school for children aged 1-5 years and a new preschool class for six-years-old has since 1998 been included in the national curriculum. Swedish pre-schools have always had a strong influence on pedagogical intentions: they lay the foundations for life-long learning, and learning is based on not only the interaction between teacher and child but also on the interaction between children. Curriculum goals to strive towards are informed by fundamental democratic values, representing the values on which Swedish society is based. Children are helped to understand specific aspects of the world around them, and to acquire values and ethical attitudes such as individual freedom, the equality of all, the inviolability of human life, solidarity with the weak and vulnerable (Ministry of Culture and Education in Sweden, 1998 a, b). Voluntary after school day-care for 6 year olds and younger school children is attended by most children: this is defined as a pedagogical setting with the goals and principles of democracy values, led by pedagogues with specific competences as *recreational pedagogues*. Mutual exchange between pedagogical traditions in the various settings enriches children's development and learning. The most common form of organization in Sweden are integrated services under the same roof, so recreational pedagogues also work in pre-school class and school during the day. These aspects of the curriculum and experiences allow Swedish children opportunities to participate and influence their everyday life as well as aspects regarding gender and the world around them.



The Czech educational system has been undergoing substantial changes and there are new expectations of learners. The old system of a prescriptive curriculum was based on factual knowledge and memorisation. This has been abandoned, and a new curriculum framework is gradually being introduced. This stresses key topics, competencies and cross-curriculum relations rather than a knowledge-heavy curriculum. These specific competencies provided by the Ministry of Education include competencies for future citizens of the Czech Republic: the learner should

- *respect the views of other people and their values;*
- *deny oppression and realise the duty to oppose physical and psychological violence*
- *understand the basic principles on which laws and social norms are based*
- *realise his/her rights and duties in and out of school*
- *make responsible decisions in situations concerning the life and health of others*
- *respect and protect traditions and the cultural and historic heritage, and take active part in cultural and sport events*

- *understand basic ecological and environmental concerns, and make decisions to protect life, health and sustainable development*

An additional horizontal topic in the curriculum framework is *Education for a Democratic Citizen*, which is to equip the learner with 'citizenship literacy'. This is the ability to deal with problems and conflicts in an open, democratic and pluralist society. On joining the Europe Union, children now need to be prepared as European citizens, so the horizontal theme *Education for Thinking in a European and Global Context* was introduced to develop and integrate understanding and respect for social and cultural diversity between nations. It also introduces governmental and non-governmental organizations in a European context. As the name suggests, *global issues* are also an essential part (VUP, 2004).



The Spanish Education Law, *Ley Orgánica de la Educación* (LOE) of May 2006, introduced the specific subject of Citizenship: there is not yet any experience of citizenship education as a compulsory subject. It has so far commonly been integrated with other subjects (History or Latin) or offered as a cross-curricular issue. In practice there is some experience in schools of preparing young people to participate as cosmopolitan citizens able to shape the future of their communities. Many NGOs and institutions such as UNICEF are effective in supporting citizenship education with significant contributions of materials, packs and web-based resources for the school sector. Two recent proposals for citizenship education intend to include all levels in the formal educational system: Intermón Oxfam (2005) are working on the global dimension, and Cives (2005) on a broad range of knowledge, skills and values highly relevant for this topic.

This interest is reflected in many initiatives to provide a forum for citizenship education and children's participation (*Fundación Cives, Plataforma para la infancia*⁵), who intend to share and give new insights into experiences, theories and concepts. Some NGOs are also involved in such international fora as the Global Movement for Children and the European Forum for Citizenship⁶.

⁵ Fundación Cives -

<http://www.fundacioncives.org/paneka/principal.php>

Plataforma para la Infancia: <http://www.plataformadeinfancia.org>

⁶ Global Movement for Children is a worldwide movement of organisations and people- including children - uniting efforts to promoting the rights of the child. (<http://www.gmfc.org>).

European Civic Forum: <http://www.forumciviqueeuropeen.org>

The Teacher as an educator of the 'Ideal Child' as a citizen

Teachers involved in Citizenship & Identity Education

The role of a citizenship education teacher appears to be more complex than that of teachers of other subjects. Some aspects are common with teachers of other subjects – such as subject knowledge and knowledge of effective teaching methods. But what is unique to citizenship education teachers, because of its specific nature, is that teachers themselves and their personalities play an extremely important role as a model of civil behaviour.

Earlier in these guidelines the specific nature of Citizenship Education was mentioned: that it provides not just knowledge but also primarily develops the personality of the learner in a certain way:

The development of personality depends, to a great measure, on the quality of their social interactions with others, so that every child must experience acceptance in the school setting in order to develop fully (Kuscer, 2001).

In this respect the teacher plays a dominant role and the quality of social interaction is greatly influenced by the personality of the teacher.

The teacher's personality is important because the teacher serves as a model for learners. The teacher must be conscious of the values to be transmitted and be able to distinguish between what is important and what is not. Empathy is critical, and can be enhanced by listening to and understanding children. Democracy in practice must be provided, and the essence of this is dialogue. If teachers cannot engage in dialogue, or manage conflicts, or cooperate with children, then their pupils will probably not develop 'democratic intelligence' (Pedersen and Rasmussen 2005).

Most writers on teachers in citizenship education concentrate on the aspect of personality. Kuscer (2001) even claims 'the teacher as a personality is as equally important as the curriculum. Personality is reflected [in] all dimensions of human behaviour and activity, including values'. Rone and Ozola ask for a 'a high-quality teacher, pedagogically, psychologically and professionally' (2003), and talk of knowledge and skills on the one hand, but personal qualities, attitudes and value systems on the other.

A European Policy view

In 1997 the Education for Democratic Citizenship (EDC) project was established to identify the values and skills individuals need to become participating citizens and how these skills are acquired and passed on to others. They identified the following teacher's competencies for EDC: an

- *ability to see the problem from the learner's perspective;*
- *ability to see and accept similarity and difference between him/her and the learners and between the learners;*
- *respect for the rights of learners and sensitivity to their needs and interests;*
- *capacity to deal with controversial issues and to challenge complex situations in classroom or school contexts;*
- *ability to see himself/herself, as well as the learners, as active parts of the local, national and global community;*
- *belief that things can be made better and that everyone can make a difference;*
- *ability to integrate his/her own priorities into a shared framework of issues and values, as well as to act on learners' decisions;*
- *willingness to admit mistakes in front of the group and to learn from them;*
- *ability to bring up and discuss openly the problems imposed by the hidden curriculum* (Council of Europe 2000 p. 51-52).

César Birzéa's report *Education for Democratic Citizenship: A Lifelong Learning Perspective* (2000) states:

In many cases, such approaches are not accessible within the national teacher training schemes. In most European countries, EDC cannot be considered an initial teacher training specialisation. In primary school generalists teach EDC while in secondary education it is delivered by specialists in history, geography, social sciences, economics or ethics. In other words, EDC is not after school day-care a clearly defined specialisation for teacher training. EDC seems rather a random and subsequent extension of initial monodisciplinary training (history, geography, etc.). This situation can come in contradiction to interdisciplinary and holistic exigencies that we have concluded must characterise EDC practice in schools.

In the broader sense, it can be hard to define universally what a teacher is. As far as teachers' competencies are concerned, the role is not to teach but to provide students with learning opportunities. Further empirical and comparative research on political education by the IAEEA⁷ in 2001, *Citizenship and Education in Twenty-eight Countries*,

⁷ International Association for the Evaluation of Educational Achievement

raises broad headings that teachers should reflect on: the focus of interest of this study was on a blend of **knowledge**, **attitudes** and **involvement**. It looked at, and suggested measuring:

- *the appreciation of democracy*
- *trust in institutions*
- *national identity*
- *attitudes towards foreigners/immigrants*
- *legal and illegal protest*
- *social commitment and volunteering*
- *readiness to contribute to peaceful conflict solutions in school*

These heading are not dissimilar to the EDC recommendations and are mirrored by our own findings. If we take these items as the objectives of education, we can ask how teachers should behave and how the school should be run, managed and controlled to support and promote these attitudes and skills. Gollob et al (2005) also provide a list of the personal qualities necessary for effective citizenship education:

- *fairness* – dealing justly with students
- *openness* – willing to listen to and learn from students
- *impartiality* – valuing student contributions equally
- *empathy* – seeing issues from a student perspective
- *assertiveness* – challenging prejudice and aggression
- *sensitivity* – taking care with controversial/emotive issues
- *respect* – recognizing cultural and social differences
- *authenticity* –willingness to share views when appropriate
- *self-awareness* – owning up to own prejudices
- *commitment to dialogue* – encouraging discussion and debate.

(ibid)

The role of a teacher is two-fold: how they organise the physical environment and their pedagogic work, and how these are affected by their own vision and values. Teachers are important role models, and it is through interaction with them that the children learn. How teachers talk and act towards others is vital. Dyrfjord (2004) shows that teachers themselves said that how they organise, what materials are offered and how they are used, is critical.

These observations show a range of views and perspectives on what skills, knowledge and competencies are important in teacher education, particularly those who will be involved in teaching identity and citizenship. These CiCe guidelines should act as a tool for practitioners by setting the context and illuminating practices and policy within five EU member states: Ireland, Sweden, Czech Republic, Spain and Germany.

National perspectives of the teacher as educator



In Ireland teacher education and Citizenship and Identity education is a prominent issue. It was described earlier that citizenship education currently occurs in the primary sector and the junior cycle of secondary education in the modules CSPE⁸ and SPHE⁹. The recent *European Year of Citizenship through Education* 2005 has led practitioners and policy makers to discuss how the subject could be integrated and delivered at senior cycle. The 2005 European Year of Citizenship endeavours to 'bridge policy and practise by empowering policy makers and practitioners at all levels to set up and develop sustainable programmes' for democratic citizenship education (Council of Europe, 2004:4) and furnishes practitioners with a framework and concrete tools to achieve this: some of these tools and policies are discussed in these booklets. The initiative has given Irish educators a timely reminder to put the future of democratic citizenship education in Ireland, 'public values' and the 'common good' on the national agenda (Harris 2005).

Professor Kieran Byrne, Director of the Waterford Institute of Technology and chair of the government's advisory group on post-primary teacher education, told a Teacher Education and Citizenship seminar at St. Angela's College that 'there is an urgent need to revisit the concept of citizenship and to develop a new concept of citizenship for the 21st century'. A new programme in Social and Political Education is to be introduced to the senior cycle in September 2007 by St. Angela's College. Anne Looney, of the National Council for Curriculum and Assessment, emphasized the civic dimension of education: 'traditional knowledge sources are subverted in the digital age, and a different set of skills are now needed' (2006), and warned of the dangers inherent in viewing education as a private asset rather than as a public good. Karen O'Shea spoke of her current research in the area:
this is a debate that badly needs to happen....it is very important to initiate dialogue on the implications of the introduction of this

⁸ **CSPE** - Civic, Social and Political Education, a required course in citizenship education for Junior Cycle students (12-14 year olds) in Irish second level schools. The programme is activity based, with students needing to do Action Projects as part of the national assessment.

⁹ **SPHE** - Social, Personal and Health Education, as part of the curriculum, supports the personal development, health and well-being of young people and helps them create and maintain supportive relationships. The Education Act (1998) emphasises that schools should promote the social and personal development of students and provide health education for them.

new subject for teachers, and to ask what the best models of practice are likely to be. It is particularly appropriate to begin this debate as the European Year of Citizenship through Education draws to a close (2006).



In Sweden the national curriculum for all pre-schools, schools and teacher education has been reformed. How to include citizenship education in teacher education and in-service courses has become of great importance, and this is closely connected to change in society, nationally and internationally. Discussions on bridging the gap between theory and practice, and on the development of student teacher's own citizenship knowledge over their course have raised important issues about future teachers' abilities (Prop. 1999/2000: 135). Courses in teacher education and in-service are focusing on such topics as democracy and values, individual freedom, the equality of all, the inviolability of human life and ethical attitudes.



The role of Citizenship and Identity education has long been underestimated in the Czech Republic so methodologies for Citizenship and Identity education are undeveloped. The subject has only recently gained importance, and the focus is on the content and competencies required from children as future citizens. As a result, the qualities needed of the teacher are rather neglected, and there are no clear standards or competencies set out for teachers of citizenship. The set of abilities is implicit: referring more to values such as tolerance, the ability to discuss and present opinions, moral values etc. Pitha (1992) stresses two aspects: one he calls 'encyclopaedic knowledge', referring to the range of disciplines included in citizenship education and thus the scope of information teachers of Citizenship Education must have. But he also claims that this is less important than the moral values the teacher embodies: tolerance, having an opinion, and objectivity in dealing with controversial issues. Pitha's last work was in 1992, so advice on topical issues of Citizenship and Identity education for teachers are only found in generic contemporary documents such as *Skolni didaktika* (school didactics), where pedagogical competencies are presented as a complex of methodological competence, personality competence and development competence (Kalhous, 2002).



Participation in community life is crucial. In Spain politicians have organized conferences and working groups to develop these, and the volume of books and materials is increasing. Most describe experiences, the analysis of skills of participation, and reducing obstacles to participation (Alfageme, Cantos & Martínez, 2003; Belmonte, 2003; Casas & Saporiti, 2005, Fundación Cives, 2005).

Research Findings: Teacher Competencies relating to Citizenship

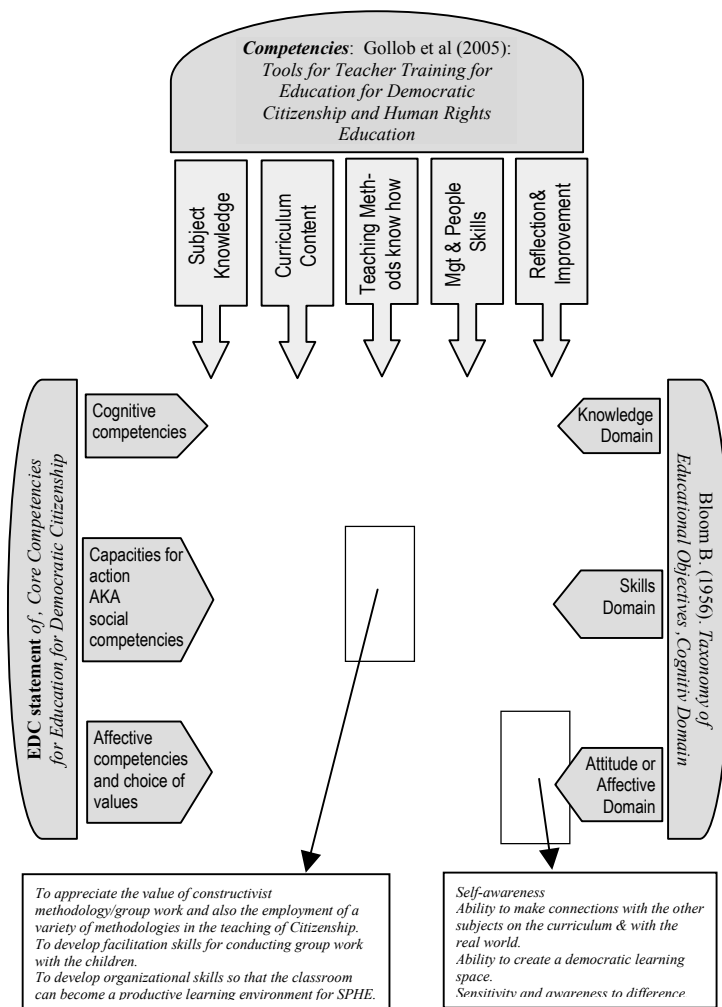
Our aim was to get practitioners in this area of teacher education to describe accurately and specifically what competencies are required for educators who will work in the area of citizenship in the proposed two-cycle system of higher education. Our respondents, from all the countries surveyed, were emphatic that there should be no differentiation between the competencies required in each cycles: often the same competencies were required in Cycle 1 as were required in Cycle 2. This is why these guidelines deal with both cycles together, rather than trying to differentiate competencies.

This issue was an important factor in our analysis of the data. We decided, based on the feedback from many respondents, that there should be no hierarchy of required competencies of educators working in Citizenship and Identity in either Cycle. The only point at which the Cycle was relevant was in discussing the competencies required as learning outcomes. We decided that any model outlining competencies should not be too prescriptive and have the flexibility to accommodate contextual differences and have a non-hierarchical format.

We devised a matrix incorporating key theories and competencies drawn from literature on the subject. This should guide other practitioners, who may place their own educator-required competencies on this and map it against their own priorities. The matrix (figure 2) incorporates the theoretical work of the EDC and of Bloom et al (1956) as the two vertical axes. The criteria of the third horizontal axis was generated from the data from our questionnaire (Appendix 1) and the themes presented by Gollob et al in *Tools for Teacher Training for Education for Democratic Citizenship and Human Rights Education* (2005).

This model is not designed to describe, direct or prescribe any listed competencies relevant for educators working with people working in the Citizenship and Identity Education sector. It is designed as a map that practitioners can use as a basis for guidance when using a learning outcome approach. It is envisaged that practitioners will formulate their own competencies, based on their own context and national and local priorities, and then map them on to the diagram below against the criteria listed in the three axes.

Figure 2: Matrix of Teacher Competencies (Citizenship & Identity) at 1st & 2nd Cycle in Czech Republic, Germany, Ireland, Spain & Sweden



The following section addresses issues from the empirical stage of our research process from a national perspective. Some countries had specific issues with the question and others felt other issues were not addressed. They felt that because there was an organisation such as CiCe conducting such research for the practitioner market that this was of great benefit to them.

Issues with the research process



The Irish research process began by examining documentary data in the area **and** analysing government policy papers to determine state perceptions of the purposes of such education initiatives. This yielded much useful information. The second strand was to contact key institutions and individuals in the design and delivery of Citizenship and Identity Education, by telephone and e-mail followed by a questionnaire designed by the research partners. This included teacher trainers at undergraduate and graduate level. The responses and interest in this showed the relevance of the subject to Ireland's currently fluid demographic profile: this has brought Citizenship Education and Identity to the forefront of debate in Ireland. The research highlighted that Ireland has yet to implement programmes at upper secondary level, a deficit which is currently being addressed.



In the Swedish context, departments of teacher education were addressed through the questionnaires. We began with e-mailed information explaining the goals of the research, followed a few days later with an on-line questionnaire. 25 academics were targeted in different universities in Sweden, but the response rate was low. A few respondents gave vague answers, and it appears that questions of competencies caused respondents some difficulties. One of the respondents asked if it was possible to list competencies for citizenship education: this could be seen as a sign that citizenship education in Sweden is integrated into several fields in education.



In the Czech Republic members of the departments of social sciences in significant universities were approached through an e-mail explaining the goals of the research. An on-line questionnaire, which seemed most appropriate for this kind of research, was made available. About 60 academics were approached, but the response rate was low. One reason for this might be a form of traditional disrespect towards research in the context of education. Another problem was that many respondents gave rather vague and generalised answers, without putting much stress on the area of citizenship education. Responses were probably based on the general notion of competence, as defined in Czech legal documents. This suggests that even those competent in the field of citizenship education are not fully conscious of the specific competencies relevant for citizenship education.

Citizenship Education in Action: how does the competent Teacher impart these competencies?

This section demonstrates how Citizenship Education is implemented over a range of countries. The data raises interesting issues to be investigated further. It may be possible to develop models of good practice at European level, based on activities and processes in specific countries.

Examples of Citizenship and Identity Education



In the Czech Republic Citizenship and Identity Education takes place at all levels of education from pre-school to higher education in the broad sense, by which we mean that, in passing through all these levels of education, these institutions socialise and integrate children into intercultural society, and these are important aspects of Citizenship Education. In this sense, non-governmental organisations also provide some indirect Citizenship Education. In a narrower sense, Citizenship and Identity Education takes place directly within particular school subjects that contain this: there is no specific subject, but the ideas are an integral part of other subjects. In the first to third grades there is the subject 'First Teaching', which includes topics such as our community, home, landscape around us, and people among others. This subject introduces and prepares for future Citizenship Education. In the fourth and fifth grades it continues in 'Mother Country Teaching', in which topics connected with Citizenship Education such as the place where we live, our country, the Czech Republic in Europe and the world and elements of Czech history are covered. In the upper primary school Civics appears as a subject, including topics such as our school, our community, our region, our home country, cultural heritage, property ownership and management, life in society, morality, human rights, global problems, maturity, emotions, family life, work, civic life and law. At secondary school Citizenship Education becomes part of a much broader subject, the Basics of Social Sciences: this includes psychology, philosophy, economy, law, ethics, sociology and political science.



Citizenship and Identity Education in Ireland takes place in diverse contexts. It is not taught as an independent subject but appears as an element in a range of conventional subjects, and more specifically in the subjects of Civil, Social and Political Education (CSPE) and Social, Personal, & Health Education (SPHE), both taught at Primary and Post Primary level. The Department of Education and Science Syllabus for CSPE says:

The course in CSPE will not, and should not, represent the entire treatment and coverage which the civic, social and political dimensions receive within the Junior Certificate programme. Each day, across a range of subjects, pupils study topics and issues, encounter concepts and practice skills which are common both to those subjects and to CSPE. In this way, various subject teachers already teach particular aspects of CSPE through their course material (DES, 1996)

It then explains that outside the state curriculum the 'ethos, organisation, extra-curricular activities and operational structures of schools' contributes to pupils' understanding of how CSPE features in their lives, and that, as in other areas of school life, the 'hidden curriculum' also provides civil, social and political education in ways that, though not explicit, are nonetheless real and of importance.

The locus for the education of those who will pursue teaching the subject of Citizenship and Identity in their careers is not situated in any one teacher training environment. Both subjects, CSPE and SPHE, feature in undergraduate and post-graduate courses in teacher training colleges and Universities.



In Germany Citizenship and Identity Education (variously described, eg as social literacy) has been a subject part of the secondary school curriculum for fifty years. Formerly it was restricted in both **content** and **time**. A single lesson each week would be largely confined to the political system, an institutional guide to institutionalised ways of participating by voting. In practice, further time was given through citizenship education as a cross-curriculum subject, implemented in history, geography, literature and sports. Teachers in both primary and secondary schools are increasingly realising Citizenship and Identity Education as a principle of teaching and school development. In the new fashionable term, we speak of 'the culture of acknowledgement and respect': fundamentally, as pupils learn self-esteem and self-confidence, they also learn to esteem and have confidence in others. All other values (such as justice), skills (such as communication and conflict solving) and knowledge (about structures and participation processes) follow from this. School provides opportunities to express needs and interests, and the actors - pupils and teachers - necessarily 'learn democracy'. It is primarily the teacher who establishes this culture of acknowledgement and respect, and who facilitates children expressing their views, opinions and prejudices. It is also the teacher who has to take care that 'democracy' in school is not abused by the strong or converted by violence and pressure.



In Sweden Citizenship and Identity Education is a part of the curriculum at all levels. The values of democracy - equality of all, the inviolability of human life, solidarity with the weak and vulnerable and ethical attitudes – feature across the whole educational system. Various projects to develop teachers' competencies in educating children to become active citizens show how children are participating. The explicit possibilities identified in the formal goals, content and how these should affect the children materialise when children participate in group decisions and discussions. Teachers have an important teaching role in working to develop children's learning of values. These questions have become more focused over the years (Pramling Samuelsson and Asplund Carlsson, 2003; Dahlberg and Lenz Taguchi, 1996; Hultqvist, 1990).

In the last revision of the curriculum by the Ministry of Education and Science, *An education of quality for all and among all* (2004), explicitly refers to citizen education as containing the social values that allow for active participation in democratic society. This makes teachers in the school departments of social sciences (specifically history) responsible for teaching this in the last phase of primary education, secondary and baccalaureate education. Citizen education had been reflected across the educational system, assigned the role of the backbone of transversality (Naval and Laspalas, 2000:13). But - especially at secondary level – this may be diluted in the daily material, relegated or forgotten in competition with traditional materials (Anaut, 2002). But many centres are implementing these kinds of initiatives with students, often with the help of local NGOs.

Teacher Competencies in Citizenship & Identity Education: Conclusions

We were asked to prepare guidelines for CiCe institutions and other Universities/Colleges on what *specific competencies on Citizenship Education and Identity might be included in first and second cycle courses that educate/train professionals who will work with children/young people*. A secondary aspect of the work was to show how the *Tuning Principles can be applied to develop Specific Competencies for undergraduate and graduate cycle programmes that relate to Citizenship Education & Identity with respect to young people*.

Our first booklet (Volume 1) showed how teacher education had an anomalous position in the Bologna process in the current educational systems of the member states of the research team. We suggested that as most countries did not fit the Bologna framework there would be a negative impact on future developments in Teacher Education. The first booklet concluded with an examination of childhood from cultural and sociological perspectives, in an attempt to understand the European Union's vision of a good citizen. Good citizens would have, among other qualities, an **awareness** of their rights and responsibilities, being **informed** about the social and political world, (having) a **concern** about the welfare of others and being **responsible** in how they act as citizens' (Gollob et al, 2005).

The two working groups decided to merge at an early stage to address the research question, because of this anomalous position of teacher education within Bologna and because of our professional expertise and experience. Our principal focus is developing competencies for professionals working in the area of Citizenship and Identity Education. We developed a view of competencies that is wider than traditional behaviourist views, incorporating instead a view that includes broader cultural, social and personal contexts in the arena.

This second booklet (Volume 2) compares competencies found from the data gathered from each country, and develops guidelines for practitioners based on this. Our research shows that, because of the difficulties inherent in Bologna system for Teacher Education, it is not possible to devise a universal set of competencies that could be applied throughout the European Union. Instead we propose a *competencies matrix* that will allow practitioners to map the competencies found in their own settings.

We hope this will be a useful guide to practitioners and serve to inform further research in the area.

APPENDIX

QUESTIONNAIRE

[We began by explaining the nature of the CiCe network, the scope of the current research, and by offering definitions of the terms competency and assessment in the context of our questionnaire.]

Competence (or **competencies**): the cluster of character traits, skills, habits, abilities, and knowledge a person must have in order to perform a specific job. A person is said to be competent as long they possess the skills and knowledge etc that enable that person to perform the job or task effectively. Therefore, one might not lose knowledge, a skill, or ability, but still lose a competence if what is needed to do the job changes over time.

Assessment: the process of documenting (in measurable terms) knowledge, skills, attitudes and competencies.

1. What is your name, job title and what country & city/town are you based in?
2. Briefly describe the institution/organisation that you belong to, please name and describe the department where the course/programme takes place?
3. What is the name of the course/programme?
4. Is the course/programme compulsory or optional?
5. What are the aims & objectives of the course/programme?
6. Please list specific **competencies** that are required of student teachers who are going to work in the area of citizenship and identity.
7. Please rank these competencies in order of importance (from 1, **most** important, to 10, **least** important).
8. Please describe and explain the top three competencies chosen.
9. What strategies do you employ to teach/deliver these competencies?
10. How do you assess learners to ensure that these competencies have been acquired by the learner?

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BACK PAGE

This series of booklets are published by CiCe (Children's Identity and Citizenship in Europe). CiCe is structured as a Thematic Network of Universities and other organisations, supported by the European Commission's Erasmus Programme. CiCe has a shared interest in the education and training of those professionals who work with children and young people - teachers, youth workers, early years workers, social psychologists, social pedagogues and the like - and help them understand the societies, economies and policies within which they live. It has a particular interest in how children's and young people's identities are changing and developing within the context of changes in European society. CiCe's definition of 'children and young people' runs from birth to university age.

The organisation is a network-based organisation and is designed to be reciprocal: all members contribute to the network activities. CiCe working/research groups are interdisciplinary, and include those working with professional education and training courses as well as non-professional courses. We have members drawn from

- Teacher education
- Youth worker education
- Sociology
- Early years education
- Curriculum Studies
- Cultural studies