

Content, organization and challenges of CE

Please describe the following: 1) What learning objectives are central? Give some examples 2) How is CE organized in your country? 3) Which challenges are you confronted with?

AMA AMITAI SEP 12, 2022 03:38PM

1. Environmental sustainability. Active citizenship; Respect of environment; digital citizenship.

2. Portugal: CE is a stand alone subject in age from 6 up to 16; after is cross curricular; Belgium: depends from school to school. There are project separated from the specific subject but with a contribute of each discipline of carry on the project; in Italy CE is cross curricular taught by each teacher that choose the topic more relevant for their subject; in Lithuania CE is integrated in different subject , student from 15 to 16 has dedicated lesson about CE provided by the Government; pupils from 17 to 18 can choose the CE subject to study.

Slovenia CE is integrated in to the curriculum from primary; in six and seven grades there are individual subjects ; 8 and 9 grades CE is integrated again into the the curriculum.

Group 4

Objectives:

European citizenship
Personal identity
Democracy
Human rights
Critical thinking

2.
Many differences between the countries. Not all countries/governments consider the course to be a priority.

Challenges.

The curriculum/used methods
Cultural differences
Lack of mutual understanding

1. Valuing democracy, Justice, fairness, equality and the rule of law.
Respect
Valuing cultural diversity
Self-efficacy.

2
Teo hour a week

specifically, but everyone do his part.

3. The respect for environment, the static culture...a lot of foreigners in our school (not all foreign families are open for Slovene culture)

1.

1 . Learning objectives
Financial literacy
Sexual education (???)
Gender questions (???)
Ambiental questions
Human rights
Critical thinking
Solidarity
Autonomie
Tolerance
Challenge

2. In many different ways
3. Some subjects (maths or law) are not suitable for working with CE

group 6

1. self-counscioness , collaboration and know students from different courses , self/empowerment (teaching for CE), self assessment, self/knowledge, democratic values
2. Students work from a problem they identify in the society (project in realistic situation), (subject> obliged education), Different subjects (for example multicultural education) role/playing

environmental education

3.

2.

Group 5

Slovenia:

1. Critical thinking, democracy, religion, diversity, active participation

2. In primary it is cross courses in secondary there is a non compulsory module on active citizenship

3. specific target group of the school with special needs often times makes it hard.

Belgium:

1. thinking about democracy, active citizenship, economic development, ...

ex. reading to the elderly

2. Government only wants you to give knowledge

3. To teach more than knowledge and to have an impact on the students, to make them realize their responsibility

Norway

1. Democracy, sustainability, managing life

2. In every subject (CC)

--> freedom to the teacher

ex teaching argumentation/debate in a language course

3. Students don't like it, don't feel like they want to make time for it

Strong confrontation with their values of wanting to make things go fast (tik tok generation)

Bulgaria

1. identity, diversity, multiculturalism

--> not a diverse society

2. A specific subject (arts and culture) also specific subject citizenship with strict rules focused on knowledge

3.

Czech Republic

1. Focus on critical thinking, to combine Czech language and citizenship

Similar to what has been said

2. A specific subject (one hour a week)

Autonomy to the teacher (primary school)

3. Not enough time for this,

Group 2

1)

Democracy

Multiculturalism

Lingua Franca

Some focus on their national language

Communication

2)

Most has it in every subject

Some has a separate subject

Group 7

In Norwegian school: «us» and «them». People often stick to People Who look like them.

ITALY: CE is very important, students with special needs. Include everyone.

Belgium: challenge to open up their world. Us and them as Well. How do you Get around (have not travelled outside their neighborhood), religion. Give them the tools to break out of the social cycle of social poverty.

Czech Rep: Work to include the parents, Some schools have privileged pupils, Other schools have poorer pupils.

Very protective parents, some pupils are not prepared for life.

Lithuania: One hour Per week in CE, teach about constitution, teach skills to go through different situations.

G 1



Groep 6



Example

1. What CE learning objectives are central in your subject and in your school? Give some examples
2. How is CE organized in your subject and your school?
3. Which challenges are you confronted with?

