# Warm-up

- Discuss with your direct neighbour(s) the following questions for the next 10 minutes:

  - Why have you become a teacher?
  - What is your best citizenship education experience?
  - What is your worst citizenship education experience?

# What is citizenship education?

Content, organization, challenges

# Citizenship education, what do we mean?

- Active and responsible citizens

- Social, economic, legal and political

- Global developments and sustainability

- 4 D's: democracy, diversity, duties and doing (Richardson, 2010)

Two types of competences (Ten Dam & Volman, 2007):

1. Interpersonal competences

2. Societal competences

# Citizenship, what do we mean?

- **Status- rights: Citizen of ….**

- **Citizenship as a role of practice**

Participation - maintain and safeguard

democracy at all levels

# "Democratic teaching of citizenship": What do we mean?

- Political system

- Duties and rights

- Participation

- Dialog and deliberation

- Culture and lifestyle (equality, mutual respect and inclusion)

- Minority rights (Lenz, 2021)

# Why is citizenship education important?*

1. Need for CE:

- Lower trust in political system and democracy

- Decrease in political engagement

- Globalization, ethnic and cultural diversity requires openness and communication

- Equal opportunities for all students to learn about citizenship

2. Opportunities of CE:

- It can help student autonomy, participation and solidarity

- Schools are 'living labs' for citizenship

# Content of CE – What do we look for?

**Values**

- ❖ Valuing human dignity and human rights
- ❖ Valuing cultural diversity
- ❖ Valuing democracy, justice, fairness, equality and the rule of law

**Attitudes**

- ❖ Openness to cultural otherness and other beliefs, world views and practices
- ❖ Respect
- ❖ Civic-mindedness
- ❖ Responsibility
- ❖ Self-efficacy
- ❖ Tolerance of ambiguity

## Competence

- ❖ Autonomous learning skills
- ❖ Analytical and critical thinking skills
- ❖ Skills of listening and observing
- ❖ Empathy
- ❖ Flexibility and adaptability
- ❖ Linguistic, communicative and plurilingual skills
- ❖ Cooperation skills
- ❖ Conflict-resolution skills

**Skills**

- ❖ Knowledge and critical understanding of the self
- ❖ Knowledge and critical understanding of language and communication
- ❖ Knowledge and critical understanding of the world: politics, law, human rights, culture, cultures, religions, history, media, economies, environment, sustainability

**Knowledge and critical understanding**

# Why competence based?*

- You need knowledge, skills, attitudes and values to sucessfully climb a mountain

- You need knowledge, skills, attitudes and values to analyse war and the consequences for refugees in the past en present

- You need to be able to plan, carry-out and present problem-solving related to personal finances

# CE Competences

- Knowledge, skills, attitudes and values

  - Not necesarily because one knows a lot about e.g. democracy one will have democratic values
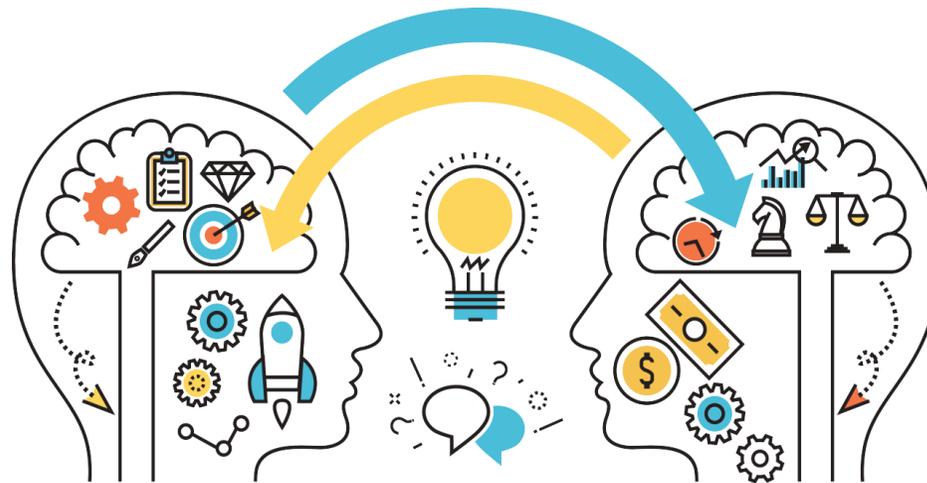
# Changes in CE



- Content of CE widens: e.g. digital citizenship, care for the environment, …

- Geographical scope: local – national or global scope

# Different approaches to teaching CE

- **What is taught?**

Soft approach                                    Critical approach

Charity-based orientation                 Social justice orientation

- **How is it taught?**

Adaptation-oriented approach        Transformative approach

teach about                      teach for                    teach through
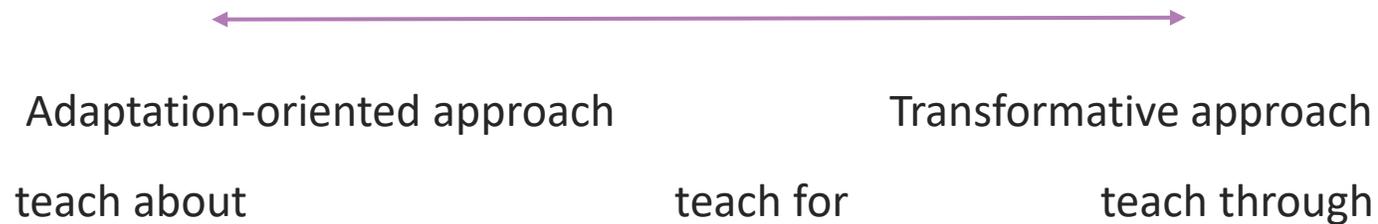
# Examples of these approaches

Soft approach

Critical approach
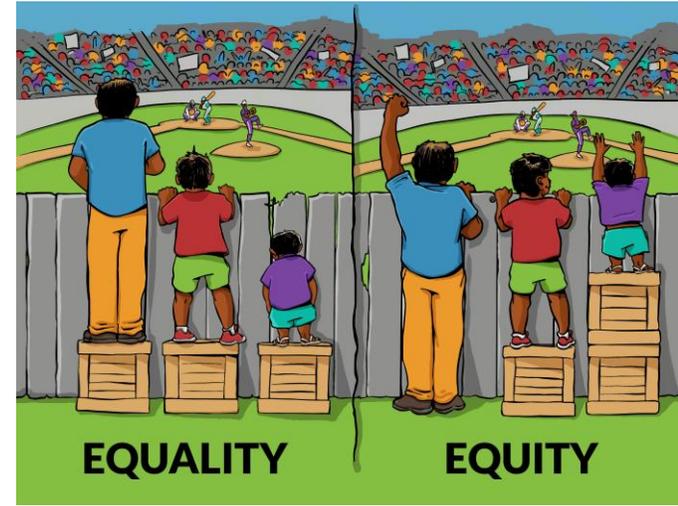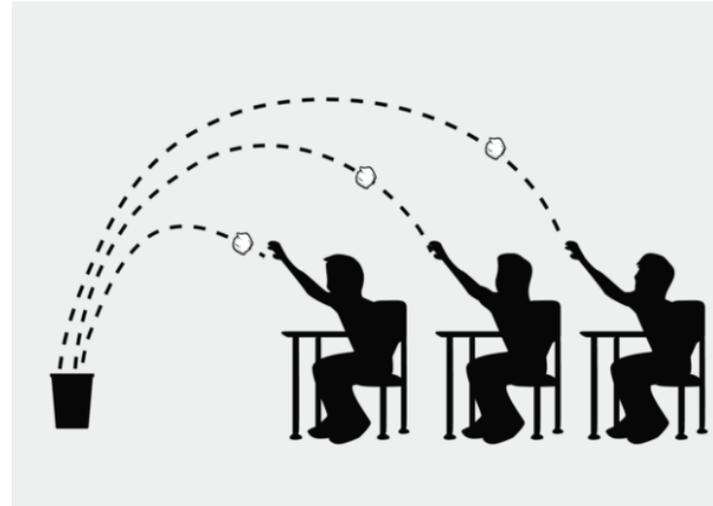
# Examples of these approaches*

Adaptation- orientation approach

Transformative approach

# Didactical perspectives on democracy education

- To teach about democratic education:
- the political system, the institutions and about human rights


- To teach through democratic education:
- Vygotsky/Dewey: Sociocultural- approach to learning
- experiences of democratic processes


- To teach for democratic education:
- to prepare the students to participate
- relate the content of the subject to the students' life
- motivation and capability to be "change-makers"

# Organisation on CE

1. HOW IS IT ORGANIZED IN SCHOOLS? (UNESCO, 2015)

1. As a school-wide issue

2. As a cross-curricular issue e.g., through projects

3. As an integrated component within different subjects

4. As a separate, stand-alone subject within the curriculum

|  | Curricular structure | | | Compulsary |
| --- | --- | --- | --- | --- |
|  | Cross-curricular | Integrated in particular subjects | Specific subject | |
| Norway | x | x | | x |
| Lithuania | x | x | x | x |
| Belgium (Flanders) | x | | | x |
| Czech republic | | x | x | x |
| Bulgaria | x | x | x | x |
| Slovenia | x | x | x | x |
| Italy | x | x | | x |

# Thank you!

# Discussion

- Discussion in your group the following questions:

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?

- Gather the discussed information in this padlet

# Citizenship competences

- It is centered around 20 competences that we clustered around 8 categories:
    1. Learning
    2. Communicating
    3. Understanding
    4. Valuing
    5. Awareness of self (and own community)
    6. Awareness of others
    7. Tolerance
    8. Responsibility