

# DARE

Democracy and Human Rights Education in Europe

DARE BLUE LINE EDITION

# ENGAGE

learning democracy

with children aged 8-12

Vol. I



Project-Partner:



Erasmus+

# Content

<b>Foreword</b>	<b>1</b>
<b>ENGAGE</b> within the dimensions of European educational and other policy frames	<b>2</b>
<b>Key findings from the analysis on citizenship education with children aged 8 - 12</b>	<b>5</b>
<b>Recommendations</b>	<b>7</b>
<b>ENGAGE -</b> Identifying resources, needs, barriers and opportunities in the national contexts	
<b>Citizenship education with children aged 8 - 12 in France</b>	
Conceptual research findings	<b>10</b>
Empirical study	<b>13</b>
<b>Citizenship education with children aged 8 - 12 in Germany</b>	
Conceptual research findings	<b>19</b>
Empirical study	<b>27</b>
<b>Citizenship education with children aged 8 - 12 in Austria</b>	
Conceptual research findings	<b>42</b>
Empirical investigation	<b>46</b>
<b>Citizenship education in Poland</b> <b>Analysis of the current situation, identified needs, opportunities and barriers to development</b>	<b>57</b>
<b>Citizenship education with children aged 8 - 12 in Spain</b>	
Conceptual research findings	<b>71</b>
Empirical study	<b>76</b>
<b>Citizenship education with children aged 8 - 12 in UK</b>	
Conceptual research findings	<b>80</b>
Executive summary of the empirical study	<b>82</b>
<b>ENGAGE</b> <b>Resources, materials and methods</b>	<b>87</b>
<b>Footnotes</b>	<b>94</b>

The aim of the project “Engage - Building together European learning material on Citizenship Education” is to exemplary study policies, frames, settings and conditions for citizenship education with children aged 8 to 12 in six European countries. Besides identifying policy frames, approaches, concepts and existing practice the project aims at supporting educational staff with exemplary materials which support interactive, fun, innovative, multilingual democratic learning. The partnership brings together eight providers of non-formal citizenship education (CE) in seven EU member states: Germany (AdB – Association of German educational Organisations), Austria (zentrum polis – Politik Lernen in der Schule), Belgium (DARE network - Democracy and Human Rights Education in Europe), Spain (CIVES Foundation), France (CIDEM and La Ligue de l’enseignement Bourgogne), Poland (CEO - Center for Citizenship Education), United Kingdom (Volunteering Matters).

As non-formal educational providers, the partners share the experiences of cooperative views and approaches to education, which we understand as plus for the analysis as it provides an external view to formal education.

The ENGAGE project occurs simultaneously on two levels - European and national - and is structured along three phases for a total duration of 30 months from September 2014 to December 2016. European cooperation on the issue of citizenship education is justified for several reasons:

- European societies share the principles of democracy and the rule of law, which allows for a common approach to citizenship education.
- citizenship education, encompassing both the themes of living together and democratic participation, experiences similar developments and challenges throughout Europe: an often stated decline in the interest of young people in politics, both nationally and European
- societal developments such as European integration, migration flows, the aging of population, a vital labour market crisis accompanied by high rates of youth unemployment, an ongoing financial crisis, which highly affect the perspectives of children and youth, but also contribute to further develop and revise conditions to citizenship educational approaches, policies and concepts.

The worrying situation in Europe – anti-democratic developments all over - make it even more relevant to cooperate on these issues because the challenge of living together is intrinsic to the European project. In the context of the rise of extremism, intolerance, racism and xenophobia across the EU (and beyond), working together, in a transnational and genuinely European perspective provides value and stands for the idea that cooperation leads to better results.

The project “ENGAGE” aims to cooperate and share good practices between different European partners, in a specific field, citizenship education with kids aged 8 - 12, which varies greatly among the Member States for a bundle of reasons (cultural, historical, sociological etc). In some countries CE is perceived as a subject to school only, while in other countries we realize that a broad spectrum of providers of education is active supporting children with spaces, instruments and concepts to learn democracy and human rights. Regarding school some partner countries teach citizen education as a separate subject while others do it across subjects. According to the Euridyce reports, some teach it from primary school through to secondary school, other do so only in secondary school. Finally, the total duration is also variable: twelve years in France, six in Poland, four in Spain, etc.

However it would be a big mistake to believe that quantity on paper allows for conclusions on the quality and impact of the ped-

agogy, as learning democracy goes far beyond the classroom and the curricula.

Despite this diversity of approaches European societies face similar challenges which need new concepts approaches and answers. By identifying similar developments, needs, barriers and success conditions the project provides a broader view on all sectors involved in educational work with children aged 8-12 than current studies do.

ENGAGE further aims to support educators, teachers, trainers who participate in the project - during and after its completion - by recommending specific tools and practices to address the rich and multi-faceted subject that is citizenship education. Such the project provides a material compendium recommending and introducing specific approaches and educational modules that have been tested by the partners and seem to be useful (Vol. II).

This issue of the DARE Blue Lines compiles the conceptual researches on CE provisions for children aged 8-12 conducted in 6 countries. The analyses try to identify common key findings and formulate concrete policy recommendations to be applied in order to advance the situation on the ground. Without going too much into detail it is surprising how similar key barriers and development needs are – regardless from the quite diverse policy back-up and set-up of CE with children aged 8-12 in the 6 countries (Chapter 1).

Each country analysis is accompanied by an empirical research based on interviews with educators and educational experts, aiming at identifying needs, findings, and introducing practice from the field of concrete educational work applied on the ground – be it in the context of schools, of non-formal education, or in the wider field of children and youth support mechanisms such as youth work and other structures (Chapter 2).

Finally this publication recommends existing educational practice, resources and materials developed on both national and European level (Chapter 3), which are worth studying.

During the project we learned that in a European context we need to take into account the momentum of asynchrony, in a sense that the development of educational concepts and policies relates highly to country specific societal, economic, political conditions – citizenship education with children is always subject to power politics. For our study this means approaches that seem to be innovative in one country are out of date in others, topics high on the agenda in some countries did not even enter the debates in others.

Such it becomes difficult to make a fair judgment, because one needs to take into account the state of affairs of mechanisms and developments that differ from country to country. Without subordinating them in an order of best or worst practice, we choose an approach that puts at the heart of the perspective the European reference frames and instruments (Chapter 1): Such we provided guidance by introducing existing European policy frames relevant for educational, for children and youth policies in Europe. If at all - the national findings can be measured in their relevance to contributing these European goals.

In order to come to concrete conclusions we encourage you to carefully study the national reports as they might give an idea on how things could be done, or how better not. Enabling children to learn and practice democracy is an aim that goes far beyond formalized learning settings and its success conditions depend on a complex arrangement of support mechanisms, pedagogical approaches, on a holistic view on education and children and youth policies who put the children at the heart of the agenda and of the processes. To work out winning conditions for these aims in fact means to go a long way on all levels.

Education for Democratic Citizenship (EDC) and Human Rights (HRE) are core of and crucial for any democratic society. All over Europe a random dozen of policies asks for a broad involvement and Say of children and youth on their participation in policies, of developing child-friendly and child- adequate spaces and procedures in closer community and broader society. Regards to citizenship and democracy learning of children we identify the three policy fields of education, youth policies and children rights enactment on all levels in Europe and the member states which in both ways can positively create conditions but also be of a barrier.

In any democratic societies people themselves are not only objects of educational policies but also actively contribute and form society, thus co-produce learning and creating a bottom up perspective on democratic involvement and participation which critically focuses on power relations in society. **This starts from the scratch and that is the reason why democracy learning with children is a core task for us.** On the question how democracy learning with children works the acid test for democratic citizenship education arises.

Often Education is in the policy contexts of Education for Democratic Citizenship (EDC) reduced to education policies targeting at their implementation in formal educational settings or specific formalized trainings. This following an output oriented logic of policy programming, implementation and assessment within structures (school) and frames (curricula) where input and control mechanisms are established. Non-formal education provides children, youth (and adults) with self-determined learning spaces where they can experience self-efficacy and train respect and democratic peaceful interaction. Talking about youth work and non-formal educational children rights enactment work, it becomes evident that they are a public good in a democracy which need to be supported with adequate means and infrastructure by the state, which is unfortunately often not the case in Europe.

Non-formal EDC work with children is probably the perfect training field for democracy: embedded in the societal environment, making use of childrens' everyday life experiences, it provides learning on eye-level and is backed with pedagogues who are capable to make the difference and can go back on profound and well elaborated pedagogical concepts that go far beyond the classroom. If such structures exist. These efforts can contribute vitally to prevention of radicalization alienation and hostility in society if thought well, soundly conducted, adequately supported and wanted. Non-formal education also puts a challenge to pedagogues as they need to be able to start processes where curricular frames end, to share control over the learning processes and to create conditions where children (as well as other age groups) co-produce the content of learning.

Citizenship learning in general is perceived as a soft educational field, same counts for early child care, youth work and issues such as the participation of young people in community and societies life – compared to hard economy policies. But these fields care on the future of society as they enable the younger generation all over Europe to formulate, to define and to take a stand for a solidarity and cooperation based future. Democracy learning affects a huge field of hard work. We talk about millions of teachers and educators working in education, children and youth work and in supportive structures all over Europe for and with children. They share a strong and a core responsibility for the Future of Europe in all senses.

The rise of violence, racism, extremism, xenophobia, discrimination and intolerance is posing serious challenges to our societies. Education increasingly is seen as a defense and prevention me-

chanism against such phenomena and against human rights violations. That they lead to, as well as give a major contribution to social cohesion, social justice and peace as core factors of a stable and just Europe.

This important role of education is reflected in key European policy documents such as

- the Charter on Education for Democratic Citizenship and Human Rights Education by the Council of Europe member states in 2010
- the Council of Europe Strategy for the Rights of the Child 2012- 2015, and 2016 - 2021.
- the European Youth Strategy
- the Charter of Fundamental Rights Of the European Union,
- the Declaration on Promoting Citizenship and the Common Values of Freedom, Tolerance and Non-discrimination through Education (Paris 2015)

All of them provide a conceptual frame to relate the work of the ENGAGE project to. They set out the scope for national policy making, planning and programming, but also define a field where a bottom up understanding of democracy learning defines and shapes policies accordingly by providing and supporting children in exploring spaces where they can learn about rights and formulate their ideas for a common living in society as well as concretely can experience democratic self-efficacy.

The **COE Charter on EDC HRE** Europe-wide sets out a unique framework of definitions that are guiding for any fields of action in education (understood in a wide sense).

- "Education for democratic citizenship" means education, training, awareness raising, information, practices and activities which aim, by equipping learners with knowledge, skills and understanding and developing their attitudes and behavior, to empower them to exercise and defend their democratic rights and responsibilities in society, to value diversity and to play an active part in democratic life, with a view to the promotion and protection of democracy and the rule of law.
- "Human rights education" means education, training, awareness raising, information, practices and activities which aim, by equipping learners with knowledge, skills and understanding and developing their attitudes and behavior, to empower learners to contribute to the building and defense of a universal culture of human rights in society, with a view to the promotion and protection of human rights and fundamental freedoms.

**Education for democratic citizenship and human rights education** are closely inter-related and mutually supportive. They differ in focus and scope rather than in goals and practices. Education for democratic citizenship focuses primarily on democratic rights and responsibilities and active participation, in relation to the civic, political, social, economic, legal and cultural spheres of society, while **human rights education** is concerned with the broader spectrum of human rights and fundamental freedoms in every aspect of people's lives.

- "Formal education" means the structured education and training system that runs from pre-primary and primary through secondary school and on to university. It takes place, as a rule, at general or vocational educational institutions and leads to certification.
- "Non-formal education" means any planned programme of education designed to improve a range of skills and competences, outside the formal educational setting.

- **“Informal education”** means the lifelong process whereby every individual acquires attitudes, values, skills and knowledge from the educational influences and resources in his or her own environment and from daily experience (family, peer group, neighbors, encounters, library, mass media, work, play, etc.).”

As with our focus to work on the development of CE for the age group 8-12 we see it as helpful to understand these fields as inter-related, mutually supportive and engaging for spill over and cross-sectoral exchange. It needs to be acknowledged that there is a distinction between the provider-dependent formal and non-formal education where pedagogues are supporting the learning process, while informal education is understood as process oriented learning on the individual level.

In the Charter the member states of the COE are asked to provide teachers, other educational staff, youth leaders and trainers with the necessary initial and ongoing training and development in education for democratic citizenship and human rights education. This should ensure that they have a thorough knowledge and understanding of the discipline’s objectives and principles and of appropriate teaching and learning methods, as well as other key skills appropriate to their area of education. Further COE member states should foster the role of non-governmental organisations and youth organisations in education for democratic citizenship and human rights education, especially in non-formal education. They should recognise these organisations and their activities as a valued part of the educational system, provide them where possible with the support they need and make full use of the expertise they can contribute to all forms of education. Member states of the COE also should promote democratic governance in all educational institutions both as a desirable and beneficial method of governance in its own right and as a practical means of learning and experiencing democracy and respect for human rights. They should encourage and facilitate, by appropriate means, the active participation of learners, educational staff and stakeholders, including parents, in the governance of educational institutions.

In line with the Convention of the Rights of the Child (CRC) **the Council of Europe Strategy for the Rights of the Child 2016 – 2021 commits** in its Priority Area 2 “Participation of all children” to “2.3. Strengthening participation in and through schools” to strengthen the opportunities for children’s participation in the school setting and the democratic governance of schools by supporting the development of citizenship and human rights education in its member States, in the framework of the implementation of the Charter on Education for Democratic Citizenship and Human Rights Education. [...]. Peer-to-peer learning among the member States will be supported through the pilot projects scheme Human Rights and Democracy in Action” jointly funded by the European Union and the Council of Europe.

Similar **the European Youth Strategy** asks to provide more and equal opportunities for young people in education [...] with the aim to encourage young people to actively participate in society, namely by

- Education and training: developing youth work and other non-formal learning opportunities
- providing links between formal education and non-formal learning
- participation: developing mechanisms for engaging in dialogue with young people and facilitating their participation in the shaping of national policies; [...]
- realise the full potential of youth work and youth centres as a means of inclusion;
- Encourage a cross-sector approach to address exclusion in

areas such as education, employment and social inclusion;

- Support the development of intercultural awareness and combat prejudice;
- Support information and education for young people about their rights;

In another way **the Paris Declaration of the European Council of Educational Ministers on promoting citizenship and the common values of freedom, tolerance and non-discrimination through Education** (March 2015) states:

“The primary purpose of education is not only to develop knowledge, skills, competences and attitudes and to embed fundamental values, but also to help young people [...] to become active, responsible, open-minded members of society. Children and young people represent our future and must have the opportunity to shape that future. We must combine our efforts to prevent and tackle marginalisation, intolerance, racism and radicalisation and to preserve a framework of equal opportunities for all. We must build on children’s and young people’s sense of initiative and the positive contribution they can make through participation, while reaffirming the common fundamental values on which our democracies are based. [...]

- Strengthening the key contribution which education makes to personal development, social inclusion and participation, by imparting the fundamental values and principles which constitute the foundation of our societies;
- Ensuring inclusive education for all children and young people which combats racism and discrimination on any ground, promotes citizenship and teaches them to understand and to accept differences of opinion, of conviction, of belief and of lifestyle, while respecting the rule of law, diversity and gender equality ;
- Strengthening children’s and young people’s ability to think critically and exercise judgement so that, particularly in the context of the Internet and social media, they are able to grasp realities, to distinguish fact from opinion, to recognise propaganda and to resist all forms of indoctrination and hate speech; [...]
- Encouraging dialogue and cooperation among all the education stakeholders, in particular parents, families and associative structures, and building on children’s and young people’s sense of initiative and engagement in order to strengthen social ties as well as generate a sense of belonging;
- Empowering teachers so that they are able to take an active stand against all forms of discrimination and racism, to educate children and young people in media literacy, to meet the needs of pupils from diverse backgrounds, to impart common fundamental values and to prevent and combat racism and intolerance.
- [...] EU level-cooperation in this field will be instrumental in addressing the common challenges Europe is facing. There is an urgent need to cooperate and coordinate, to exchange experiences, and to ensure that the best ideas and practices can be shared throughout the European Union, with a view to:
  - Ensuring that children and young people acquire social, civic and intercultural competences, by promoting democratic values and fundamental rights, social inclusion and non-discrimination, as well as active citizenship ;
  - Enhancing critical thinking and media literacy, particularly in the use of the Internet and social media, so as to develop resistance to all forms of discrimination and indoctrination;
  - Fostering the education of disadvantaged children and young people, by ensuring that our education and training systems address their needs; [...]

Also **the Charter of Fundamental Rights of the European Union** in its Art 21 on Non- Discrimination as well as in Article 24 on the rights of the child emphasizes that “children shall have the right to such protection and care as is necessary for their well-being. They may express their views freely. Such views shall be taken into consideration on matters which concern them in accordance with their age and maturity. [...]In all actions relating to children, whether taken by public authorities or private institutions, the child’s best interests must be a primary consideration.

In line with these documents **the key competencies for lifelong learning (2006)**, especially the social and civic competences, set out a framework where any kind of education and youth work can relate to: Social competence refers to personal, interpersonal and intercultural competence and all forms of behavior that equip individuals to participate in an effective and constructive way in social and working life. It is linked to personal and social well-being. An understanding of codes of conduct and customs in the different environments in which individuals operate is essential. Civic competence, and particularly knowledge of social and political concepts and structures (democracy, justice, equality, citizenship and civil rights), equips individuals to engage in active and democratic participation.

**It is important to understand any form of citizenship education in this context not as the sole execution of these policies. Moreover resulting from our analysis, we want to emphasize that, regardless of the respective educational or youth support fields and mechanisms, these policies need to be seen as complementary in their inherent design as well as supportive for the educators and educational institutions when it is a about the issues of learning democracy with children. By empowering children and commonly developing with them adequate learning spaces and environments for democratic interaction, we make societies inherently stronger, preventive and more democratic.**

# Key findings

## from the analysis on citizenship education for and with children aged 8-12

A theoretical desk research and a questionnaire based field research have been arranged throughout 2015 in 6 European countries: Spain, UK, France, Germany, Austria and Poland.

There have been conducted extensive expert interviews, talks with resource groups and online questionnaires, which have been evaluated and discussed with a group of national field experts in each country. The key findings allow to highlighting tendencies that arise from the national analysis.

The landscape of citizenship education with children aged 8-12 in Europe largely differs from country to country. Even within the countries there are several spheres where the topic becomes relevant. The approach from ENGAGE was to arrange field specific researches in each country. Having in mind that this approach can result in difficulties for compatibility and comparison, the strength is that this offers the potential to a) contextualize the results to the respective national framing and b) extract from it findings/needs that are linked to the national specifics but seem to be of an overarching character.

### What?

Citizenship Education (CE) with the age group 8 -12 in Europe is in all countries on the agenda. There are three policy dimensions connected to the issue:

- CE learning in the context of the formal schools system (primary and sec I),
- CE learning as topic of children and youth participation
- Childrens Rights Convention and its enactment and application in all levels

From the national analyses it can be stated that unanimously all dimensions define working on democratic involvement of young people as key of their task.

Each sector very much focuses on its inherent discourses, which might lead to the conclusion that there is lack of overarching strategic policies or policy planning. The findings from the studies allow for this interpretation as - despite the fact that the organisations to conduct the ENGAGE studies are all NGO's - in most countries it appears that the focus of education limits the discourse largely to school environments.

There seems to be research broadly conducted in all fields and in all countries (CRC, Participation, Primary Schools). However overarching research that covers the topic in a holistic way and concentrates on the diverse educational fields and support mechanisms is rare.

Childrens Rights enactment for all educational fields seems to be a key horizon and motivation for all fields that are involved in CE with the age group 8-12. However not all fields argue coherently in this direction.

A profound and broad basis of methods and concepts exist in all countries and there is a variety of topics being worked on.

Targeting at citizenship education it is astonishing and worrying how intense the field of formal education is in the focus. This despite the fact that other policies such as youth work, non-formal education with young people are of the same importance and relevance when its about learning democracy with young people

### Who?

**Institutions:** There is a variety of educational providers taking care on the issue arching from formal (school) to non- formal (educational NGO's) and further support mechanisms (youth work, community youth offices, youth organizations).

**People:** Citizenship education with children aged 8-12 affects the level of capacities of educational staff directly (teachers, trainers, pedagogues) and youth workers. On a second level it affects the respective support structures in the systems (school leaders, headmasters, governing bodies of the educational institutions, colleagues, co-workers, children and youth work structures)

**Children:** Children themselves are pretty much shaping the agenda. Here the question is important, in how far the respective field estimates the children as co-producers, subjects and owners of the learning process or as target groups/object of an educational process. The question of co-production of the educational processes is key to the success of learning concepts.

**Cooperation:** The analysis allow for the conclusion that a co-operative approach involving different providers is the best way. However the different providers face certain barriers for cooperation, which are bigger from school towards the external field than the other way round.

**School is very intense:** As a matter of fact, it is a big system following its own logic and concentrates very much on in its inherent discourses. Other actors outside school unanimously mention cooperation as the key for schools to develop the capacities to create democratic learning environment, however school on a broad scale seems not to be ready and is stuck in its inherent debates.

### How?

A profound and broad basis of methods and concepts exist in all countries. The crossroads for success is the question, in how far the respective educational institution/educator estimates the children as co-producers, subjects and owners of the learning process or target groups/object of an educational process. The quality of approaches claimed as functioning practice differs very much.

A broad variety of topics is been handled and covers all fields of CE in an overarching way.

The findings allow to state that there is a demand from the educators to have CE high on the agenda as there are complementary policy processes that have proven to work.

CE should not be reduced to a single school lesson topic. An approach to **develop democratic learning spaces** would also contribute to other COE and EU policies

- School development should aim at creating a learning environment that follows a comparative and resource centered learning approach, which supports children forming their own opinion and enables them to gain hands on experience in democratic interaction, instead of a deficit- oriented learning of competences.
- Developing learning places for young people esp. schools to democratic learning institutions and bodies seems to be the adequate way.

**Educational persons** need to be supported in developing capacities regards to new forms of evaluation and monitoring of learning processes that do not end up in assessing. Here competence development of teachers in their role as educators could largely benefit from experiences and standards non-formal education has developed.

Methods, attitudes of the educating person towards the issue and towards the children have a decisive importance. Activating and participating methods are on the agenda, but it should be clear that the CE learning effect is not the method but the ante-post-method behavior, commitment and interaction between children and educators.

## When?

Findings from all countries indicate that the precondition for success is to accept that children are fully capable for CE. Such CE is in fact a continuing and lifelong process.

Regards schools, the analyses indicate that the transition phases where children change from primary level to secondary level are difficult. Sec I is the field in school where CE becomes often a single subject. Thus reducing vitally the experience from the more open environment in the primary level and destroying the potential CE settings prove in primary schools.

## Where?

The **development of democratic learning places** is crucial for success. All over Europe, school remains the infrastructure which offers the biggest access, but at the same time faces the biggest steps to level-up, due to its inherent structures.

For **non-formal** educational infrastructures - if existing - the biggest challenge is to become a relevant player. Europe-wide the support of an infrastructural development of non-formal learning places with adequate socio-pedagogically trained CE staff is the gap policy needs to foster and concentrate on.

## Why?

CE research, political sciences, also developmental psychological research sees children as fully capable for CE and as political subjects.

There is a proof of legions of successful projects on CE with children aged 8-12 in all educational fields and beyond. Due to their project nature the approaches remain of an „archipelago character“, lots of islands which are not adequately connected. There is a large potential for mainstreaming as the concepts prove to work.

The potential of citizenship education for the development of democratic and diverse societies is immense, as it supports the development of identity and thinking of the children, contributes to the development of empathy and supports cooperative competences of children. Thus it contributes to building democracy in societies on from the youngest age, and can enable to preventing from radicalization, alienation, social exclusion and similar challenges we face in Europe and beyond.

There is a lack of an interconnected policy planning, which results in neighbored but non-communicating policy programming related to CE with children. Education needs to be understood in a wide sense.

# Recommendations

## Horizons and entry points

There are different keywords the different providers of citizenship education relate to when it is about Citizenship Education with children aged 8-12. The keywords are depending from the frames, CE work with children is related to. These frames differ from country to country (as well as from policy area to policy area): as central terms **Children Rights Enactment and the creation of democratic learning spaces** could be the keywords to relate all different fields of education and youth policies to and to soundly comprise policy programming. Both keywords relate to existing European policies.

The view on and set up of the field of CE learning within the member states differs a lot. There are big differences regards the design and understanding of how the field of CE learning with children is structured and what it includes in each country, e.g.

- education,
- children and youth work,
- formal education
- non formal education
- policies frames referred to and included (Children's Rights, educational policies youth policies, participation etc)
- ...

In line the quality of the concepts, methods, providers and policies depends very much on the question in how far the frames enable for holistic approaches. The more coherent and enabling the policy design is, the more promising CE with children 8-12 works.

- Asynchrony is the state of affairs: There are major differences in the pace and variety of development in the countries, thus resulting in large dissimilarities regards the quality of concepts, methods, educational fields and policies involved.
- according to developmental psychology children aged 8-12 need to be seen as mature for CE. Democracy pedagogical research indicates that lasting learning of democratic competences requires continuous training and involvement between the age of 4-18.
- There is a systemic lack of appreciation of CE with 8-12: despite existing policies and frames for CE with children there is a lack of capacity, time, networking, budget and support mechanisms which is communicated from all educational fields, providers and staff.

### Learning places and spaces

The environment of primary schools is definitely of a supportive character for CE learning. However it needs to be clear that CE goes far beyond the scope of school and the classroom

It is of a danger to limit CE to a single disciplinary subject in school, there is a broad agreement from all analysis that CE with children should be handled at least in its transversal nature, thus affects school as institution.

It would be a misunderstanding to align democracy learning only to the competence of schools and formal education as the expertise to develop concepts is mainly with children and youth pedagogical work in non-formal contexts. Here states share the responsibility to create adequate work provisions for non-formal learning.

### Transversality, crosscutting concepts

There is a gap in school related to the intention of CE and the practice existing. Despite the fact that the existing frames and regulations offer a broad application, the tendency is to narrow

down and limit CE issues to social competence development while arguing with complexity and a need for maturity of children to develop CE capacities.

There is only reluctant acknowledging for the relevance of CE with children aged 8-12 to get high on the agenda. In schools and out of school education it remains in a secondary position due to competing priorities and/or legal regulations in both formal / non-formal education and youth work offers.

### Resources, methods, concepts

There is a surprising amount of methods, resources, materials and further support structures (such as resource centres). It seems that they are hardly accessible and that the different educational sectors face field dependent barriers to access and utilize the materials/resources soundly, although the resources have proven to work successfully.

There are a lot of concepts and methods developed, with a raising quality of the topic related to being distant to school-environments: the less limitation the learning environment faces, the better the success conditions for CE with children.

As European learning material the manual "Composito" seems to be relatively widely known by practitioners from NFE while the entry to school democracy development concepts – such as the COE handbooks on school development and concrete teacher support materials (EDC volume packs) are only vaguely known.

There is a tendency to re-invent the wheel due to lack of access and distribution/reach-out of existing policies, researches and educational concepts.

Quality is facing asynchrony: depending on the back-up of CE as a learning field for children there are huge differences between the countries and the question regards the scope on and off adequate and good concepts. This is more reasoned in the inherent debates and educational policies of the respective countries than in the question of what a good method and a good learning setting can do.

### Providers

There is a variety of providers with great expertise working on the issue of CE with children aged 8-12

- In school there is groups of schools and teachers that have emerged to create a democratic learning environment, however the general conditions remain not ideal
- Among non-formal educational providers CE is mostly related to CR enactment and the issue of children and youth participation. Being dimensions of youth work educators seem to be better equipped to make use of concepts and methods

There is strong experiences of cooperative approaches of different educational sectors, however they remain of insular character and are not logically connected (archipelago islands). Thus a broad stadium of positive experience needs to be stimulated to be broadly applied.

The wealth of resources and materials and concepts is developed mainly by organisations that work out of school and have an external view on school. Field and country specific support structures that feed either single sections of education (school, non-formal education, other structures) exist in some countries, while an overarching and interconnected support structure that makes the best out of all learning places/environments is rare or non-existing in a lot of countries...

## Needs

### Further training, initial training of staff

Staff in formal and non-formal education states they do not feel adequately prepared by university, initial training and claim a lack of continuous training on the issue.

CE should be an adequate and desired content more than it currently is in initial training and cross-sectoral trainings. Offers need to be made better accessible (if existing).

### School development, developing democratic learning spaces

CE is too much understood as a single topic, while its transversal character asks for embedded and life based applications: primary school with its rather flexible structure can offer a wonderful training place if teachers are capable to make use of the opportunities and are accordingly supported by schools and by regulations.

There is a need to understand school in its whole structure as a democratic learning place. Democratic school development processes need to be better, broadly and regularly applied.

CE should provide more opportunities for kids (and the educators) to experience democratic self-efficacy. Here school has the longest way to make, while other educational structures are easier and in an advanced position. However these are in most European countries underfinanced or non-existent.

There is a systemic gap regards the cooperation between the different fields of education. It is astonishing, how much school is locked in its internal discourses and how prevalent the view on school as only provider of education is in most countries, despite the fact that schools face the most limits, inherent barriers regards to democracy learning. There is a need for policy development to create interfaces for integrated and cooperative approaches with non-formal education and youth work in order to boost the quality of educational concepts and learning institutions.

## Obstacles

### Maturity

Especially school faces the problem that CE is often seen as insignificant for children aged 6-12, but there is also a similar debate in some countries in NFE. A general barrier seems to be a view on children lacking maturity to deal with political issues. We see an urgent need to foster and back up the debates systematically to existing research on children and youth, with the aim to develop a perspective on children which is not based on their deficits takes into consideration a resource-orientation and builds on their strengths and capacities as learners and citizens.

There is a prevalent misunderstanding of CE with kids as only developing social skills; especially teachers don't see children capable of tackling complex topics and at the same time claim not to feel comfortable to tackle personal and sensitive topics such as democracy with children.

Starting with CE in primary school age can contribute to prevention of exclusion, marginalization and radicalisation, there is profound methods and approaches existing. However the aim of the learning process should be led by the idea to work out strong democratic competences.

### Appreciation

Educational staff claims little space, resources (finances, time, ...) allotted to CE. Particularly time constraints hinder from a sound conceptual application of CE with 8-12 agers.

CE as a process to involve and form communities relies on an overarching understanding of democracy, participation in society and Human Rights. Despite the importance of developing democratic learning spaces, the system of school is in a conflictive position

with its often non-democratic and highly hierarchical structure. Again a need for change is widely acclaimed but remains difficult to stimulate - especially from the exterior. There is a huge gap from policy intention to practice in most countries formal primary education. There is a specific gap of policy frames and support concepts regarding the development of CE with the age group 8-12.

Again the experience of non-formal education needs to be better utilized. Governments are asked to establish the necessary conditions for non-formal educational and youth work in order to systematically create the conditions for success.

### Access

There is a wealth of resources and materials but a lack of access. Specifically teachers lack adequate access and claim not to feel well equipped. They claim a lack of specific information, guidance /access to guidance and training courses, difficulties become obvious in the transition from primary to secondary level.

### Restraints

The role of conflicting narratives, worldview and ideologies in the closer social and familiar environment of children is seen as a barrier:

- CE is used as a political tool in various contexts
- The concept of values in education is seen in some contexts as something to be learnt at home or there is conflicts with other stakeholders in society (religious, political other groups ...)
- There is the fear of indoctrination
- CE is considered a too complex, broad and abstract concept
- formal education and school structures often seem too big to react and deal on time with kids challenges

The logic of the prevalent neo-liberal economic model strongly affects the perception of education in our societies: is individual success the most important thing in our society or aren't coherent democratic and solidary societies the good we should more focus on in education? In this regard the positive experiences of democratic interaction, activities and decision-making, primary schools offer for socially diverse groups need to be taken seriously.

## Opportunities

The political and educational debate all over Europe focuses on learning from the early childhood. Such the soil is cultivated and equipped with arguments. There is in most countries a policy gap in CE between the child and youth age which needs to be worked on.

There is a wealth of concepts and material existing, which can be way better utilized if CE educational structures face adequate appreciation.

CE is seen as a crosscutting issue of a transversal character. As such it allows for interdisciplinary teaching and learning, exemplary and conceptual learning. The learning environment of primary schools can be a door-opener to make better use of these concepts. Life based approaches and the connection to already existing structures supporting the development of democratic school environments can enable to make the difference. **There is already a legion of functioning practice which only needs to be mainstreamed.** No more pilots are needed, but there should be a clear commitment from all educational policy levels to make a change on the structural and systemic level.

There are 3 closely connected CE policy fields all over Europe related to the age group 8-12: CE learning with primary school and lower secondary students, Children Rights Enactment, Children and youth participation. However these fields seem to be not well connected and are stuck in their inherent field logics. Thus policy programming can enormously change the situation if thought well

and designed properly. However not in all states CE with children aged 8-12 is embedded in all policy fields and often is reduced to education policies; also not all states in Europe do have children and youth policies. A holistic approach aiming for coherence in social, children and youth, educational policies would create the necessary frames for success. A basic requirement to develop adequate learning conditions on the national state level is the existence of a system and structure of youth work where CE is integral part of.

There is broad research in the field of developmental psychology, early childhood learning, democracy education with kids which give the evidence for political action to create support and success conditions for democracy learning with kids in primary school age.

For educational policies and practices we recommend concretely

- to have a look at the interrelated foci and aims of the policies on the European levels as well as on the respective national levels of educational and children and youth policies, as a transversal approach which aims to put children at the heart of the agenda is most promising
- to realize that a holistic perspective on CE learning with children aged 8-12 involves a lot of different actors on all levels
- to understand this variety of actors as extremely positive enabling condition which needs to be guaranteed in its infrastructural dimension
- to understand that the enactment for democracy is a transversal issue where all of the involved players, parties and actors have their field-inherent entry points (curricular frames, youth work conditions, legislations on youth, children and education policies, anti- discrimination policies, childrens rights enactment, etc.)
- to realize that the entry points for democracy learning and citizenship education in these frames are not only related to the sole topic of democracy as subject but are of a transversal nature and can be utilized accordingly (e.g. media education, as transversal subjects, democracy as a cross-curricular task, learning spaces and environments which aim for solidarity, inclusion and prevention ...)
- to understand that more control and co-decision of children on their learning environment has a quite positive effect on their learning in general but even more creates positive conditions for growing up and in the long term has strong impact on other policy fields which affect also the level up to hard economics in the very end.

#### **Instruments to vitally advance the situation for the European levels can be:**

\* if doing reports and evaluations of existing EDC and youth policies, for example within the European youth report, the Euridyce reports, the COE charter on EDC review, the Post Paris process, to develop a holistic view on the levels and actors involved.

\* to develop an indicator framework that allows to develop functioning systems and structures of children and youth work on level of the national states.

\* to insist for the dimension of non-formal citizenship education as integral part of children and youth work in Europe

\* to review regularly on the interaction of formal and non-formal EDC provisions especially in the field of children aged 8-12 and to develop criteria for eye-level cooperation between formal and non- formal education.

\* to develop support mechanisms for the translation of educational concepts, approaches and national practice into multi-language versions in order to break the circle of pilots projects re-and reinvented on the national levels.

\* to link back European training mechanisms such as provided by the European Wergeland Centre and others to existing practice of

other providers.

\* to vitally integrate in the COE pilot projects scheme on EDC programs that foster learning between formal and non-formal educational providers.

\* to have a special look at kids in the phases of transitions from primare to secondary level and to conduct research what kind of support mechanisms enable to prevent from failing.

### Citizenship education with children aged 8 - 12 in France

Emmanuelle Alais, Pauline Bozec, Ramy Cham, CIDEM, la ligue de l'enseignement

#### Conceptual research findings

##### A. Elements of context concerning the French territory

The "Engage" project takes place during a difficult and complex context in France, notably linked to several factors (structural and circumstantial):

- Of course, it is difficult not to address the attacks of January 2015 against Charlie Hebdo which has placed the entire educational community before a complex reality regarding possible approaches and the transmission of Republican values in school today. We are witnessing the disarray of some teachers who are facing "offensive" behaviour by pupils who lack information on current events.
- Concerning the "Engage" project and the target audience for the study, a difference in the teachings should be noted between 1st degree (a single teacher on almost all of the disciplines) and 2nd degree (a single disciplinary approach by subject does not necessarily facilitate the transversal nature of a 'citizenship' project within the school)
- The school reform implemented in September 2014 introducing new school rhythms with the definition of the Territorial Educational Project that aims to promote and harmonise "coeducation" for a territory between the various levels of the educational community (school, family, and extra-curricular) and with goals of citizens education shared for the more ambitious projects.
- The common base of knowledge, skills and culture with the Decree No. 2015-372 of 31-3-2015 - J.O. of 2-4-2015 bringing profound changes including "Moral and Civic Teaching" and pending the arrival of the related programmes.
- A study conducted nationally involving a certain number of key points and resources for the "Engage" project "National Consultation on the draft programmes for moral and civic education"
- The debates focusing on secularism and Republican values high light the differences that can foster the rise of extremism and obscurantism in France and Europe.

##### B. Citizens education today

###### 1) Analytical tools used

January 13, 2015, a **press release**<sup>(1)</sup> is sent by the CNESCO (National Council of Evaluation of the school system) offering in the aftermath of the events a **commentary addressing the theory and practice of "learning citizenship in the French school system: A strong commitment in official instructions, yet a different picture in reality"** providing essential information about the observed gaps between official instructions and the practical implementation of „citizenship education" in schools in France. Below are some excerpts:

*"[...] If France presents a solid school organisation for citizenship education in the school curriculum and official instructions, the implementation of these lessons in classes and the participatory practices of students in the school life of institutions are often at odds with the requirements. The thinking started today, especially through the recasting of*

*the common base of knowledge, skills and culture as well as the moral and civic education project will ensure the link between school requirements and teaching practices in the field.*

*[...] In effect, the country has mobilised, since the 1990s, in its programmes and school instructions the three main dimensions that may constitute citizen education: firstly, specifically identified civics classes; secondly, a student participation in the governance of institutions in secondary schools that create a commitment to the public affairs of the school (as class delegates (representatives to the Board of directors or council of high school student life, debates within the hour of class...), and; thirdly, the educational action projects aiming to open young people to actions of citizen empowerment in and out of school. Overall, theoretically, the French model of citizen education has all the appearances of an educational model that is solid and well-articulated between the distribution of knowledge and skills around citizenship and the mobilisation of students seeking to acquire attitudes and citizen behaviour through concrete actions that they may undertake. [...]*

*[...] It is in the transition from theoretical investment, as it can be seen in the school curriculum and official instructions, to the reality of its accomplishments in the field that one can note the weaknesses in this field of education in France.*

*The general inspection reports by National Education ministry, including in 2011 and the report of the Mission on the teaching of secular morality of 2013<sup>(2)</sup> address a wide-ranging set of shortcomings and failures in citizenship education in France.*

*Firstly, if civic education is identified in France as a discipline, under the different labels according to the level of education, and associated with hourly quotas also identified, in fact, these hours of lessons, most often in history-geography are not always provided in their entirety. These hours can be used notably to complete the coverage of school curriculum in other subjects. [...]*

*[...] Beyond courses in civic education, the gap between, on one side, the intentions cited concerning the participation of students in the governance of their institutional bodies (class councils, etc) and on the other side the reality of this academic life is even stronger. True there are experiences of outstanding institutions mobilised around citizen education, sometimes supported by territorial communities and associations for popular education. [...]"*

This press release has all the elements required to carry out an analysis on the difficulties faced in citizenship education in France on all cycles. In addition to these contextual factors, it is the result of civic education implemented since the third Republic with one big difference between the first and second degree.

In parallel, a **"national consultation on the draft programmes of moral and civic education"** was completed in 2014 and 2015 according to the law of July 8, 2013, guidance and pro-

### **gramming for the school reform of the Republic.**

This new teaching is implemented on all levels, from elementary to high school and is applicable from the start of the 2015 school year. The main objective of this teaching is , **to a transmit a base of common values: dignity, freedom, equality, solidarity, secularism, the spirit of justice, the respect for the person, equality between women and men, tolerance and the absence of any form of discrimination.. It needs to develop a moral meaning and critical thinking and allow the student to learn how to behave and act thoughtfully. Finally, it prepares for citizenship and increases awareness of individual and collective responsibility”.**

The consultation took place throughout the national territories, with all the important stakeholders in the school system, expanded to the largest possible number (the rules of the consultation are available in the consolidated document).

This consultation has highlighted the following elements in particular:

The proposal for this new teaching subject has gained widespread endorsement

- The educational community stresses that this teaching (which reaffirms the Republican and democratic values) reinforces the main mission of the school system
- This teaching subject will facilitate the adherence of all members across the entire teaching body
- The project seems coherent and in line with a continuous cross-sectional learning process throughout the entire schooling period
- Concerns have also emerged regarding secularism and its teaching, and the importance of clarifying key concepts
- The question of evaluation is not mentioned in the programmes
- Special attention is drawn to the gap between the expectations of the program and the actual potential of the students

For this theoretical contribution, **attention is paid to cycles 3 and 4 corresponding to the “Engage” project** (for students ages 8 to 12).

The importance, today, of the **transition between elementary school and junior high school** given the substantial gap between them at various levels when it comes to operational matters. Indeed, thinking has started to readjust the cycles and in particular to create a particular link with the cycle 3 which will evolve into an “inter-degree” cycle (this will concern grades 4, 5 and 6). The reform of the schools and in particular, the reform of the junior high school states: *“Junior High School in 2016 will need to better teach fundamental knowledge, training in other skills and have daily operations that are more flexible to adapt to the diversity of the needs of the students.”*<sup>(3)</sup>

### **2) The new common base of knowledge, competencies and culture**

With the establishment of the new common base of knowledge, skills and culture, this new cycle will also promote an obligation to greater involvement between primary and secondary education institutions, and will encourage joint work.

We note concrete actions inside primary school establishments with participatory, cooperative and collective projects promoting the involvement of the students before, during and after the implementation of a project. In the secondary education establishments, collective projects exist but are more often subject to involvement, or not, of the educational community in interdisciplinary work. These projects play a strong role in citizen education.

This comes down to the difference in training of primary and secondary school teachers from one teacher covering all subjects in primary school <sup>(4)</sup> to one teacher per teaching subject in secondary school <sup>(5)</sup>, and the current teacher training lacking theoretical and

practical tools for learning related to citizenship.

One must “understand the evolution of the teaching profession as well as the politics of certain choices for training, to better analyse the questions being currently asked and benefit from past experience in order to move forward and not simply go backward »<sup>(6)</sup>, wrote Sylvie Grau.

### **3) Teacher Training**

The matter of training the teaching staff and more widely the entire educational community present in a school should evolve around the “values of the Republic” and the role it takes up today in the various training courses promoting these essential principles. **Finally, the mission of a teacher in the role as an educator towards citizenship needs to be thought about.**

For the educational community, from a broader perspective than the teachers, the education principal advisors (CPE) also, have an important mission on this “civic” education. Nevertheless, they cannot manage the teaching of citizenship” often considered as a poor cousin to the daily workload, and relegated behind administrative considerations” according to a CPE, without the active involvement of the entire educational community.

### **4) The territories**

Another axis that also should be taken into account on issues of education for citizenship is the dimension of national and territorial policies as well as the territory itself that influences investment in institutions more or less directly. This axis creates **inequalities on the national territories** already, with the involvement of local authorities on issues of citizenship, accommodation, extra-curricular activities, with free or paid access, for example on new extracurricular activities, a variable number of structures, trained or untrained personnel, etc.

### **5) The question of coeducation**

The principle of coeducation (relationship between teachers, families, youth, etc.) is often forgotten, each remaining in its role, meeting each other on very rare occasions, unaware of professional trades, missions, issues that people encounter. Transversality exists only on rare occasions with these stakeholders on the topic of citizenship education today despite the establishment in the territories of the territorial educational projects (PEDT).

### **6) Additional associations, e.g. NFE providers**

Not to mention additional associations of public teaching, popular education movements, as used today by institutions such as the public school. Nevertheless, their practices, their knowledge concerning dynamics of non-formal education are a necessary and complementary value.

These associations uphold principles such as <sup>(7)</sup> :

*“Educate to ,bring society together’. Work on the development of citizen empowerment respecting the principles of secularism. Fight against determinism, social sorting and discouragement. Participate in the reform of public policies for education on new bases closely associating all educational and cultural institutions, families, communities, associations and youth.*

**Defend a comprehensive approach of the times and places of education.** *With our shared beliefs and our diversity, we wish to reaffirm that it depends on the collective will, be it political or citizen-based , and put the collective wheels in motion to act in synergy and shape our times, actions and places of education, multiple, but all complementary.”*

## C. Education in France, the key elements <sup>(8)</sup>

*“The history of the school laws in France is in fact a social and political history, a history of the Republicanisation of the nation.”*

### 1) The creation of compulsory education for all

The first school laws were essential in the implementation of the French school system with notably the following laws:

- Act of 16 June 1881 establishing primary education for free in all public schools
- Act of 28 March 1882 on compulsory primary education
- Decree of August 2, 1881 on nursery schools
- Law of 30 October 1886 on the Organisation of primary education

### 2) Secular school, the separation of Church and State

In parallel with the school laws, laws impacting school and particularly the law on the separation of the churches and the State:

- The contract of association Act of 1 July 1901.
- Act of July 3, 1905 law of separation is passed, as a reminder, the first sections of this Act:
  - **Article 1** The Republic ensures freedom of conscience. It guarantees the free exercise of religion under the only restrictions laid down below in the interest of public order.
  - **Article 3** The Republic does not recognise, finance or subsidise any religion. As a result, from January 1 following the enactment of this law will be removed from the budgets of the State, departments and municipalities, all expenditures relative to religions. May however be included in abovementioned budgets expenditures for Chaplaincy services and intended to ensure the free exercise of religion in public institutions such as schools, colleges, schools, hospices, asylums and prisons.

*“The Republicans founded the Republic through the school. <sup>(9)</sup>  
[...] The republic invests in the school domain: The school becomes a demonstration area, a temple of knowledge (with on its pediment the Republican motto), [...]*

***The school carries its rites:** The schoolboy wears his uniform [...], acquires the behavior of a citizen, undergoing punishment or being valued by the school distinctions [...]*

***School communicates the character of the school master, representative of the Republic in the village***

***School curriculum is fixed [...]***

***School shapes the future citizen:** By its courses of history, geography and civics, but also by the rites of the school battalions which exalts the figure of the student-citizen-soldier. [...]*

*A slow secularisation of public instruction: The primary school is built around secularism. [...]*

*The school then reflects the time. In fact, the third Republic adopts a series of provisions which secularise daily public life: removal of Sunday rest (1880), public prayers, religious oaths (1881), authorisation of divorce (1884)... while maintaining the Concordat.”*

## D. Summary:

In a theoretical analysis of education for citizenship in France, there is a gap between intentions (common base, instructions of National Education, etc.) and practice in schools on the national territory. The implementation of a new common core as well as the redesign of teachings and particularly of moral and civic education programmes especially reintroduced learning for citizenship in a strong way. The implementation also of a new cycle 3, promoting a greater exchange between primary and secondary education should also facilitate the continuity of teachings, not forgetting the training

of teachers who have high expectations and needs of educational resources. This reintroduction would also enhance the missions of teachers as a transmitter of values of living together in France, which are the Republican principles.

Territorial policies strongly involved in investments (on the foundations but also on actions in the territories may be in connection with the citizenship education) inside educational institutions must have a stronger involvement in their territories, allowing them to reduce inequality between territories (urban, rural, etc.).

The events of 2015 in France have strongly influenced and deeply re-questioned these learning settings, therefore actions and partnerships are underway. They will help reappropriate this education, which is essential for living together.

## Empirical study

### A. Summary of the context around the project ENGAGE

The ENGAGE project occurs simultaneously on two levels - European and national - and is structured along 4 phases for a total duration of 30 months from September 2014 to December 2016.

– Phase 1 which is aimed at assessing the needs and national specific expectations relating to the programme of citizenship education, both in terms of content and learning methodology.

The questionnaire that was delivered, in the beginning phase of the instructional design, will make it possible to identify resources, needs, barriers and opportunities for citizenship education taking into account teachers feedback.

– Phase 2 for the design of an educational module for citizens by all the partners in the project, and translation in each of the five languages of the project.

– Phase 3 for tests in schools partners (3 in each Member State) and adjustment of the material on the basis of the results obtained.

– Phase 4 is the finalisation of the project and the launch of the tool at the national and European level.

**We thank all teachers, primary education advisors, institutions, and partners for their valuable participation in this survey.**

### B. Approach for distribution of the questionnaires

Each questionnaire was distributed to teachers in establishments mostly in the Yonne Department. Questionnaires were also sent more widely in Burgundy and the Paris region. The mobilisation around this survey proved to be complex despite the use of different existing networks. The current context can also be explained by a consultation already organised by the Ministry of National Education, the need to allow time for thinking on behalf of the teachers.

**This survey, the empirical part of this project, is not exhaustive. It attempts in particular to conduct a census of resources, needs, barriers and opportunities for citizen education of teachers today.**

The different graphs below are provided for informational purposes. These responses will support the creation of tools that are in line with the concerns of teachers at the national and European level.

This survey took place over two months (April 2015 - May 2015).

**The questionnaire was built around four sections:**

- 1) Nature and objectives of the education for citizenship
- 2) Thematic content of citizenship education
- 3) Pedagogies for the teaching of citizens education
- 4) Teacher training for citizenship education

### C. The results of the questionnaires

#### 1) Nature and objectives of education for citizenship

##### 1. According to you, what does „citizenship education“ mean?

Teachers who replied to this questionnaire each have their own definition of citizenship education that can be registered in two different aspects of teaching:

– **A ‚Competence‘ aspect** with inputs around training commitment and understanding of the Republican principles as for ex-

ample this quote: “The main objective of citizenship education is in my opinion to instill in people a real citizen culture based on the respect of others and the collective group.”

– And a **‚Knowledge‘ aspect** providing knowledge, either learning collective rules with feedback such as: , compliance with rules / respect for others‘.

N.B.: The new programme makes it possible to provide answers to these aspects, on the significant contributions taking into account dimensions ‚knowledge‘ and ‚competence ,.

#### 2. In your opinion, what are the main objectives of citizenship education

Separate objectives themselves in direct link with elements of the previous question. Objectives related to:

– **Living together: transmit, develop, promote, participate**  
“Is to develop living together... to respect each other and the material, to analyse, position, argue, listen to each other's needs, propose, manage crises... living together at school that would be one of the schools of life outside school...» (In the same way that could be life at home)“

“Then as now, it is said that belonging to a community are those that chose to live together by sharing values and common objectives.”

– **Rights and duties: Provide knowledge on the definition of the citizenship at the legal level**

“Know the institutions that govern us and that make the decisions / know and respect the values of the Republic / respect the differences (physical, intellectual, of traditions).

“Explain citizen's rights and duties.”

“It means communicating the rights and duties of citizens, explaining the functioning of the institutions, freedoms and their limits.”

– **Train the “citizens”**

“The values of the Republic are learned at school, be it through school life or through specific educational actions. They suppose daily work by the teachers in their classes. This citizen education covers all adults involved with students.”

“Provide training to students to prepare their future lives as citizens / give the principles required to live in a society / know and recognise the other => interpersonal relationships in everyday life.”

#### 3. In your opinion, is citizenship education an important responsibility of the teacher?

**All responses to this question are 100% positive.** The teachers who work in primary or secondary education indicate that education for citizenship is an important mission, but not the only one:

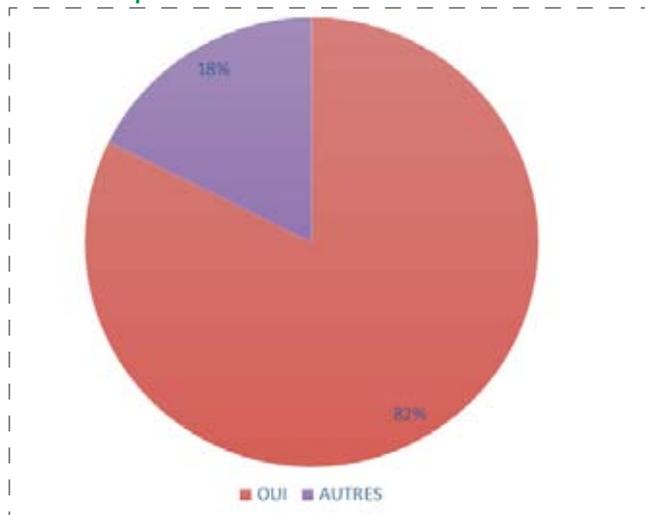
– “Yes of course... the school is an integral part of society”

– “It is an essential task, but to which we cannot give much time.”

– “Yes, the teacher as representative of the State has a mission to provide citizenship education.”

– “Yes, but it is not only the role of teachers. ,’ Parents and others in young people's lives are necessarily affected.”

#### 4. In your opinion, should each teacher contribute to citizenship education?



A large majority of teachers (82%) agree that every teacher should contribute to education for citizenship.

*"Educating for citizenship is a cross-sectional theme so all teachers must be able to contribute. , ' However other members of the educational community can also contribute (CPE, AED,...)." "*

*"Junior high school is a place of collective life where youth can learn the values of the Republic. This is for the student to know, to adapt and to respect common rules. In the functioning of institutions, the rules of procedure define the rights and duties of students. It is essential that each teacher, each adult, working in the institution contributes to citizen education."*

*"Yes, in its way, but be careful, if we try to be good at everything, we become good at nothing."*

**18% of responses shown as ,others' represent nuanced responses:**

*"No, I think every teacher can do it, but this should not be an obligation."*

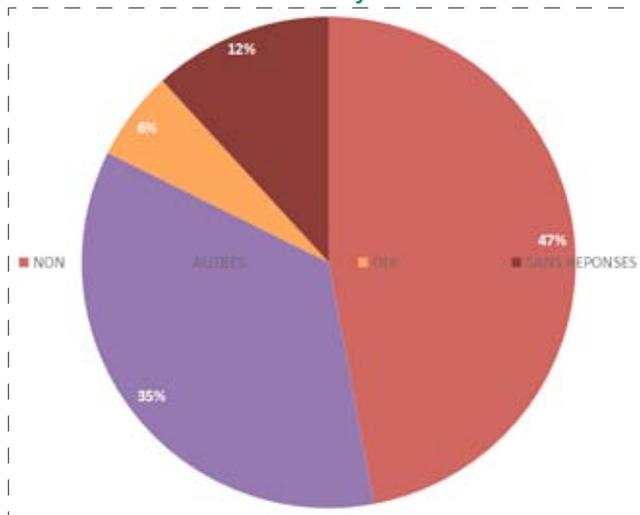
#### 5. If not, which teacher(s) are, according to you, primarily concerned?

The teachers that are most concerned by this question are history and geography teachers. There were a few comments on the identification of this material in scheduling.

*"Currently, this discipline does not appear as such in students' schedules." And the hours provided within history and geography courses are badly defined."*

*"In connection with history, [civics] makes it possible to target the essential elements, life as a citizen should be inspired by historical events to understand the consequences of certain ideas and attitudes. There are (H, G, EC) disciplines that offer educational materials that are clear, easy to identify by the students, to discuss certain aspects of citizenship."*

#### 6. According to you, is the space allotted to this discipline in the schedule sufficient? Why?



This question resulted in much less clear-cut responses on the part of teachers.

– 47% responded NO

The space allotted is not sufficient for this discipline. Other teachings (mathematics, French, etc.) generally take up the schedules.

*"The time is not sufficient as too much space is provided for teachers of one skill subject, to the detriment of transmitting "knowing how to be" and "know-how" skills."*

– 35% with nuanced answers

These responses are in relation to the question about citizenship education: is it a discipline or should it be treated across multiple subjects? The question of evaluation is also raised.

*"I think that citizenship education is not only dealt with in certain time slots, but more as a backdrop for a set of disciplines. The difficulty lies in my manner of coordinating actions and evaluating them."*

– 6% responded Yes

– 12% provided no answer

#### 2) Thematic content of citizenship education

##### 1. According to you, what are the five most important themes that citizenship education should address?

Among all the themes listed (open question) on the questionnaires by teachers, the most frequently registered are:

- Education for diversity, respect for freedom, the respect for others...
- Respect for the rules and democracy
- Living together
- Respect for the Environment and Sustainable Development
- The values of the Republic, secularism and equality

Then the following themes:

- Citizenship on a daily basis and commitment
- Gender equality
- Solidarity
- ...

##### 2. According to you, what theme(s) should be more/better handled by the citizen education?

This question also being open, there are as many answers as questionnaires, nevertheless interesting points have been identified by teachers addressing broader themes:

*"I think that the students live in an „all-digital“ society for which they do not know the rules. So, I think that it is a subject that*

should be addressed more by civic education and not just in a „repressive“ manner.”

“Share a common project that engages the future and its political concerns (not politicians), also what is the relationship between the exercise of citizenship and respect for freedoms”.

“The administrative organisation of France (State and local), the rules of democracy, freedom of expression, solidarity.”

1. Empathy / 2. Participation in a collective project /
3. Conflict resolution / 4. Education about differences /
5. Knowledge of local, national, European and global democratic bodies. »

### 3. In your opinion, what theme(s) is / are the most difficult to handle in class? What are the main difficulties encountered?

**The functioning of rules and the values of the Republic: education about secularism, the rules of democracy, the functioning of the institutions that they are political or not, etc.**

- Living together
- Respect for differences and notably cultural ones
- Living together based on respect for culture and religion
- Understanding the risks associated with individualism
- Tolerance
- Respect for others
- Listening to each other
- Empathy and conflict mediation

#### The main difficulties encountered:

The lack of training to address certain themes and the difficulties associated with certain subjects such as the teaching of religion or the difficulties associated with coeducation...:

“The little training that we have in this area (if it isn’t self-study)... the fact of often working alone (no cross-sharing of information on students, not enough perspective on our practice in class in relation to our students, only the difficulties of everyday life and only in solutions to seek, test...”

“Religion, the difficulty is mostly in the tensions that it creates due to the strong impact of communitarianism and that touches on personal identity.”

“Main difficulty: it runs into the upbringing that the child receives at home / the cultural difference of each student.”

“All educational changes in our work is moving toward an adaptation to the specific student, and we ask the student less and less to adapt to the group.”

### 4. In your opinion, what theme(s) is / are the easiest to handle in class? In your opinion, why?

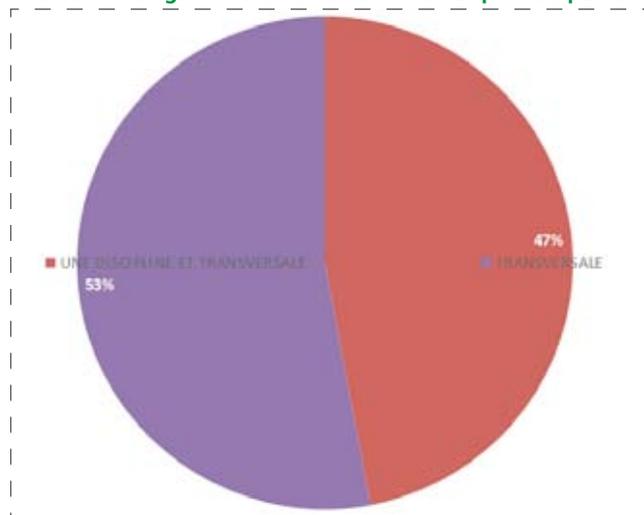
#### – Legal:

rights and duties, equalities and fundamental freedoms and their limits, the administrative organisation of France, the values of the Republic, human rights and children’s rights...

That which is related to understanding that could be based on texts mainly linked to knowledge.

- For some, they indicate that concerning citizenship education, there is no easy-to-handle theme.

### 5. Do you think that citizenship education is a discipline in its own right or does it cut across multiple disciplines?



Responses’ regarding this issue is almost unanimous on the transversality of this inter-disciplinary subject matter.

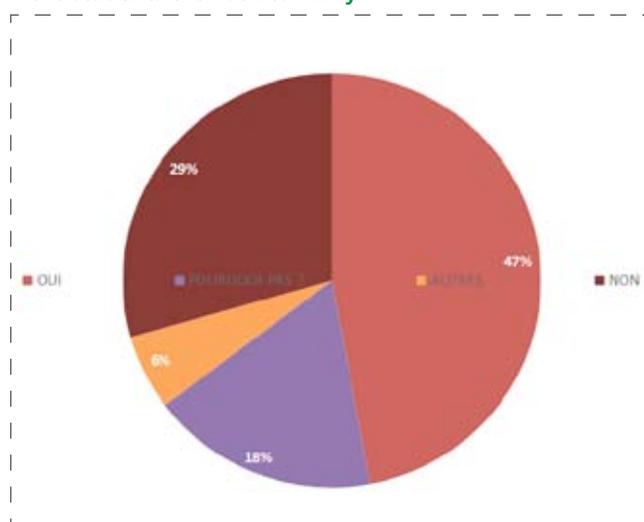
For 53% of respondents, they maintain that there must be a discipline to provide practical knowledge such as the administrative functioning of the French territory but at any rate, there must be a transversality across disciplines.

Some respondents also indicate certain details:

“[Citizen education] concerns all disciplines but foremost the family environment especially education regarding common values. The school can never be a substitute for parents.”

“It is a cross-discipline subject but since it is not dedicated to a single subject, it tends not to be covered very much. Yet we ask teachers to evaluate it through the common base without leaving them the time ‘to study it’.”

### 6. Do you think that working themes can be chosen by the students themselves? Why?



It is interesting to note that **47% of teachers answered Yes and 18% ,why not?’** making students players through their participation in collective projects, mediation among peers, encouraging initiative-taking, not to mention a common base.

**29% of teachers answer no** to this question stating that the students could not choose themes by themselves, the knowledge of institutions is important, and guidance is required for them to remain objective, etc.

Regardless of the responses of teachers, many agree to the fact that it is important that students have a teacher as a model, be able to acquire knowledge, etc. primary school teachers answered 100% Yes .

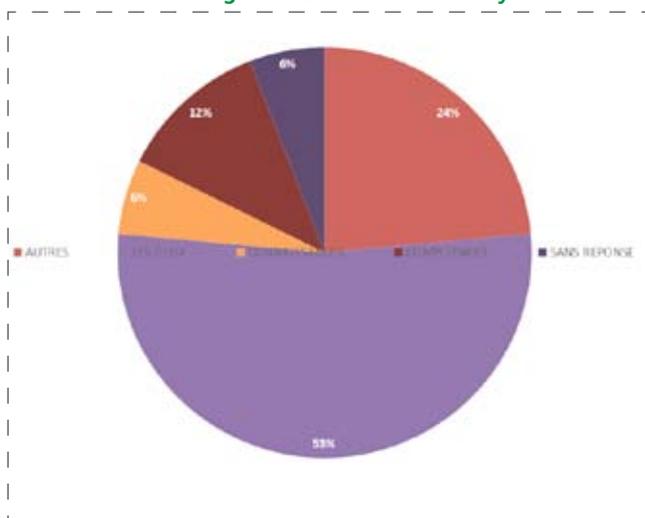
### 3) Pedagogies for the teaching of citizenship education

#### 1. According to you what are the most appropriate teaching methods for citizenship education? Why?

The most appropriate pedagogies being raised the most are the organisation of debates, presentations by experts, group work...

- The pedagogies associated with formal education :
  - A course of lectures
  - Reflections around texts, posters, newspapers...
  - Research on the internet
  - Watching television reports
  - Creating presentations
- **non-formal education related pedagogies :**
  - Project pedagogy (actions around exhibitions, concrete cases around freedom of expression, etc.)
  - Games and role-plays (real-life situation) / experimentation
  - Exhibitions
  - Cooperative pedagogies

#### 2. According to you, should the citizenship education focus more on knowledge or skills? On both? Why?



A majority of teachers, 53% state that the acquisition of knowledge and skills is required for the learning of citizenship, and living together.

*"It must clearly communicate attitudes more than skills and even more than knowledge. Citizen education teaches to be a citizen, it makes no sense if it only teaches intellectual understanding about what means to be a citizen."*

*"In my opinion, citizen education must communicate knowledge but also understanding, skills. Because citizenship is based on the understanding of the rules but also on knowing how to be."*

#### 3. What knowledge? List 5 areas please

Knowledge often listed on the questionnaire:

- Knowledge and history of law and the fundamental texts
- Institutions and administrative operation
- Republican values
- The rights and duties of citizens
- Understanding of the world, society and solidarity

Other knowledge also listed were: teachings of religions, voting, gender equality etc.

#### 4. What skills? List 5 areas please

Knowledge often listed on the questionnaire:

- Observe, listen, speak, analyse, and act
- Respect for each other

- Participate in the development of the acquisition of values (tolerance, solidarity, etc.)
- Participate in the development of critical thinking skills
- Etc.

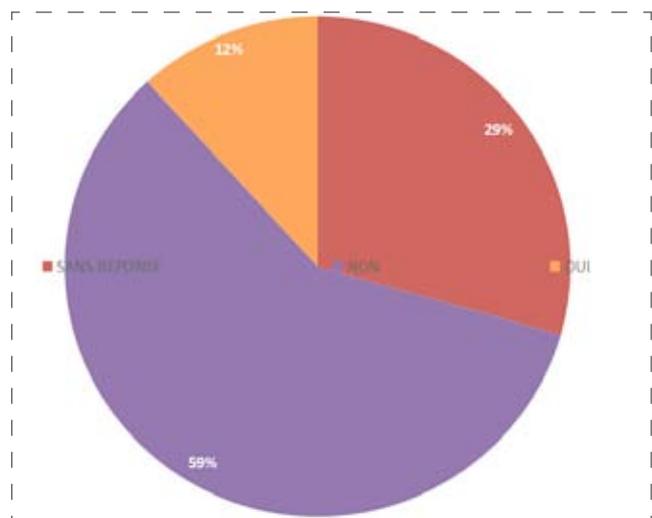
#### 5. According to you, what method(s) of assessment can be put in place?

Responses to this question are numerous, with some questions about the possibility or not of concretely evaluating skill(s) related to citizenship. Nevertheless, some options have been put forward:

- **Collective assessments**
  - Changes in the number of incidents between students
  - Number of collaborative projects developed and acted on by students
  - The quality of social life within the institution
  - The quality of the consultation process on the projects
- **Individual assessments**
  - Assessment of knowledge
  - practical applications
  - Written evaluations in the shape of questions concerning rules, the principles laid down in the texts
  - Oral evaluations during debates (evaluation of reasoning ability and argumentation)

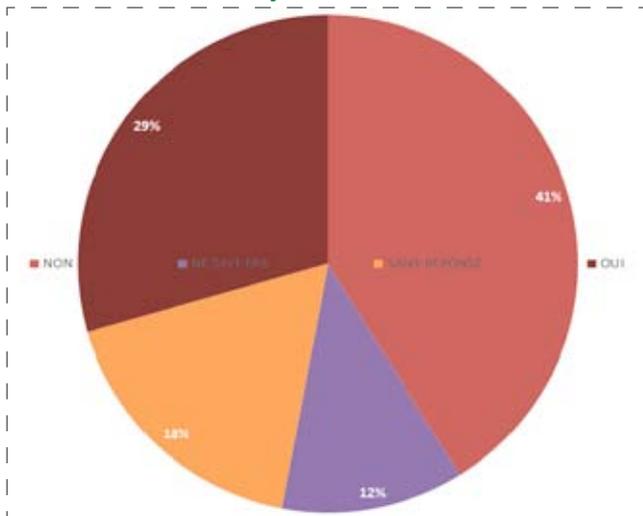
Not to mention the link pointed out with the common-base and programs.

#### 6. Have you ever participated in an innovative project in connection with citizenship education? If Yes, could you please list its main features?



Only 12% of the teachers indicate that they participated in a project in relation to the learning of citizenship within their institution.

**7. In your establishment, does collaborative work occur between teachers on this cross discipline? How it work concretely?**



Only 29% provided a positive response concerning the implementation of collaborative work between several disciplines.

**8. According to you, what is the usefulness of the procedures of democratic election of students and other means of involvement in school life? Would it be useful to develop? Why? How?**

These dynamics are obviously important in schools but specific points still need to be paid close attention to such as:

- The recognition of the establishment on the role of delegates
- Do not limit oneself only to these participatory forums which are only a part of a civic engagement and do not forget the rest
- Some teachers think that students are too young to participate in these proceedings

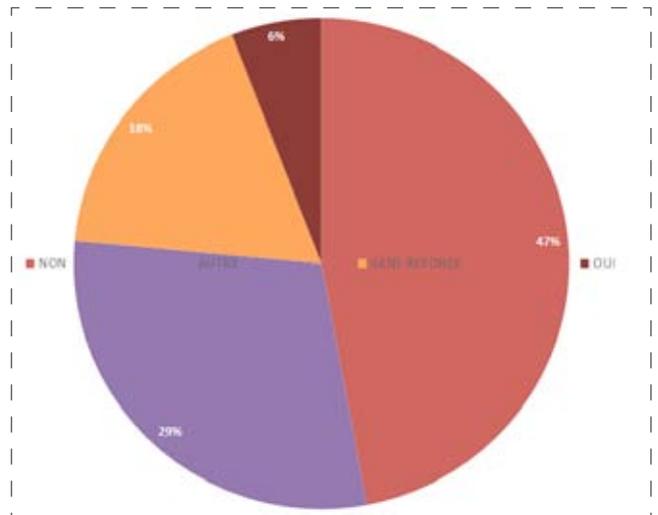
*"The participation of pupils in school life only makes sense if student delegates are genuinely recognised in the school establishment and if their opinions are actually taken into account. This means that the institution must be able to actually implement the decisions made by the students."*

*"They are in my opinion too young for democracy / the presence of students in Board of Directors has no meaning, they do not understand what is happening and generally they are not interested. It is rather counterproductive, in fact."*

*"The interest is to make students actors within the institution as any individual can be within the society. This allows them to understand how a democracy functions, to then become enlightened citizens. It is therefore in my view important to develop them by strengthening the role of delegates, forming class councils where each student may be granted a special role, by soliciting the opinion of students for certain decisions..."*

**4) Teacher training for citizenship education**

**1. According to you, is the initial training sufficient to ensure your missions related to education for citizenship? If not, what should be improved?**



47% of teachers think the initial training is inadequate concerning the themes of citizen education.

In particular, according to them, it would be important that teachers learn to highlight the importance of civic attitudes, but some do not see how to improve the training even if they think it is necessary to include a specific training module.

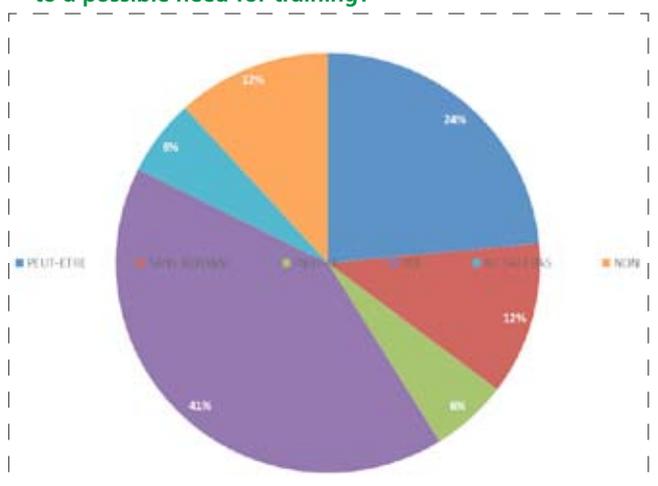
Initial training is important but one should not neglect continuing education throughout the career that has become very rare according to teachers who also offer to «define the skills directly related to citizenship and that are common to all teachers regardless of our specialisation.

**2. On a daily basis, how are you preparing to carry out these tasks?**

To ensure their responsibilities on a daily basis concerning citizen education, the teachers responded:

- Some improvise because they say that they are lacking analytical tools, sometimes knowledge of certain tools that could help them, and pressure from the programmes also plays a role.
- Some do not prepare for this discipline, and use conflicts or problems in class to share and discuss with students
- No teachers replied that they were preparing to address this subject

**3. Is continuing education a way to respond to a possible need for training?**



41% of teachers respond that continuing education would meet their needs and 23% „maybe“. They also add that the training should be more brought to the fore, more proposals and training with content that is appropriate to their requests (on knowledge such as political institutions and their developments for example.)

#### 4. Would you say that your needs are more for content or pedagogy? On both? Why?

Here are the teachers responses on this issue, the majority of returns show that the needs of teachers lie in two areas:

##### Both:

- Work on the knowledge, the understanding and the know-how
- Also be able to call in outside professionals
- Pooling of projects, feedback, exchange of practices
- Understand the attitudes of students, their mode of operation

##### Contents:

- Provide more knowledge

##### Pedagogy:

- Transmit values and Republican and democratic values, expectations, knowledge to a child who lives in an ever-changing world of information? Build together despite cultural, generational, and other differences
- Provide real-life postures: dialogue, respect and listening or authoritarianism, harassment and bullying

#### 5. What are your three main needs in terms of training?

##### According to you, what actor(s) is / are the most competent to address these issues?

The three main needs identified are:

- **Need for techniques:** active listening, discovery of non-formal education, theatre
- **Need for specific professionals:** therapists, psychologists, lawyers, politicians, associations working in the area of citizenship
- **Need to exchange practices and feedback:** description of innovative projects of other institutions, setting up think tanks and discussion groups,...

#### 6. What teaching resources do you use to ensure this mission? List at least 2 examples please

Regarding replies on this issue, **searches on the internet (“unlimited resource”)** won a large majority of responses on the part of teachers, also, the use of their own resources and more ‚traditional‘ media: posters, texts, debates, exchanges...

#### 7. In your opinion, are there not enough/too many educational resources related to education for citizenship? On themes in particular?

On this last question, there are two trends:

- Lots of resources and particularly on the internet, they nevertheless require research and for some, they are more globally based on the educational community (archivist, etc.)
- Little or insufficient knowledge about their existence

For the listed themes, those listed are:

- Empathy
- Accompaniment in citizenship learning
- Respect for others
- Sustainable development
- Health education

## D. Summary

The items indicated in the questionnaire by teachers enable us to make a summary of the resources, needs, barriers and opportunities for the learning of citizenship at school for children aged 8-12.

### 1) Identifying resources

- The internet seems to be an unlimited resource for identifying resources
- Knowledge of existing resources by teachers is very diverse, and fairly little knowledge on the resources at their disposal for this discipline with more ‚traditional‘ networks (dedicated sites, complementary associations, Canope, etc.)

### 2) Identifying needs

- The contribution of complementary educational techniques: active listening, theatre, etc.
- Continuous training adapted for teachers: theoretical knowledge (for example: knowledge of the public; understanding their mode of operation and their attitudes) and practical contributions
- Promote opportunities for sharing practices between teachers and between institutions
- The contribution of specific professionals

### 3) Identifying obstacles

- Citizenship education has little space allotted in schedules, and it is necessary to allot time for it.
- Promote a certain transversality to ensure that all teachers become stakeholders in this discipline
- The time to prepare for this discipline also seems to be an obstacle

### 4) Identifying opportunities

- The establishment of a new cycle 3, promoting work between elementary schools and junior high schools
- The new common base and the implementation of the new programmes with moral and civic education in particular

# Citizenship education with children aged 8 - 12 in Germany

Georg Pirker, Arbeitskreis deutscher Bildungsstätten (AdB) e.V.

Credits to Ulrike Kahn, Anne Dwertmann, Mechthild Möller, Kirsten Schweder, Ina Bielenberg, Arne Schäfer, Ulrich Ballhausen.

All made huge efforts and contributed to this report in the frame of the national expert group on CE with children aged 8 - 12.

## Conceptual research findings

### 1. Background information

Germany has a federal government system. A core element of this system is the authority of the Länder (federal states) in specific fields of politics, especially formal youth education (schools), but also adult education, science (universities) and culture. Within this framework each federal state has its own policy, at least focal points in these fields of politics.

For school education this means we have to speak about 16 different systems of education (which are highly diversified in their internal logic, again). The primary level in most of the Länder ranges from 1-4, while in some countries from 1-6, and even within the countries there is mixes possible. Generally the tendency is to harmonize the system into a one-pillar primary system and a two-pillar secondary school system with a variety of country specific individual solutions and exceptions. The certificate of **having passed the Abitur** (German university entrance qualification) a pupil can get usually after 12 (Gymnasium 8 years) or 13 years of school attendance (Gymnasium of 9 years). Also there needs to be mentioned that there is a growing number of private school providers in Germany.

Regarding the age group of 8-12 year old pupils the ENGAGE study in the German context focuses on pupils in primary and lower secondary level. As a consequence there needs to be taken into account that this affects the transition phase from primary school to the secondary level and/or related orientation in the respective framework curricula. It makes a huge difference for children if Citizenship Education is taught in a primary school following a curriculum which is designed for 1-6 or if there is a phase of a break between 1-4 and 5-6 in which case two different curricula apply.

On the other hand the Länder are obliged to cooperate and coordinate these fields. Therefore they meet in a standing conference of Education Ministries (KMK – Kultusministerkonferenz).

Basic documents which affect CE with children in Germany are:

– Beschluss der Kultusministerkonferenz vom 04.12.1980:

**Empfehlung zur Förderung der Menschenrechtserziehung in der Schule.**

– Beschluss der Jugendministerkonferenz vom 25./26. Juni 1989:

**Umsetzung der UN-Kinderrechtskonvention**

– Erklärung der Kultusministerkonferenz vom 03.03.2006:

**Zur Umsetzung des Übereinkommens der Vereinten Nationen über die Rechte des Kindes.**

– Beschluss der Kultusministerkonferenz vom 06.03.2009:

**Stärkung der Demokratieerziehung.**

– Europarats-Charta 2010

**Education for Democratic Citizenship and Human Rights**

– Charter on Fundamental Rights in Europe

– Sozialgesetzbuch Social insurance code VIII, here §11<sup>(9)</sup>

The German state has authority in vocational education and training, the framing of university education and youth work. In other words it only has a subordinate and coordinating role in education. Both institutions Federal state/Bund and Länder have the right for legislation and granting in their fields of authority.

For Citizenship Education this means there is several authorities

responsible: Educational ministries of the Länder (affecting formal education), the Youth, Seniors, Family and Women Ministry at the federal level (affecting non-formal education as part of youth work). Other state authorities such as the ministry of interior (re. adult learning) and ministry of development or the ministry of defense have CE in their portfolio. As such one can say CE is a cross cutting issue in Germany.

The German Bundestag (parliament) established in 1988 a permanent committee for children which has the task to represent children interests in the structure of the parliament. There is an ongoing debate on the establishment of a children's commissioner in the Bundestag, latest discussed in June 2015 in the plenary debates. Only three of the Länder have established a children commissioner in their governing structures, namely Schleswig-Holstein, Baden-Württemberg, and Sachsen-Anhalt.

2015 is also the year of the establishment of an independent monitoring body for children's rights and youth participation which will be established at the DIM- German Institute for Human Rights.

There is a regular children's and youth report commissioned by the German Bundestag, taking stock on the situation of children and youth in Germany.

### 2. Formative dimensions for Citizenship Education in Germany

There is several dimensions and discourses that are formative for Citizenship Education in Germany since 1945; each of them has different but a lasting impact on pedagogy, procedures, structures and content of Citizenship Education, all are key for understanding any Citizenship Education both in formal and non-formal Education. This needs to be taken into consideration when CE is compared on the European level. The European Euridyce reports on Citizenship Education does not really reflect on education happening besides formal education, which is just one part of the German CE landscape, especially when it comes to the question of concepts, methods, and professionalism in work with youth.

#### 1) Historical background

As a consequence of the so-called "re-education" activities of the allies (UK and USA) after WWII, education for democratic citizenship has – compared to other countries in Europe – well established structures. The experiences of fascism and of "Gleichschaltung" (the process of forcing the complete life of Germany into the NAZI pattern) led to a certain principle called subsidiarity. There should be a variety of opportunities to learn democratic citizenship, a variety of diverse, pluralistic missions and activities based on different ethical values or ideological positions. A similar consequence has renewed and been drawn for the experience of the Eastern German part with the SED- dictatorship, after 1991.

#### 2) The Beutelsbach Consensus

The Consensus of Beutelsbach constitutes a kind of minimum standard of Education for Democratic Citizenship (Politische Bildung) in Germany. It was developed in the frame of a 1976 conference trying to settle different didactic schools after a period of deep conflicts. The Beutelsbach Consensus until today is of utmost importance.

#### – Prohibition against Overwhelming the Pupil:

It is not permitted to hinder pupils from 'forming an independent judgment'. It is precisely at this point that the dividing line runs between political education and indoctrination. Indoctrination is incompatible with the role of a teacher in a democratic society and the universally accepted objective of making pupils capable of independent judgment.

#### – Treating Controversial Subjects as Controversial:

Matters which are controversial in society must also be taught as controversial in any education. This demand is very closely linked with the first point above, for if differing points of view are lost sight of, options suppressed, and alternatives remain undiscussed, then the path to indoctrination is being trodden. We have to ask whether teachers have in fact a corrective role to play. That is, whether they should or should not specially set out such points of view and alternatives which are foreign to the social and political origins of pupils (and other participants in programs of political education).

In affirming this second basic principle, it becomes clear why the personal standpoint of teachers, the intellectual and theoretical views they represent and their political opinions are relatively uninteresting. To repeat an example that has already been given: their understanding of democracy presents no problems, for opinions contrary to theirs are also being taken into account.

#### – Giving Weight to the Personal Interests of Pupils:

Pupils must be put in a position to analyze a political situation and to assess how their own personal interests are affected as well as to seek means and ways to influence the political situation they have identified according to their personal interests. Such an objective brings a strong emphasis on the acquisition of the necessary operational skills

For the field of non-formal education the Beutelsbach Consensus results in the need to maintain and support a pluralistic landscape of educational providers, where learners are offered different perspectives on any educational topic. In 2015 released Frankfurter Erklärung there arose a debate to understand CE as tool to defend democracy thus itself leveling up the CE processes to stand actively for democracy.

### **3) Principle of Subsidiarity**

As a federal state German youth work is largely based on the subsidiarity principle. Subsidiarity means

- for non-formal education the relationship between independent providers of youth work (e.g. youth educational providers) and state /regional / local authorities in form of the public sector: The public sector is obliged to delegate any tasks within youth work to the independent providers.
- for the formal educational system the authority of the Länder in all educational questions. The Länder are responsible for the curricula and the legal frames for school as well as for the education/ training of teachers. Also the salary payment to the teachers of public schools is in the hand of the Länder. For the infrastructure of constructing/ maintenance schools the level of the municipalities/community level has the responsibility.
- In terms of non-formal education subsidiarity refers to education as part of youth work and means the delegation of tasks and financial support to providers at the level adequate for handling educational challenges (local – national). Subsequently education is of an interlaced logic and structure.

### **4) Children's Rights and Rights of Persons with Disabilities**

Further dimensions newly entered the debate in the later 90's:

The ratification of the Convention of the Rights of the Child is largely influencing all fields of Education in both their inherent structures as well as in the pedagogical approaches and concepts they apply. Also the CRC ratification brought in the system of com-

munity youth work/municipal youth work as a main actor in the field of children participation in local life.

Similarly the ratification of the UN CRPD has a large impact on education: for formal education the consequence of inclusion is the disbanding of separate schools for people with disabilities which largely affects the structure of primary schools all over Germany and also relates to a new shape of the debate how inclusive teaching and learning environments and approaches should look like.

Also for the field of non-formal learning with young people the UN- CRPD has wide impacts as the German Social Insurance Code VIII (youth work) and Vol 12 (inclusion of disabled persons) are to be read under new auspices. The Social Insurance Code VIII clearly states the obligation, to provide young people the necessary support and offers of youth work needed for their development. These offers should rely on the interests/needs of young people should be co-decided and co-produced by young people. They further should enable them for self-determination, for societal co-responsibility and enact them to social commitment. (see. SGB VIII, §11 (1)). The SGB VIII further states that the establishment of children and youth commissioners on all levels is of vital importance.

## **3. Content and consequences**

Citizenship education is seen as gaining competences on 4 dimensions: knowledge, skills, values and attitudes. As a consequence it is seen more and more as learning field which requires steady involvement and hands on training of practical experiential learning, rather than a strictly knowledge based learning about political systems.

There is a growing discussion on the inflationary use of the terminology of participation in learning in the recent years, driven by the fact that participation is not a pro-bono add to learning, but in fact needs to be at the core of learning on power relations in society. If participation does not correlate with a share of political power – so the criticism – it fulfills only a political alibi-exercise. In this regard the learning process needs to become an issue of shared responsibilities. Civic and social competences therefor should be trained in the dimensions of social, moral, democratic and political dilemmas, based on an understanding of a share of power. It also should go beyond service learning and social competences training.

The debate on the subsequent conclusions for learning CE in school in Germany led to a longer lasting dispute between the so-called democracy pedagogy and "Politische Bildung" in school. The German association for democracy pedagogy DeGeDe has published a concept that integrates both dimensions with the aim to overcome the debate, by offering an understanding which works on the 3 dimensions of democracy as a form of living, democracy as a form of society, democracy as a political system.

Having a look at the primary school level it is obvious that – incorporating the debate on the implementation of the CRC and the CRPD – CE has moved away from a static concept and turned into learning democracy by practicing democracy in the classroom. However the big challenge remains the step into the secondary school level, where pupils often experience a culture (OECD, PISA and MINT driven priority setting) which is contradictory to and largely jeopardizing the experiences gained in the primary level.

There has been a turn in the societal (and development-psychological) perception and view on (8-12 year old) children as political subjects and citizens in society in the last 25-30 years that largely affects the conception on if and how democracy should be learned with children.

Along with the reforms since the so called 2002 PISA shock learning in school seems to undergo fundamental changes. Group work and practical work in projects in and out of the classroom

is (at least on the paper) the standard in any learning settings in primary school.

#### 4. Different types of Citizenship Education/Education for Democratic Citizenship

In Germany Education for Democratic Citizenship is based on a well-known and established concept which is called in German Politische Bildung (literally often wrong translated as “political education”). Politische Bildung is a self-contained and separately defined field of work within the sphere of non-formal youth (and also adult) education. It **deals with different topics related to politics**: civil society and politics, anti-discrimination, anti-racism, Human Rights, Children Rights, gender, co-determination and participation, economy and social development, migration and integration, communication and the media, European development processes, globalization and sustainability, religion and intercultural dialogue, and to name it as a broad theme: inclusion and living in a diverse and inclusive society.

However regards to CE with children aged 8-12 there is a vast conceptual practice in various regions of Germany nevertheless they behave like an archipelago of islands. Each of them is important but not adequately connected.

##### Formal school education and CE

Education for Democratic Citizenship is integral part of the curriculum of the secondary schools (and of vocational schools). The subject in school itself is named differently, e.g. Politische Bildung (literally translated as political education but in the meaning of civic education or citizenship education), or Sozialkunde (society education), Gemeinschaftskunde (Citizenship Education). The name depends on the tradition of each state (Bundesland), especially in Eastern Germany.

However this means not that Citizenship Education starts not earlier: on the primary level the occupation with issues that deal with CE are part of the curricula of (Erweiterter) Sachkundeunterricht ((augmented) social studies), called “Sachkunde”, “Heimatkunde”, “Mensch, Natur und Kultur”, “Nachhaltigkeit” (sustainability education) or even are named as “Politik und Gesellschaft” (politics and society) or “Geschichte/Gesellschaft” (history and society). All share a life based /centred focus that directly builds on starting the learning process based the societal environment of the pupils (me, me-you, us). The legal frame and the definition of the curricula remains in the responsibility of the Länder and largely varies in terms of quantity and quality description of CE related content (for specific curricula, see: <http://www.kmk.org/dokumentation/lehrplaene/uebersicht-lehrplaene.html>).

The **definition of curricula** works among the educational ministries who appoint expert working groups which usually incorporate relevant actors involved in the field (or at least enable them to state their opinion: research, politics, teachers associations, parents associations and in best case also pupils assoc.). Furthermore it recently appears that there is also a public consultation process where people can comment on the draft of the frame for the curricula. The curricula formally are worked out and adopted in the administrative level of the respective educational ministries (after being consulted in the standing conference of educational ministries- KMK) thus remain on the Länder executive level, while the legislation remains responsible for the frame of school legislation and budgeting.

CE in the primary level is “ideally” a cross cutting issue which adheres to democracy as a form of living and builds on the assumption that children are capable to judge on political questions. The curricula focus on a broad spectrum of political issues that affect children’s life; also they **should** be based on the perception

of a child as citizen .

This is a least what current educational and development-psychology as well as political scientists in Germany postulate. Also this is in line with experiences from several networks of teachers, educational experts and schools devoted to the development of Children Rights enacting schools. Regards the primary level CE is mostly not bound to specific CE lessons, but is been seen as a general issue of learning in class 1-4 or 1-6. However, the implementation and enactment of a Children Rights based approach at a large scale which goes beyond single school development projects remains the biggest task in school every day work. To develop school-concepts accordingly to CR with an understanding of the mandatory character of CR in the three dimensions of protection children, supporting children and children participation remains a decisive barrier.

Accordingly one needs to be clear that the legal framework for primary schools as provided by the level of the Länder largely differs in regards to the level of participation and involvement of pupils in decision making. See therefore the recent policy paper of the German Institute for Human Rights “Kinder und Jugendliche haben ein Recht auf Partizipation” (DIM Policy Paper No. 31 June 2015), which states that there remains a lot of quality clarification on the to-do-list. The development of schools in Germany towards day schools (8 am – 4.p.m.) has raised some criticism to the right of children for self-defined free-time, as well.

Still the implementation and enactment depend largely on the **capacity of single teaching persons** to create open non-hierarchical learning environments as well as on their idea of democracy learning. There are currently three main approaches to define CE learning: CE learning as social learning, CE as political learning and the merger of CE as social and political learning. Several free school programs such as the buddy program in Lower Saxony, Berlin, Hessen, Thüringen, North-Rhine Westphalia, the Children’s Rights Schools in Hessen, or the Hands for Kids in Berlin and Brandenburg enable schools to develop a more democratic structure make use of instruments such as the students or class councils and support teachers and school councils with material, counselling and training, nevertheless they remain pilots and are not working with large scale effects.

In terms of age groups targeted, democracy as form of governance is the subject which largely remains for the secondary level, while as pointed out living democracy as broader concept appears from the first level on (in terms of implementing children’s rights even on from kindergarten/elementary education. As such the duration is of full range during all years of school attendance (and before).

Referring to the European EURIDYCE analysis on Citizenship Education in school one has to state that EURIDYCE gives no information about the quality of teaching. As such the German statistic is in line with the statistics provided by all other countries and can not be taken as a quality reference instrument.

##### Non-formal Education and CE with young people - Politische Jugendbildung

The German term “Politische Bildung” (Education for Democratic Citizenship) includes not only specific educational concepts but also a wide range of out-of-school, i.e. non-formal educational activities and establishments (youth work). Various non-governmental organizations and institutions offer opportunities for learning for democratic citizenship. The missions of these institutions differ from each other: the whole field is diverse, pluralistic and based on different ethical values or ideological positions. Politische Bildung should be performed by non-governmental organizations and institutions, according to the principle of subsidiarity.

State institutions for Politische Bildung such as the Bundeszentra-

le für politische Bildung and the corresponding Landeszentralen für politische Bildung should only support the field with an emphasis on supporting state, i.e. formal, education.

For this reason non formal Politische Bildung is primarily organized by a variety of independent (non-governmental) organizations, associations and institutions. The main providers of NFE in both adult and youth education are non-governmental organizations, party-related foundations (AE), and institutions, such as youth (and also adult) educational centres, information centres, academies, European Centres, international community centres etc.

Being non-formal educational providers their main occupation are educational activities. They act at federal, regional (Länder) or local level, often the levels mix. All together offer a great variety of special training courses, seminars, workshops, study visits, local initiatives and projects, national and international meetings and other kinds of activities dealing with political and social issues.

As providers of non-formal education there is no certain curricula one can follow, as the themes of the CE are oriented on the learners decisions and usually are called out as specific seminar or workshop themes dealing with any topics in CE. However in terms of quality and thematic orientation the work needs to be in line with the respective federal states children and youth work acts. Further the providers follow their own thematic focus and orient their work often towards specific fields of expertise.

The pedagogical staff as such has a rather wide educational professional background – a majority holds degrees in social pedagogical work, political science, history, cultural sciences etc.

Also there are certain funding priorities of all levels which have an influence on the topics dealt with (for example specific priority programs and project called out by the relevant youth ministries). There is wide cooperation with schools in the field of Politische Jugendbildung. Based on data from AdBs' Program "Citizenship Education with young people" one can estimate that around 50-70 % of the workshops and seminars are cooperation activities with schools.

The German children and youth plan (KJP - Kinder und Jugendplan des Bundes), which offers the legal frame for youth work, is **targeting mainly at youth aged 12-26**. This naturally means that CE with children aged 8-12 are in a secondary position – if not as pilot projects. An ongoing debate on reforming the KJP aims at lowering the age to 8 years.

This results not in an absence of any activities with this target group, but in lower acceptance among providers and their debates. On the other hand there is a variety of activities conducted with this age group which is already looking back at a long history of educational experience. Again the ratification of the CRC and the CRPD shows a great impact on educational activities in and with this age group and currently feeds the debate on arranging adequate legal settings for the work with 8-12 agers. This especially as educational research largely argues for the involvement of children in CE activities.

The environment of non-formal education in Germany is seen again is a plus for CE with children, as it offers a safe and non-hierarchical learning environment, which is inherently able to take into account the specific needs, interest and talents of the children. As such non formal learning places in Germany have gained a sound experience in conducting CE with the age group 8-12, despite the stated financial and legal barriers. (more to be shown in the empirical part of the report).

### State agencies for Civic Education

Apart from these organizations there are two kinds of governmental institutions for Politische Bildung. At federal level the Federal Agency for Civic Education (Bundeszentrale für politische Bildung, BpB) and in 15 out of 16 Länder there are the state agencies for

civic education (Landeszentralen für politische Bildung). These institutions are legally bound to act in a neutral impartial way. Their main task is to support the multipliers/providers of Politische Bildung, teachers at schools as well as multipliers in non-formal education (pedagogues, trainers etc). Their main sphere of action is publishing information and teaching material and organizing special events (such as conferences, public discussions, ...). They also act as grant giving authorities in adult learning, starting from the age of 16.

Regards to the field of citizenship education with children, the BpB has published a large set of teaching materials and educational resources teaching materials, information packs and posters for children, games etc. that can be used in any CE learning settings: <http://www.bpb.de/lernen/zielgruppe/grundschule/> Also there is a web resource maintained by the BpB "[www.hanisauland.de](http://www.hanisauland.de) - Politik für dich" (engl. [http://www.hanisauland.de/en/en\\_index.html](http://www.hanisauland.de/en/en_index.html) - politics for you"). This website is based on pet characters and is especially designed for school children starting at class 3-4. It helps children to explore democracy and the political system in a wide variety by themselves. It also supports parents and teachers with concepts, materials, studies etc.

Research shows that the **priority setting/agenda setting** of these supporting structures has large influence on the field of CE with children (and elsewhere). In case the respective level of the state agencies defines CE for children subject to their working field the chances for carrying out related work and activities are significantly higher than in cases where the supporting structures define their mission in other dimensions.

### Other support structures

Education is only one part of CE in regards to the involvement and subsequently Citizenship learning of children aged 8-12. This needs to be clearly communicated for Germany. Besides primary school and non-formal education with children aged 8-12 there is a broad range of providers, public and civil society institutions that work on children and youth participation and children rights enactment on all levels (national to local). Sharing a Children Rights based vision and approach most of these actors are participating in the **National Coalition Germany - Network for the Implementation of the UN Convention on the Rights of the Child** (<http://www.netzwerk-kinderrechte.de>). The national coalition comprises a broad consortium of charitable organisations, public decision making and administration, ministries, municipalities, educational et al. providers of youth work; all of which share the vision of a society where children rights apply at full stage. This results in a fostering of expertise and debate that helps creating cross-sectoral alliances between national - municipal administration, youth work, educational providers (formal-non formal) and boosts the debate on Children Rights in all affected levels. For education this resulted in the last years in a turn towards democracy pedagogy, which takes into consideration children as full citizens in society as well as in the vital debate of supporting mechanisms and structures that enable CR enactment on all levels.

*"1. The National Coalition supports the implementation of children's rights on the basis of the UN Convention on the Rights of the Child of 20 November 1989 and associated Additional Protocols. This is achieved by recognising the responsibility of civil society to claim the rights and obligations arising from the Convention, help raise awareness of them and develop them further, while promoting the monitoring of their implementation by civil society. The National Coalition focuses its efforts in Germany, but at the same time observes its responsibilities to international cooperation.*

2. *The union's aim is to implement the children's rights recognised under the Convention on the Rights of the Child, promote young people in their individual and social development and contribute to preventing and breaking down discrimination and to maintain or achieve positive living conditions for young people and a child and family-friendly environment. This is done by considering a child as an independent individually, especially by promoting children's rights in terms of equality, upbringing and education, healthcare, well-being, civil engagement, and the participation and protection, not least from poverty or violence, of child victims and potential victims, children with disabilities, children of migrant families and child refugees.*

3. *The National Coalition encourages the participation of children and young people to exercise their rights.*

4. *The National Coalition promotes discourse with decision-makers at all levels of politics and society, as well as on the international stage, and particularly with other national children's rights coalitions.*

5. *The National Coalition, in line with article 45 of the Convention on the Rights of the Child, participates in the dialogue of the UN Committee on the Rights of the Child with States Parties.*

6. *The institutional and policy-specific independence of the member organisations remain unaffected.*

7. *The association is non-profit; it does not pursue financial aims as a priority, but exclusively and directly non-commercial ones, as established in the „Tax-privileged purposes“ section of the Tax Code. Funds of the association must be used only for the objectives set out in the statutes. The association shall not favour any legal or natural person through expenses which are inconsistent with its objectives or through disproportionately high benefits, donations or remuneration. Members shall not receive any donations from the association's funds. The Members of the National Coalition bodies work on a voluntary basis. Volunteers may claim reimbursement only for proven expenses.“*

Driven by the CRC implementation but also taking into account the need to improve the conditions for participation of young people on all levels, there is ongoing and widely spread activities in public and civil society organization all over Germany. Mostly conducted by providers youth work, the municipal youth offices etc. these activities raise from practical establishment of youth bodies/children and youth councils, to the involvement of young people in local planning processes and consultations.

The Bundesarbeitsgemeinschaft Kommunale Kinderinteressenvertretungen, a network for the enactment of Children's Rights on the municipal level has 2015 published a catalogue of criteria for the advocacy of children's interests on community level/ in municipalities. The catalogue defines 4 structural elements that set out the quality standard for the enactment of children's rights as follows:

- 1 the enactment of a children's commissioner, equipped with strategic conceptional working mandate
- 2 the legal enactment of children and youth representations/bodies
- 3 the enactment of a counselling body for children and youth
- 4 the enactment of an independent Ombudsinstitution for children and youth including a complaints management

The quality of the is backed by strategic reporting and monitoring, evaluation on all activities conducted, the development and

enactment of municipal standards (e.g. regards UCRC in community), networking and exchange on all levels (local- national), a conceptual further development of the field of work, and ongoing further training.

The establishment of children's commissioners and children's offices in Germany is largely seen as key to political involvement of children in any processes as their work is seen as interface between different field involved in the work with children (> UN committee on CR recommendation on the first report on Germany, 1995). These infrastructures can act as

- advocates for the participation interests of children and youth, especially where no involvement is legally foreseen
- pioneers and initiator of children and youth participation, thus enabling children and youth to explore the dimension of political participation successfully
- coordinators and networkers who bring together the different dimensions of education, children/youth participation and child ren rights enactment on all levels.

## 5. Mandatory political involvement of children on a legal basis

We have already referred to the establishment of the permanent committee for children on the level of the Bundestag and of the Children commissioners in several the Länder. There are also several scales of a mandatory involvement of youth and children into legislation, ranging from

- can involvement: The law of Saarland, Baden Württemberg sets out that municipalities can adequately involve children and youth in municipal planning processes that affect interests of children/ youth
- should involvement: Hessen, Niedersachsen, Rheinland-Pfalz ask the municipal level that it should involve children and youth in all planning processes that affect their interests
- must involvement: Schleswig-Holstein calls out the municipal level to a must involvement of all children and youth in planning processes that affect them

Also on the municipal level the involvement of children into policy making we face a steady growth of local political and support structures such as a children and youth parliaments, the establishment of children's and youth offices and children's commissioners and ombudspersons etc., which again influence (not only) the educational sector as they are on a . This in general generates currently a climate of innovation friendliness on the community level. There is about 80 municipalities in Germany that have established the office of a children's commissioner, 50 that have established a children's office. A quite larger number has established youth offices.

### Other providers

As mentioned there is a broad sphere of providers of children and youth work which cannot precisely be described with the term "educational" providers, as this would be a reduction to their scope as well as to their own understanding. As organizations that have a vital impact on political learning and citizenship learning of children they need to mentioned to give a broader picture of other intervening structures. These providers are e.g. the movement of children republics (like Kinderstadt München movement) which wide impact on involving an overarching scene of providers of education, youth work, into the practical debate and conduction of child led activities. Others are children museums or public libraries, who run legion of pedagogical programs on varying aspects of CE, targeting political themes within exhibitions, rallies, lectures, programs and other activities often in cooperation with providers of formal education or other levels.

## 6. Conclusions

At a first glance it looks like there is a lot on the move in regards to CE with children aged 8-12. There is a variety of initiatives, providers, concepts, research and practice that successfully work on the issue all over Germany.

There is a professional academic and praxis debate, as well as evidence of successful implementation and conduction of projects. There are several resources feeding the debate and resulting in concrete activities: Children's Rights, democracy learning, participation of children and youth to name the most important ones.

There is a turn on CE from a static concept towards an understanding of learning democracy through acting democratic, which is especially shaping the academic and practice debate regards to CE with children aged 8-12. However- as shown – there is a vital debate on the terminology of participation which is leaving the sphere of social capital and (re)fostering the debate of a real share of power also in definition of the learning aims and process, as well as on the topic of power-relations in society itself.

For the formal educational level there seems to be a consensus that democracy learning is of a matter for primary schools which is supported by a series of communications from the educational ministries as well as linked into curricula and legal frames. This is also underlined by a vital academic research and professional debate in academic journals, handbooks materials etc.

There is a sound pedagogical experience and expertise on CE with an outstanding tradition and professionalism in Germany that constantly feeds into the debate. This is also resulting in the existence of a substantial amount of training concepts, methods and materials.

There are regional networks that support the development in certain educational fields.

The Kinder- und Jugendplan targets at **youth** on from age of 12, thus it does not exclude children as Citizens but also does not structurally involve them. Subsequently there arise barriers for non-formal educational providers to regularly conduct work with children below the age of 12.

Coming from the field of CRC implementation and children and youth participation there is a broad alliance of public and civil society institutions and providers that foster the debate, lobby and monitor for the field of CR enactment, with scales effects on all levels of public life, especially on education.

Despite the fact of the rather good climate and circumstances it appears that still there are legal as well as institutional barriers that affect a sound and overarching strategy to cooperate and work on the issue.

There is a lack of networking structures that enable for sound overarching debates and spill-over effects. It seems that the professional discourse remains largely within the respective fields of work, especially in school. Probably the formal educational field and its inherent logic is too big, to react and interact soundly with its environment.

Despite the broad landscape of academic and practical research there is a lack of broad impact especially towards the formal educational field. Neither CE nor CRC are binding elements in university teacher training.

As a result CE with the age group 8-12 in school is largely depending on the individual motivation of pedagogical staff working in the field who are able to link up to other partner and make CE with children a matter.

In the social-pedagogical working field, which feeds the fields of non-formal CE as well as early child caring (Kita) a CRC based approach seems to be largely applied, thus feeding the expertise of the providers and the (younger) staff. Following the different approaches of formal education and the out of school field one

can state a different approach on and also way of thinking about learning.

Despite the fact of a rather large amount of praxis in all fields their nature remains of an archipelago of islands, which are not soundly interlinked.

Most of the CE work with children aged 8-12 faces the problem of project limited work. CE and CRC work is mostly project based, therefore always depending on goodwill for further implementation.

CE supporting structures by including or excluding the age group 8-12 of their working scope largely effect the ability of other providers to work on this issue.

## 7. Examples of good national practices

Besides an impressive list of methods, existing practice and experiences gained, it needs to be mentioned that the majority of primary schools is still not making the pace they could; one of the main obstacles is missing political will to make a change in democracy learning as many of the actors (administrative and ministerial level, et al.) share a rather mono-perspective view on the issue of democracy learning. Also in teacher training as well as in curricula development there is - alongside the good will to do more - still the tendency to focus on MINT and PISA set priorities.

There are several good practices that have emerged since 2005 and cover all fields of education, in no specific order we mention here some emerging practice examples from several educational fields. There are a lot of methodical compendia that help fostering the work on CE issues with young children, examples can be found in the Chapter 3.

### Formal education/school networks/umbrella structures

The overarching networking structure in formal education is the KMK, with its recommendations towards the Länder level.

**Regarding formal** education there needs to be mentioned the activities of the regional networks and programs **MAKISTA** (Macht Kinder Stark!) a schools and teachers network working on the rights of the child friendly democratic schools: <http://www.makista.de>. The network offers counselling, guidance, conducts projects and offers broad pedagogical resources. Another German wide initiative is **buddy e.V.** <http://www.buddy-ev.de/home/>. Both offer broad counselling as well as deliver good examples of methods. Both work on a regional level.

The initiative SMC-SOR (Schule mit Courage - Schule ohne Rassismus, encouraged schools – schools without racism) works all over Germany and offers schools and teacher steady qualification and training in order to raise their expertise and profile as schools as learning places for and of democracy.

The educational association **DeGeDe** (Deutsche Gesellschaft für Demokratiepädagogik) comprises experts from all over Germany and has published several manuals on democratic school development and the establishment democratic learning environments, which are available for download from the web: <http://degede.de/index.php?id=81>. DeGeDe has largely shaped the definition of democracy pedagogy.

Resources, such as <http://www.kinderrechtsschulen.de/> run by Makista contain broad information on children's rights enabling schools all over Germany and offers background info etc. Other web based information is provided by the federal agency for civic education.

### providers

On the level of primary education there is the network of Children's Rights Schools in the state Hessen, which is probably the most advanced cluster of schools re CE with Children, as it also has a

coordinating body. Similar but on the national level the initiative "Schule ohne Rassismus - Schule mit Courage" is organized.

#### projects

Projects such as the Hands on Kids in Berlin Brandenburg support the democratic school development especially fostering instruments like class speakers trainings, school councils etc.

Also should be mentioned that there are several university led projects such as the Göttinger Kinderdemokratie (University of Göttingen children's democracy) which work with primary schools on Democracy especially in simulation games settings and use game based approaches: <http://www.demokratie-goettingen.de/forschung/projekte/kinderdemokratie>

Other examples are the Rostock Model on democracy learning that develops concrete CE planning scenarios for the school subject of general studies in the primary level.

It is of importance to mention as such that there is CE research directly involved in democracy education with children which goes beyond the usual evaluation and monitoring of Programs and projects.

### **Non-formal Education**

#### networks/umbrella structures

In the field of non-formal education there are several clusters, associations and umbrella organizations of providers of CE. However as they work mostly under the Kinder- und Jugendplan the work with older children, i.e. children aged 8-12 is often not their main scope.

#### providers

Looking at the field of providers of non-formal education one can find a broad variety of institution that regularly work with children aged 8-12 and closely cooperate with schools, municipalities, etc on the issue. The Council of Europe manual *Compasito* gives a good overview on methods that apply on various thematical issues of Children Rights learning and can give an impression on the scope of methods used in NFE. Of high importance for the German context is the role of non-formal educational providers for developing democratic competences among pupils by training class-speakers for their participation rights in pupils/students councils and by contributing with their cooperation work to democratic class and school development. The same counts for their cooperation with the level of youth work.

#### projects

As examples for successful projects there shall be mentioned 3 projects

**1)** Projects the "learning to live in diversity – development of inclusive primary schools" and "Ich und die anderen". Both have been conducted on federal level by the Youth Educational Centre Kurt Löwenstein and offer a hands on trainings as well as detailed concepts for non-formal learning with school classes aged 8-12 targeting at inclusive and democratic school development. <http://www.kurt-loewenstein.de/show/7146941.html>

**2)** Project "findet demo – Kinder(er)leben Demokratie" ("searching for demo – children live democracy") which has been conducted by the Europäische Jugendbildungsstätte Weimar and Partners and was targeting on the democratic development of primary schools in the state of Thüringen. Based on the assumption that democracy is more than a form of governance but a concept that needs to be lived in society various counselling activities have been developed and resulted in a curriculum for the development of democratic primary schools. <http://findetdemo.de/herzlich-willkommen>

**3)** On another level of CE there shall be mentioned the various projects conducted by the Berlin based Anne Frank Zentrum: Projects such as "Nicht in die Schultüte gelegt" develop didactical material targeted at the age group of primary school children and help children exploring the history of the Shoah and the Holocaust on example of Anne Frank <http://www.annefrank.de/projekte-angebote/paedagogische-materialien>.

Still it needs to be mentioned that due to the legal framing of youth work non-formal educational work with children aged 8-12 needs to be characterized as generally following a project logic, which correlates with the challenge of distributing and valorizing extremely good project results in the aftermath of the funding periods.

### **Other support structures**

#### Networks/umbrella structures

The National Coalition Germany - Network for the Implementation of the UN Convention on the Rights of the Child ([www.netzwerk.kinderrechte.de](http://www.netzwerk.kinderrechte.de)) comprises a broad alliance of national and international civil society organisations, governmental and non governmental institutions, associations, unions, municipalities etc. that together form a strong coalition to support, lobby and monitor the CRC implementation on various levels all over Germany.

The establishment of several legal institutions on the governmental level as such includes the children's participation on the level of policy making. Nevertheless the nature is still the one of starting a process.

#### providers

UNICEF and its web-ressource share contacts, materials and methods <http://www.kinderpolitik.de/bausteine>

Still it remains a difficulty to get an overarching view on levels active in the field of CRC, most important seem to be the children's offices and children's commissioner in the municipal level. Their nature is of interface and is seen as the key to enact an integrated approach of CR enactment and CE learning on all levels.

As a role model can serve the Initiative für große Kinder (Initiative for big children) <http://www.initiative-grosse-kinder.de> of the City of Nürnberg which comprises all actors relevant for the fields of children 8-12 and serves as resource, contact point for urban development, school development activities and counselling.

Another example can be the city of Saalfeld / Saale where a community changes its face via broad participation and involvement of children with the aim to implement the CRC: <http://www.jugend-in-saalfeld.de/www/jis/>

#### projects

The experiences of the Kinderspielstadt (kids- playing cities) as developed almost 20 years ago in München with Mini-München is wonderful example for activities outside the narrow CE educational sphere. These cities widely appear in Germany in form of kids republics, summer-camps where children simulate their own republics. There is already a relatively large international network of the Kinderspielstädte: <http://www.kinderspielstaedte.com/>

Others are as already mentioned above libraries, or children's museums...

It remains important to mention that in the German context the logic of the above fields is interdependent and interlaced. It is difficult to focus on one of the fields without emphasizing its involvement and interdependency with the environment placed in. To recall this within the single affected fields would in fact advance the position of CE with the age group 8-12 by far.

## 8. Data of involvement of young citizens in politics

There is no clear data available for Germany - at least there is no clear link to education. There is several surveys and a lot of research which indicate a rather low attendance of young people in elections (still there needs to be discussed what low attendance means).

On the age group of young people involved actively in politics there is also systematic data available. There are some younger mayors and there are some municipalities, such as the Municipality of Monheim where a local youth party has the majority in the city chamber: <http://www.peto.de/>, which is often communicated as a role model for other municipalities or as role model for youth participation.

There are several Länder in Germany that lowered the voting age to 16, but often it is forgotten that the group of young voters aged 16-18 is in a structural minority position, so cannot make the difference.

There is a movement claiming the voting right on from the "0" age.

In regards to the state of democracy in society and education results from 2/2014 the structured dialogue "youth and education" indicate that young people unanimously communicate that the democratic development of schools is one of the biggest challenges they currently face when they think about the question where they face problems in democratic participation.

Also as shown above there is children and youth parliaments in a large amount of municipalities all over Germany. There is no data existing about these parliaments, which makes valid conclusions difficult.

A set of structured data can be found on the first children and youth report for Germany 2010, (which is an independent part of the 3 German reports on the UN committee for CRC). It communicates concrete needs and challenges as perceived by children directly.

The report delivers data on the spheres of

- CR in the family
- CR in the place of residence/living
- CR in education and vocational training
- CR in leisure time
- Growing up and Health
- Other topics

Recent sociopolitical research on young peoples' involvement in and perception of politics indicates a slight different view on young peoples' participation in elections. Instead of affirming that young people turn less and less political a shift in social sciences research interest happens and asks the question on what young people define as political: the surprising fact is that youth rejects more and more issues of their political nature as they largely affect their private life and are being perceived a private issues (religion, discrimination, gender, work to mention only a few). In generally all surveys state that young people are likely towards democracy but tend to stay away from drawing a voting conclusion, as they claim mistrust towards the party-political level. This shift in research causes currently a large debate on how a representative democratic system needs to further develop in order to take into consideration the changed perception of politics among youth.

## Empirical study

Georg Pirker, Arbeitskreis deutscher Bildungsstätten (AdB) e.V.

This analysis compiles the key finding of the survey "ENGAGE -Politisch bilden / Beteiligen / Kinderrechte umsetzen mit 8- bis 12- Jährigen" (ENGAGE - Education for democratic citizenship / Participation / applying Children's Rights with children aged 8-12), conducted in the frame of the German part of the EU project ENGAGE.

**Credits to** Ulrike Kahn, Anne Dwertmann, Mechthild Möller, Kirsten Schweder, Ina Bielenberg, Arne Schäfer, Ulrich Ballhausen.

All made huge efforts and contributed to this report in the frame of the national expert group on CE with children aged 8- 12.

Special thanks to Brayan Rosa Rodriguez from NYU Wagner School of Public Services who in the frame of his Ellen Schall Fellowship has contributed to this report and helped to draw the graphs.

### List of Abbreviations

<b>NFE</b>	non- formal education
<b>AdB</b>	Arbeitskreis deutscher Bildungsstätten (AdB) e.V.
<b>Gemini</b>	Gemeinsame Initiative der Träger politischer Jugendbildung
<b>DeGeDe</b>	Deutsche Gesellschaft für Demokratiepädagogik
<b>Makista</b>	Initiative Macht Kinder Stark
<b>BaP</b>	Bundesausschuss politische Bildung
<b>CE</b>	Citizenship Education
<b>CR</b>	Children's Rights
<b>FE</b>	Formal Education
<b>DVBP</b>	Deutsche Vereinigung für Politische Bildung
<b>GPEJ</b>	Gesellschaft für politische Erwachsenenbildung und Jugendbildung
<b>CRC</b>	Children's Rights Convention
<b>UDHR</b>	Universal Declaration of Human Rights
<b>EVZ</b>	Stiftung Erinnerung, Verantwortung und Zukunft
<b>BpB</b>	Bundeszentrale für politische Bildung

### On the field of interest of our survey

The analysis of the survey aims at adding to the theoretical part of the study a glance from the practical level of education and work with children. Thus we did not aim for large quantities of answers but rather are interested in backing key findings from literature and policies with praxis that comes from various fields of educational work with children aged 8-12. Also the survey serves as a mean to cross-check trends, topics and findings and to have a better insight on the hidden themes that we did not find in literature analysis of the theoretical part. This empirical reports main aim in this regard is not to serve as a rigorous social sciences oriented qualitative data analysis but rather to explore educational practice.

The survey was set up in January 2015 and discussed with a group of experts (ENGAGE national expert group). After a test- run with 3 educational institutions some wording of the questionnaire was adjusted and questions were released to a wider professional public end of February 2015.

The survey itself was distributed largely via several channels to 4 target groups:

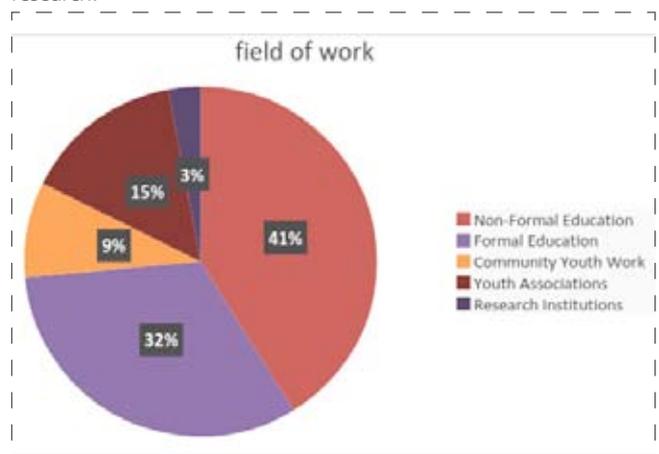
- Educational staff employed in non-formal educational providers (networks of AdB, Gemini, BaP)
- Teachers in primary and secondary school (Lehrer Online, Degede, Buddy-e.V., Makista, DVBP)
- Researchers dealing with the topic of EDC with children (DVBP, GPEJ).
- Supporting structures community work and youth work: (DBJR- German Youth Council, Jugendhilfeportal, National Coalition for the Implementation of the Rights of the Child)

The distribution was arranged via the target groups and networks of the members of the national consortium, in several educational newsletters and on the web via resource points for teachers and youth work all over Germany that included the survey in their websites. In numbers it was distributed among a group of ~ 500 experts from all fields of education.

We received after 6 weeks 36 valid answers that can serve as quality basis for the analysis – not a lot, but only slightly below the number of estimated answers to be received which was set at 45 from Germany. However, the answers back up all targeted fields: youth work, educational work, formal and non-formal education from all levels national - local. Regards the geographical distribution answers came from 11 out of 16 Länder. It is important to mention that the answers from primary school do not come from specific narrow CE learning only, but relate to a broad field within school. We can identify among others: sports, religion, augmented social sciences and general school/education in primary school – class teacher lessons – math, German, augmented social studies. Further 3 of 36 indicated they not directly work with children from the target group, but on a level of teacher training/further education.

### 1. Professional background /field of work

18 participants indicated that they work in non-formal education; 5 come from community youth work (all of them in a community children office which is obliged to care for children participation), 11 from the field of school and 2 from the field of educational research.



## 2. Characterization / structural embedding

### Structural embedding and the mandatory character of CE

Asking for the structural embedding and the mandatory character of CE in the participants respective educational context there is several clusters of answers.

For a first group (10) participants CE with this age group is not a mandatory task in the context of their work, however they understand it as integral part of their work. Having a look at the profession there are 3 of the answers coming from teachers in primary schools, 5 in non-formal education, 2 in community youth work (public sector).

The second group (15 participants) indicated that CE with children aged 8-12 is a mandatory task, structurally embedded in the working context and regularly followed and undertaken in educational work. They comprise 6 Non-Formal Education, 7 Formal Education, 1 community youth work (public). 1 (NFE) indicated that however despite the mandatory character, work largely depends on project funding.

- 2 participants aligned themselves to NFE and indicated that in the context of their work CE with children is a mandatory task, however they are not personally obliged to offer CE for this age group but do it voluntarily.
- 2 participants (NFE) indicate that the CE with this age group results from cooperation partners.
- 3 answers (NFE) describe their CE with 8-12 agers as strictly voluntarily.
- 1 participant (educational research) relates their occupation with CE for 8-12 agers to funded projects
- 1 participant (children participation office, community work) indicates that without CE children participation and advocacy does not work at all.

### Frequency and setting of the learning process

Asked for the frequency of CE one can divide between 6 dimensions of answers

- 1st group (2 answers, 1 NFE, 1 school) indicates that the theme is only been dealt 1/year.
- 2nd group (6 answers, 5 NFE, 1 school) indicates at least 2 and a max of 4 times/year
- 3rd group (4 answers) (3 NFE, 1 school) indicates that they do CE 4-8 times/year
- 4th group (8 answers, 2 NFE, 1 school, 1 educational research, 4 CR offices) answered 10 -15 times or more/year
- 5th group: 15-20 times/year (6 answers, 5 school, 1 CR office) or on a weekly basis
- 6th Group (6 answers, 4 NFE, 1 school, 1 teacher training institute) characterized the process as an ongoing task or cross cutting issue.

Characterizing the form and the setting of the learning process there is 4 major lines (more answers possible).

- 1st the activities happen in form of a workshop or seminar, lasting 3-5 days (15 answers).
- 2nd the activities happen as projects (19)
- 3rd the activities are characterized as thematic unit /project/ workshop in the frame of school (6)
- 4th the activities happen in the frame of a single school lesson or on a weekly basis in school (5)

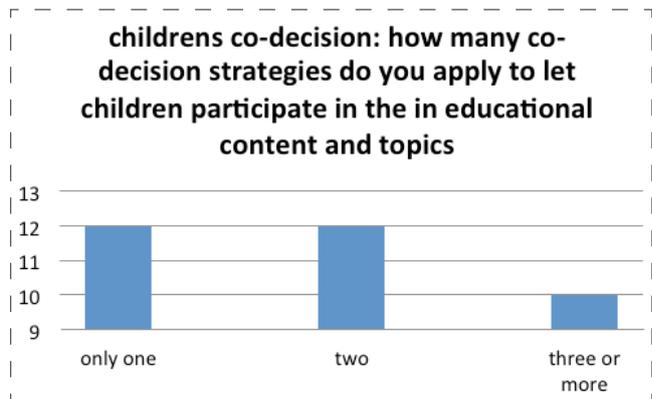
It seems that the connection between frequency and setting remains of high importance. NFE providers as well as institutions/ organizations that work outside the formal school system tend to work in the context of seminars/workshops/projects. Vice versa in

school the information of a weekly lesson on CE can result in 39 hours CE/a year which often has just little space in the lesson plan for CE. For school it is important to make the distinction between a thematic occupation with a certain theme in CE and the broader applied concept of democracy learning through a democratic learning setting which affects by far more than a single set of CE lessons.

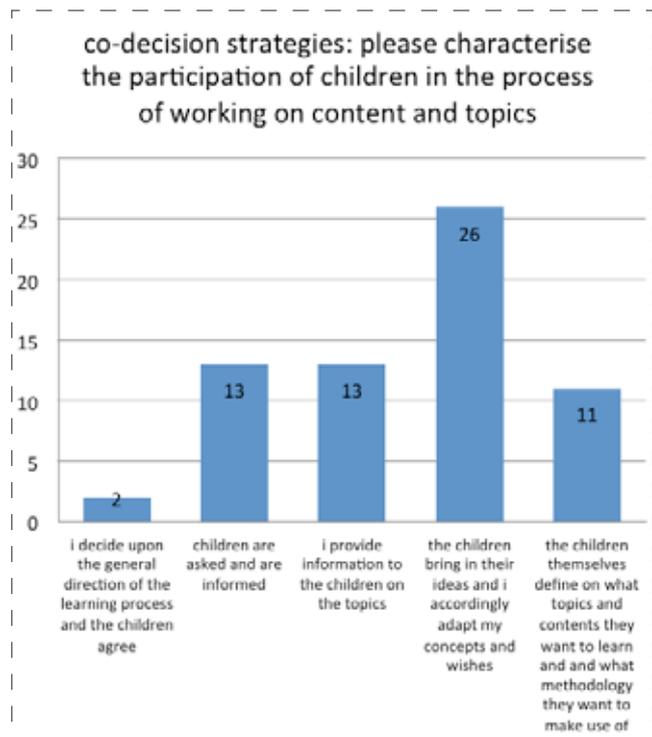
From the frequency of CE one cannot draw a conclusion on quality. A weekly offer may allow for long term educational processes, while a one week workshop can be the more intense learning experience. It is important to notice that the majority of answers indicated a mix of settings, while only a few answers opted on one characteristic. Cooperation of both fields (Non-Formal Education/ Formal Education) leads to mixed activities and settings happen regularly.

The intensity and frequency of CE sessions with children aged 8-12 does not necessarily correlate with a better quality or effect on the learning process that occurs between the pedagogue and the kids. One can notice that mixed methodology is the common practice among the non- formal and formal education fields.

### On the character of participation and co-decision in CE with children aged 8-12



A third of the answers indicate to make use of only one co-decision strategy, while 2/3 apply 2 or more strategies.



There seems to be awareness on the involvement of children in co-decision making in educational processes. However one has to be aware that the answers give the perspective of the educators. It would be interesting to get a view on the pupils' perspective in this regard. A cross-check with the findings from the structured dialogue on participation (see theoretical part) allows that pupils perceive the processes especially in school largely different.

### 3. Overarching goals

The intention of this question (overarching intentions of CE work with 8-12 agers) was to find out in how far the answers relate themselves to an overarching target in CE (concept, idea etc.) without pre-defining the nature of the target. The results give a first idea on the overall concept ("Leitbild") from which the CE activities derive.

There is a variety of answers that can be clustered into specific areas of motivation, they can be characterized from highly political motivated to legal frame/reference instrument oriented:

#### Political motivated

Internationalism, Anti-fascism, Education for socialist mind & behavior are communicated as orientation frames from several answers in the survey. There needs to be mentioned the specific context of youth educational work, where left wing movements such as the Falcons or Solijugend have traditionally a strong standing and outstanding expertise, which also relates to a long history in the field of Children's Rights work.

#### Themes and concepts oriented

There are a large number of themes and deducted learning concepts mentioned that give a good overview on the thematic variety educational settings, without hierarchic order:

- Participation of children in society
- Participation in city district,
- Children shall make the experience that they vitally contribute to the development of school,
- Intercultural learning,
- Learn and train democratic decision making,
- Find orientation in democratic society,
- To learn democratic,
- To learn about discrimination,
- To make children aware of a life in diversity,
- Developing orientation from history for issues that matter today,
- To learn about Democracy, Tolerance towards others/oneself in a peer group,
- Develop Empathy,
- To experience self-efficacy Form an opinion
- Reflection about own and others actions
- Gender awareness
- Gender justice
- Develop gender awareness, Value based learning, Democratic school development
- Strengthen Self efficacy and self-responsibility
- Children shall feel that their say is respected and taken into account
- Volunteering

#### Legal frame / reference instrument oriented:

Most of the answers communicate that they relate their work to Children's Rights as well as to inclusion: CRC and UNPD, Children's Rights, Historical learning and Children's Rights today, Learn about UDHR, CRC

Participants from school especially align their work largely to

curricular frames. Further CE is defined as an aim in internal school curricula. Answers from all fields of work relate to contribute to democratic school development, school councils, trainings for class speakers, teachers council, school counseling bodies etc.

Eye-catching is the political orientation towards political ideologies relates strictly to answers from the field of NFE. External orientation such as curricula comes from school only. Motivation and orientation towards realization of Children's Rights and the work on specific concepts/learning fields in CE is shared equally in all groups.

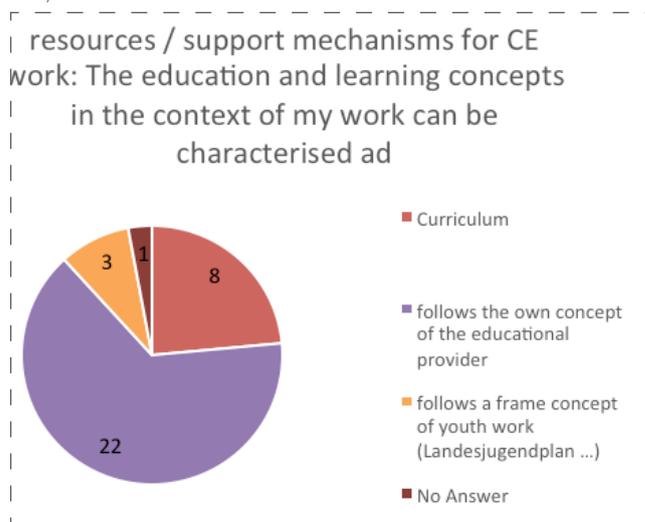
There seem to be no answers aiming at normative concepts of citizenship education. Moreover the answers given from the field of primary schools all relate themselves to the concept of democracy pedagogy, democratic school development and Children's Rights schools.

A first finding could be that for primary school experiential learning by living democracy is the concept largely applied in primary schools, a second interpretation could be that despite the fact that the German survey concretely asked for the term "politische Bildung", educators do not relate this concept to the target group 8-12.

Also an important finding is that all fields of work seem to perceive the development of schools to become a democratic learning place as crucial task.

#### Educational work and its embedding in legal and other frames

The questionnaire intended to find out, how far the educational work relates itself to certain binding frames (legal, conceptual, etc.).



The following observations resume the information provided by the chart above:

- CE learning follows a frame concept of youth work (Landesjugendplan, ...) 3 answers
- CE learning follows the own concept of the educational provider 22 Answers
- CE learning concept is developed by myself (3 answers)
- CE learning follows an overarching orientation model (UN covenant) (2 answers)
- CE learning follows a mix of all (1 answer)
- (I did not understand the question 1)

All of the answers indicate that the work is embedded in a certain frame, in the case of school curricular frame, whereas in the case of non-formal education this frame tends to be less motivating or binding, the providers of NFE tend to embed their work in the frame of the respective youth-help plan of the Länder or follow a concept of the own educational provider. There are some answers

that did not embed their work into a wider frame. It is worth mentioning that in case of youth educational providers the work needs to be in line with the respective legal frame given for youth work of at least the Länder level. This connection for NFE providers or their staff doesn't seem to be automatically drawn.

#### 4. A view on educational practice – topics, themes and “learning units” characterizing the CE work in practice

Five sets of questions asked for concrete information on thematic frames that characterize educational work, examples of topics/themes which are been dealt with and for the design of a typical learning module in use for CE with the age group 8-12. There needs to be mentioned that the participants somehow mix up the questions. When asked for a concept, there is often topics mentioned, and when asked for methods there is legal frames mentioned. However, as the questionnaire followed a logic from a wider frame to the concrete educational application, there is proof answers given. Nevertheless there seems to be confusion to divide between the application of methods, the work on concrete themes, the embedding in thematic frames, and the orientation towards research or other concepts. For example when asked to provide a frame some participants mentioned an educational game and when asked for a method they mentioned their work in the context of UN convention on Children's Rights. On the other hand the questionnaire might not be precise enough in this regards. A possible conclusion could be that it remains difficult to make a distinction between several interrelated layers of CE work with children.

#### To what thematic/topical frames do you relate your practical work to?

CE is being described as **social competences related learning that affects the society**: it enables citizens to take over responsibility, to reflect upon their own behavior, experiencing self-efficacy, (self) organizing, in order to learn about democratic decision making.

There is certain **topics oriented issues** that are randomly named and come from all fields of work: education relates itself to contemporary history, for German history and the relation to civic engagement on issues that matter today ( for example refugees, asylum etc.); also to offer space for experiencing volunteering and engaging in society is a horizon; concrete issues as learning about anti-discrimination, violence prevention are on the agenda and to learn about gender justice and to learn intercultural; generally it is emphasized to learn about democracy and politics and to enable children to draw a line between their personal situation and topics that affect them generally: Family, CR, war and peace, money, consumption, work/labour, sex, community, education for sustainable development

Children's Rights and children participation are mentioned unambiguously as overarching topics and guiding principles.

Besides the topical orientation the answers bring in certain ideas that are built towards a **wider arching “political view on society” frame**: solidarity and justice, anti-racism, anti-sexism, anti-discrimination, communism, socialism. These political-idea oriented motivation is mentioned by answers coming from all educational fields and can be characterized as individual motivation.

The participants backing **the field of school emphasize the importance of democracy pedagogy/democracy learning** as concept the educational work is embedded concretely in: mediation / democratic conflict settling, applied participation such as class council, school council and the fostering social/civic engagement in the classroom, rules that apply in classroom and in school, school council, democracy learning through the development of a democratic school environment.

As a result one can state that there are similar thematic and topical frames where educational work relates to, with the exception of the individual political motivation.

#### Concrete examples for themes, questions and topics

Asked to give concrete examples for themes, questions and topics CE deals with there is a variety of answers coming from all fields. This can be clustered in 3 dimension of learning that describe certain stages of CE learning with children and can be summed in a logical interrelated field scale starting from the individual person to social interaction and leading to societal questions, often exploring and deducing the dimensions of “me - you and me - us and society”. These fields as such are interrelated, summarized and developed in each of the answers. Answers allow deducing, that CE with children in Germany follows widely this logic, if applied.

On the **“me”- dimension** there typically are guiding questions to support children in coming to an idea what is formative for their identity and what they take as important:

- What is important for me, who am I?
- Me and democracy, me and environment, me and work, me and school, me and leisure time, me and CR, me and others?
- How do I want to be treated? Are we all equal /different?
- What is a “just” friend? When did I act “just” for the last time? What is fair?
- How can I engage in political opinion formation

Discovering the **“you and me” - dimension** relates to same questions in the dimension of social interaction:

- What is important for us? What interests do we have, are they in common or differing?
- How do our families look like, do they all look the same?
- Differences and equalities, typical boy, typical girl?
- How can we settle a conflict? How can we find a solution that satisfies all involved parties on the table?
- How do we develop rules and how do we apply them?

It can be mentioned that this field at a first glance looks easy to work on, but there is several comments (which correlate with findings from project reports from other studies), that this field for children applies to be extremely sensitive as it deals with the personal experiences in family and close social environment.

Furthermore several answers from formal and non-formal education mentioned mobbing (bullying) in the context of school and elsewhere as central dimension in this regard.

A complex to orienting on **“us and society”** as third dimension explores the relation of children within in a group, draws lines to decision making in the context of society, state and administration. Based on CR, which are unanimously mentioned as cross-cutting issue the children bring together the concepts of rights and decision making, usually by questioning from local to global contexts.

- Are all people equal, do all people have the same rights
- Should children be listened to everywhere? What is participation? What is the social dimension of participation (in-exclusion, diversity)
- How can we be strong children? What are issues that affect us as children? What are issues that matter for us in our community (playgrounds, public bath/Lido, school ...)? Do we want to influence something in our community/school? How can we form alliances?
- On a rather abstract level there is the learning field of state / society democratic organization developed: How does our state function, how does state administration work? What is our town mayor doing, what does the prime minister/chancellor? How does decision making work? How can I involve in decision making in family, in school, in community, how to vote and

- why voting? Is a majority always right? What do you think is important in politics? What is democracy?
- What are rights? What rights do we have as children? What are Children's Rights?
- Why are rights not being followed? Where do I get help? Who supports me?
- Several answers emphasize that issues such as family, Children's Rights, war and peace, money, consumption, work/labour, sex, community, education for sustainable development, carbon footprint etc., refugees and asylum, religion and interreligious dialogue – some of them very abstract - are on the agenda to be deducted from the private "me" level towards their societal relation
- Learning (from) history is mentioned in several groups of answers: learning (our) history means in Germany (at least acc. to the answers given) to learn about national socialism and the holocaust, as well as about growing up in Nazi Germany. Both fields are strongly connected to learning about the situation of discrimination, racism, democracy and pluralism today and not to be understood as learning about historical topics.

Answers from all fields indicate that the connection between the application of Children's Rights and democracy in school are a field where special attention is paid.

- How can we have a say in school and how can our voice be heard in school?
- What is democracy in school, how does participation work in school?
- What is the role of elected people such as class speakers/school speakers, parent speakers?
- How do we elect teams in school?
- Mobbing?
- There is also more concrete tasks coming from democracy learning: a democratic learning environment is seen as giving momentum to learning to learn,
- What is public space? The toilet problem in school
- How do we decide on the next learning themes?
- Comparative methods try to find out how school works here and elsewhere, now and in former times,
- What does social equality and social just mean in a school context,
- Also there are several principles such as the regular class council lesson starting on from class 3, regular reports from the class speakers parliament,
- It is emphasized that leaning on and with the Children's Rights Convention opens a whole range of developing fields,
- Some answers mention very concrete learning aims such as counteracting gender stereotypes and xenophobia, learning about national socialism

It is emphasized that the task is not only related to work with the children, but the more difficult is the related teacher training and parents work. Here especially the community approaches of municipal children's offices seem to play an important role.

### How do practical learning settings concretely look like and what methods/material do you make use of?

The answers give an overview of a variety of learning settings that are specifically developed or adopted for work with children: Common to the answers: there are no standards that can be applied anywhere, most answers indicate that the projects/topics to be dealt with are highly dependent on the needs of the respective target group. There is a variety of materials and methods existing which can be used rather universally

- Future labs, group work, democracy labs,

- Identity based concepts (me – me you – us and society): Partner - interviews, Me- bags, spider webs, treasure boxes on CR, work on Children's Rights and creating Posters, developing CR street names for city maps, painting strength- silhouettes of children
- Simulation games that have a relation to municipal planning processes, child friendly community development
- Station learning with small democracy learning games
- Using the "Betzavta" or „anti-bias“ concepts as a democracy pedagogical tool,
- Joining of a municipal youth council
- Joining of an educational body internals office meeting
- Visit of a remembrance site (incl. preparation and debriefing)
- Project based learning: small fields and water – environmental learning with children
- Media related learning: using films as basis for discussion with children, producing short films, one shot movies explanatory films with kids
- Producing a CR book with children
- CR projects, CR project weeks
- Weekly class council and students parliament on from class 3/4
- Democratic decision making what game to play outside the school lessons (sic!)

Other answers describe rather open learning environments such as summer camps et al., which include a variety of educational offerings on CR issues or youth participation issues. Further several answers indicate there are certain concepts / systems applied, that follow a concrete conceptual logic such as

- Xpert CCS (xpert cultural communication skills, which enable for intercultural communication <https://www.xpert-ccs.de/Info/Default.aspx>)
- Demokratieführerschein <http://www.demokratiefuehrerschein.de/startseite.html>
- school conflict mediation projects such as the social emotional competence development program LUBO <http://www.jugend-gewalt-vorbeugen.de/projekte/sozialtraining-in-der-grundschule-lubo-aus-dem-all.html> or [buddy-net](http://www.buddy-net.de)
- Also already mentioned concepts like Betzavta and anti-bias programs which refer to an advanced ToT-system

An interesting finding is that all these systems apply for use in formal and non- formal learning settings as well as in community work and management. It is randomly reported these programs are made use of in structured ways (regular trainings, summer events etc.) and are applied regularly.

## 4. Success factors for educational practice

Reflecting on the conditions for successful educational practice the answers give remarks to several spheres:

### a) Infrastructure

Non formal education and municipal youth work both highlight the importance of an infrastructural sound back-up, however this can have several dimensions. There is answers that emphasize the general embedding of the educational setting of the provider in the frame of the specific youth work plan of the Länder, which can correlate with sound financial support. As well this can result in a physical infrastructure that makes work possible. An example for it is the mention of adequate meeting places in the close surrounding of the children's neighborhood, where activities can take place. On the municipal level this can also be the supporting structure such as a children participation plan for children participation in urban planning and development as well as in concrete political decision

making. Examples here: <http://www.kinderfreundliche-stadtgestaltung.de/vernetzung/uebersicht.php>, to mention the Berlin pilot in the city district of Weissensee <http://www.spielleitplanung-berlin.de/>(urban district planning process in Berlin build on the interests of children)

In case of political participation there is also the mention of projects like the voting projects U 18 (voting below age of 18) conducted by the DBJR/German Youth Council <http://www.u18.org/das-projekt-u18/> and ranging from Länder to EU level. The web based resource gives sound information for support structures that enable children to have their say.

Similar to these answers on infrastructure, answers from primary school and teacher trainings highlight the importance of a school development process, which can result in a functioning and soundly embedded concept of democratic school counseling, a functioning model of job shadowing for teachers on the issue of CR, an established concept of school councils /class councils, pilots in which schools participated to work out a Children's Rights concept, but also in development processes that integrate parents as actors in a democratic school development.

### b) Setting

Several answers give broad attention to the development of adequate learning settings:

Oriented on the target group of 8-12 agers education processes need to be adjusted: short step by step learning units need to be put in place, with easy understandable and to follow results. There is seen a need for intense group work and small group works, as well as for the design of the educational settings towards a **concrete product**. Both make the process to children accountable as they produce visible results. The need of **adequate time resources** is mentioned as a highly relevant factor. This applies to both parties involved the pedagogues as well as the children.

To work out soundly an adequate concept means to be able to spend time together, to develop a process oriented understanding of education that allows for deepening and intense discussions, as well as for adequate application in all educational processes. There is a conviction that the setting should not be seen as a narrow CE setting only but in fact implicates to be followed as cross cutting issue. To create educational approaches that enable the participants and the pedagogical staff to life participation in the educational process and beyond, are largely seen as key factor.

Answers from all fields mention that they also apply functioning educational packs such as talentCAMPUS ([www.talentcampus.de](http://www.talentcampus.de)), which are ready for use on non- formal learning settings in one week or such as the LUDO approach in school. At the same time it is mentioned that the learning process does not necessarily allow a one size fits all solution but depends highly on the group to work with, thus requiring a lot of flexibility and act accordingly to the momentum and the needs and talents of the children.

### c) Approach

Similar to the settings there is several answers on the educational approach that have an effect on success. All answers see as highly important to deduct the CE related learning process from the individual perspective of the child. Therefore answers recommend to largely make use of biographical, community, environment or local history educational based approaches that enable children to come from a "me" perspective to the rather abstract matters in society.

A variety of creative approaches, including crafting and arts/culture based processes (role play, theaters, movies...), are seen as key to make use of. Similarly the work with a variety of materials (e.g. pictures, books, games) is emphasized as relevant. Also it is recommended to make use of specific tools such as outdoor learning paths, residential learning, projects, out of school activities

(involving external learning places).

### d) Attitude

The answers especially from non-formal education communicate largely about the attitude and the competences a pedagogue should be equipped with: the educational persons should take children's interests and themes serious and be able to pay attention to children's matters. Thus they should be able to make use of experiential learning methods that are based on daily life experience of the children but as well reflect on the ability to bring in their experience as the accountable and credible trainers. CE with children is seen as a demanding task, which relies on experienced and professional trainers who work on eye level, while some answers mention that having a young trainer team (age 13-21) close to peer group experience also is of high importance. It is also seen as a pre-condition that the educational staff is willing to share power and let the children really take over the responsibility to take decisions within the educational setting.

There is only one participant from school who communicates that the attitude of the teacher towards participation of children is of high relevance.

Several answers mention that the preparation of a child adequate learning setting is highly demanding, for certain themes there is the mention of glossary backing up the staff in difficult questions, as well as the emphasize of sound resources that give teachers and educators guidance (teachers/educators guiding material).

## 5. Challenges for educational practice

The survey brings in several answers on possible barriers for any educational practice. They are related to several dimensions that affect the educational practice. Again it is interesting to find out that there is a lot of overlapping findings communicated from all affected sectors.

### a) Setting/educational format

There is the mention that education in "classical" formats/settings, such as inputs, discussions, plenary sessions do not work, instead there should be a high attention to a methodical variety and variable educational climate that supports multiple and easy entries.

"It should not be like school" is often communicated in the survey. In line with this, answers communicate that ex-cathedra teaching is seen as jeopardizing the process. Of high importance for the setting is credibility of the educational process: if at the end the "adults" try to take the conclusions and define the agenda again, the process of CE does not make sense and fails.

For school educational settings participants from all fields mention that a culture of HRE is in school still in need to be broadly implemented:

Participants claim unanimously that a CR based approach offers the key to learn on issues that matter political and in society – this especially as CR reduce the complexity of teaching subjects.

The task to create a winning/supportive educational format highly depends on the size of the group as well as on timing: there are group dynamics and varying abilities of the children for proper concentration.

Regards to the group process it is seen as highly difficult to manage success, if the groups inherently follow a competitive logic. Fun is very important, but if a competitive aspect comes in, it is seen as huge barrier.

### b) Resources

The second group of answers can be aligned to the dimension of resources / infrastructure.

**Financial support:** to conduct work on the issue of CE with children largely depends on financing. Here the project logic of NFE and non-school based providers sees the biggest and concrete barrier. Finances matter for all educational offers, but especially for cooperation with school it is seen crucial to be able to establish financial support schemes that help schools to involve regularly in CE in other than school learning environments.

**Human resources:** it is largely communicated that there is not enough staff working regularly in this field. This affects also the field of volunteering: there is a lack of volunteers to support the work of CE with children as trainers. And if there are volunteers it seems they have not enough time to engage in long term processes.

**Time:** There first seems to be consensus that CR still follows a short term pedagogical and project logic. To create lasting effects there is seen a strong need to create a sustainable educational frame that understands topics of CE as ongoing and life centered task. Second it is mentioned that already children lack time as they have too many competing learning and leisure time activities. This especially is seen as challenge for non-school based educational work. Corresponding to it there seems to be lack of time slots within the formal educational frame which makes the arrangement of adequate time for projects difficult.

**Location:** several times it is mentioned that children and organisations lack access to adequate places/locations they can use for their projects

### c) Children

CE with children aged 8-12 largely depends on the children themselves as they are both object and subjects on the educational process.

The answers highlight the educational process which highly is related to the perception of children within the process. The clear task for education is to integrate children based on their capacities, talents and capabilities. To establish and understand the educational process child centered means to accept that children are fully competent to understand "complex" political themes and challenges. Children can deal with almost every topic, as long as the educational setting is prepared and oriented towards the needs and of the children. Or to quote one participant: "academic history tuition is wrong."

In contrast a view of the educator/teacher on children of being not competent, or as beings outside the political and of big politics is communicated as central and basic barrier towards any successful CE process.

However one remark indicates that one should not take it for granted that all children want to make use of their rights to have their voice heard.

### d) The role of parents, families and surrounding social spheres/groups

The answers emphasize that one should be aware of variables that are not directly involved in the educational process but have an intervening or pre-defining character: as such the role of parents remains in the formation of the child's view on the world highly important. If parents have a negative perception on certain political and societal issues it regularly appears that children lead a discussion by proxy. Some examples given in the answers indicate sensitive issues such as

- a right-wing view on the world
- a lack of interest on social conditions in society
- generally strong social homogeneity of groups

The conditions/background daily life experience within family and parent house in general play an important role and need to be taken into account in any CE processes. Participation in daily life and in family often is contrary to the participation in educational settings be it school or out of school. These often sensitive dimensions need to be thought of and educators should be clear this can also be a demanding and challenging task on their work.

### e) Educational staff/teachers/pedagogues

The counterparts of the children involved in the educational process are the pedagogues. Regards to their role participants from all fields give important remarks:

#### *Hierarchy and professional capacity*

It is remarkable that most of the answers deal with the person of teachers: a first barrier for CE is that teachers are authorities because of school inherent hierarchies but not authorities based on special expertise. Also the expertise of pedagogues and teachers, who know less about Children's Rights than their school-children themselves, why at the same time rejecting their own learning needs in this field is seen as central difficulty. To use a quote: "The biggest challenges are the barriers in the minds of the colleagues": The professional capacity and dispositions of the educating staff is seen as a field which needs to be improved. Teaching and learning about CE requires a strong standing, reliability and commitment. Further it builds on self-reflection and empathy.

Similar according to answers from the level of teacher training vital barriers are a deeply rooted deficit-oriented teachers views on children (bad pupils), accompanied by a lack of trust in the capabilities of their pupils, which lead to the conclusion they better should not be involved in decision making etc.: in line with this go answers that emphasize a lack of estimation of children's capabilities to engage democratically in primary school: „When we started the democratic development process the colleagues insisted that democratic counselling and school development should start earliest in the secondary level“

#### *Learning educational process*

To understand CE as an ongoing learning and development process is a difficulty. Pedagogues and teachers who are not able to understand CE as process oriented work and who do not follow up on CE issues regularly create problems.

The CE learning process requires an inherent and understanding of democracy as an ongoing process. What has been achieved needs to be re- and re-discussed and recalled in subsequent educational processes.

Also the training of coworkers and colleagues in democratic school development or democratic governance of the provider requires time and attitude, which can be seen positive but also can create a rollback.

To understand the complexity of the process and to find out the benefits for better learning outcomes in all fields is a process which takes time, often years. Helpful can be positive external feedback to these processes. A central aim would be to create space for these external revisions and feedbacks strategically.

#### *Difficult topics*

On the topical level there is communicated a fear to enter "sensitive" learning fields such as national socialism, anti-Semitism, persecution of Jews in Nazi Germany. The same counts for the so-called learning about contemporary history and political societal sensitive issues, where is no adequate curricular frame and teaching obligation.

### e) Organisational level

Several participants target on the organizational back-up of the educational provider:

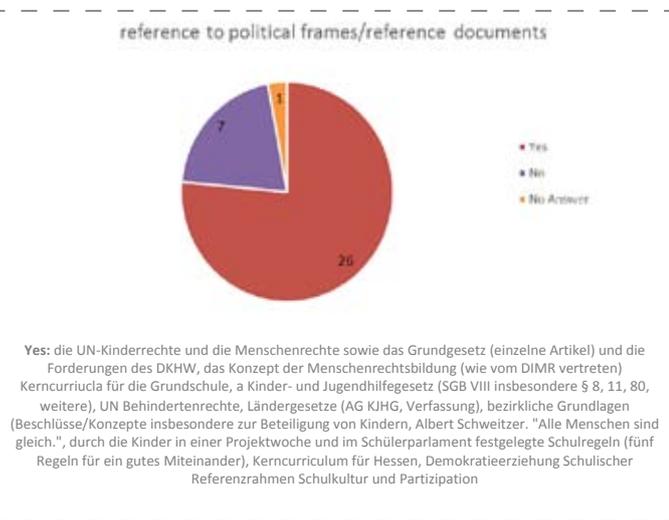
- For school there is communicated that CE in primary still lacks accompanying strategic school development policies/strategies, as there is in several of the Länder no mandatory time foreseen in lesson plans.
- Also for out of school educational organizations and NFE-providers face the challenge to create an organizational structure that enables a strategical development according to the needs of children and youth. This requires an ongoing adjusting-and-creating-organizational development plan.

### f) No challenges

There are 3 answers that clearly communicate there are no challenges and problems at all.

## 6. Conceptual and political reference/guidance

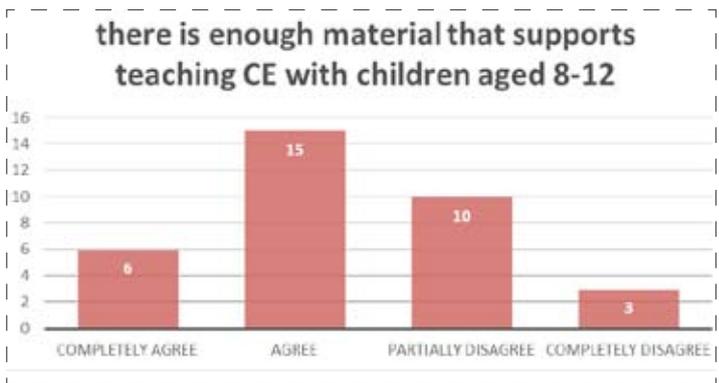
The survey intended to find out in how far educational work of CE with children is referring to scientific concepts as well as orienting itself towards political frames. The question was developed because of the fact of a widely fragmented landscape the question of CE with children aged 8-12 is facing in Germany: it is a question for formal education (school embedded in the respective logic of a federal context of federal educational systems), for non-formal education (youth organisations, providers of non-formal education and youth work), for social work and youth work on and between national and local /municipal levels. As such the respective foci and orientation horizons are myriad; in this regard it is interesting that there are common points of reference: 20 out of the 26 (77%) participants that answered yes to this question mentioned the UN-Children's Rights Convention as the framework to relate their work to.



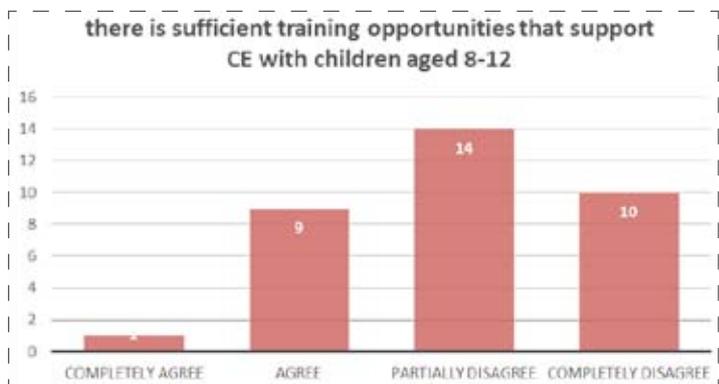
## 7. Resources and supporting structures

### Back up of educational work

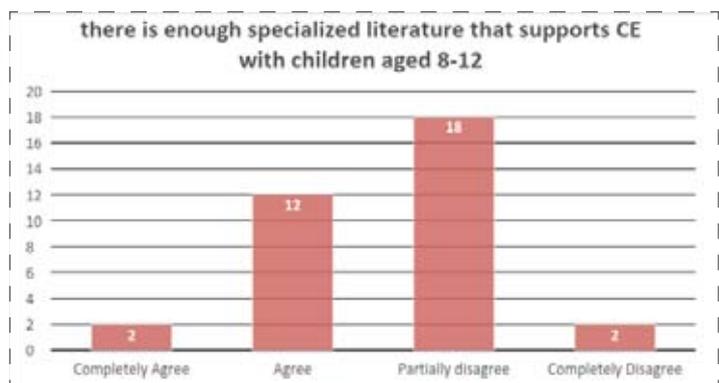
Several questions help to take stock on the dimension of supporting structures and resources that support CE.



Despite the fact that in the German contexts there is a lot of pedagogical material developed in all affected fields, there seems to be a lack of reach-out, resources and supporting mechanisms that enable for sound distribution.



In line with the difficulties providers report for financial backup of projects and the project logic of developing and working on CE issues, there seems to be space for improvement of professional training of trainers on CE with the age group 8-12. Of special importance could be that this need is communicated beyond the existing networks and infrastructures. Also it is defined as a common need that goes beyond the intrinsic logic of each working field.

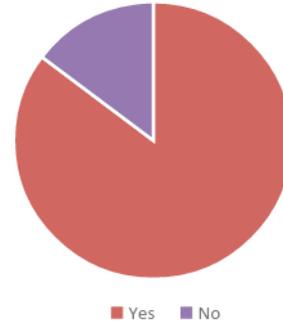


According to the key findings of the theoretical part Germany has a well-established academic debate and an ongoing research + editorial work on issues that affect CE with children. The practice view however still sees as lack of reach out or availability, which corresponds to our findings from the theoretical analysis.

## 8. Partners and networking

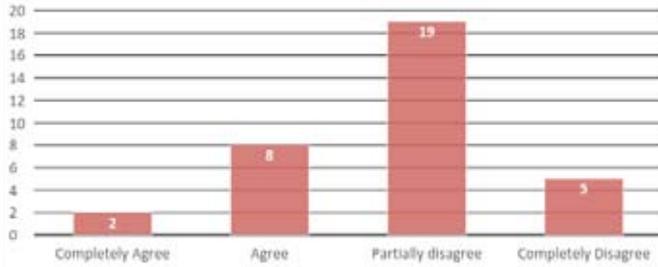
How is educational practice, youth work connected and does it make use of networking and partners?

do you work with partners (local-european, overarching formal-non-formal education context)



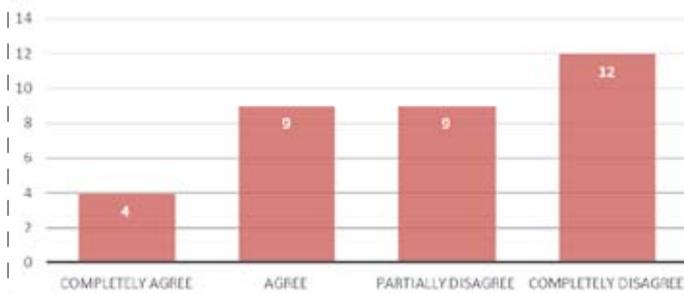
5/6 of the answers indicate that cooperating with partners is a vital part of CE with children aged 8-12. This indicates the importance to define the work as cross-cutting issue. However the correlation to the finding need of establishing better networking and exchange conditions (p 16) is astonishing.

there is enough networks and opportunities for networking, who support the professional debate on CE with children aged 8-12



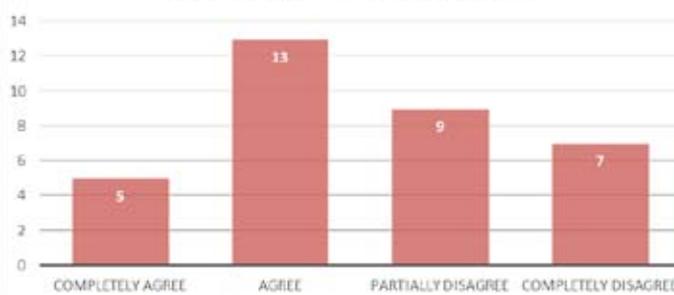
Despite the fact that several groups of providers of education and youth work actors already cooperate closely on the issue still there is seen space for improving the situation.

in the context of my work CE with children aged 8-12 is financially soundly backed



There is two main theses to derive from the participants answers: on one hand there is a soundly backed infrastructure (school?) that allows to work on the issue of CE with the target group. On the other hand there seems to be (one?) field that needs to make a lot of efforts to improve the situation. Also there seems to be vital fear of CE providers that the including a new target group can result in reduction of the overall available budget, as this will not be expanded.

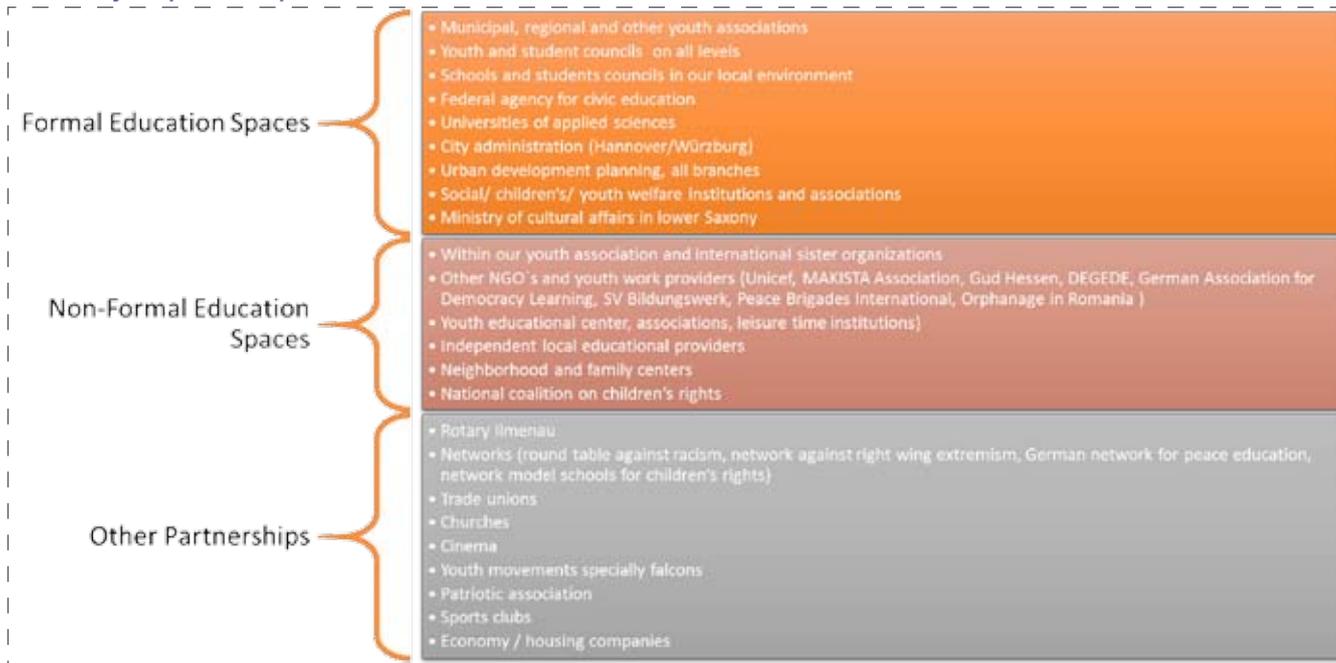
my academic background makes me feel well prepared for CE work with children aged 8-12



A large group of staff working in the field seems to be confident towards their education and feels well prepared and supported for working with the target group. On the other hand there is almost the same number of participants indicating that there is a lack of preparation which underlines the findings of urgent needs to better train pedagogues and to better equip teaching staff for this work.

Both groups of agreement/disagreement are of the same size.

## What are your partnerships?



### How does cooperation concretely look like?

A first finding is that partnership and cooperation happen on several levels and follow certain aims:

#### Project related cooperation and practical cooperation

A first aim of cooperation is cooperation as such, often also seen as value in itself. Meeting others and working with others on certain issues creates a common ground for experience and fosters partnerships as such. The cooperation is also of supportive character as it multiplies staff, facilities financial capacities

- With the central aim to realize cooperation and common projects and develop networks also with an international dimension
- Cooperation in reach out to the target group and in common development and realization organization of educational activities, common use of resources(i.e. Staff, facilities)
- To conduct Common educational activities common project work, common development of educational concepts, common development of teaching material, counselling
- Common activities with other branches/partners

#### Cross- sectoral cooperation

A second dimension of cooperation is cross sectoral cooperation: All answers indicate that they cooperate also with organisations from different levels to the own background of work, the cooperation have varying character such as

- cooperation between different educational branches with the aim to foster common planning and conducting of workshops for children
- Development of educational tools/materials common training of trainers – to apply the connection between theory and practice. Evidence based work and topic oriented work where expertise from different backgrounds is needed (e.g. intercultural learning etc.)
- Training of Trainers: to apply certain concepts and methodology, to foster the common understanding and discuss approaches. cooperation with organisations active on the national level to participate from their resources / expertise and create a space for networking,
- NFE providers and universities develop and conduct regularly teacher trainings
- Cooperation for common outreach to groups affected by CE

for children on all levels (steering committee, supporting structures, roundtables, support for parents etc., with the aim to foster the professional debate and raise the importance of the field

- Cooperation with different partners from the community level who are affected by Children's interests
- Also there is cooperation that works on a clear division of tasks for example an educational provider organizes a workshop/ project week for a school in a learning centre: The pedagogues of the provider are responsible for the development of the programs and content, the school (children and teacher) join in for the workshop.

#### Cooperation within the same field of work

A third dimension of answers emphasizes networking and collaborating in the intra-sectional dimension of educational work. I.e. cooperation happens within the working field of the provider's whether they are formal, non-formal, youth association or Youth work. The intra-sectional dimension refers to react on the needs:

- to share experience, practice and concepts,
- work together thus raising the expertise and commonly shape the profile of work
- exchange of material, ideas, knowledge and staff
- exchange of experience and common realization of trainings
- (One answer indicated that cooperation generally works: fine!)

Having a close look at the overview of answer one can deduct, that first of all cooperation between all levels of providers happen, thus confirming the thesis that the different working fields work on the same issue. At second glance there is named a few state actors / agencies that have a say in the field but did not reply to the questionnaire. Cooperation thus serves the aims to raise and develop a profile, develop capacity and share resources.

Identifying obstacles for partnerships on CE with children 8-12

Asked to communicate experiences with obstacles we can align the answers to 5 main categories. Interesting for these categories is that the dimensions of conceptual obstacles and internal partner's logic are only perceived from answer out of the field of school. The other 3 categories (capacity, time/resources, other) are communicated by all answers from the institutions

### Conceptual obstacles

A first mention is that CE is often misestimated by the partner, which results in the challenge of NFE providers to be very adaptable and flexible with their aims of CE towards the wishes of teachers and school classes. Also for NFE-school cooperation there is mentioned the obstacle that the context of school dominates all leisure time or voluntary offerings such as working groups (AG) leading to the result that children inherently follow school logics in any processes. The voluntary character of activities is not clear to the children as they think it's a mandatory offer.

Second there is the mention that teachers and providers of NFE have often very different ideas on the way how to work with children. Similarly is the mention that if the cooperation partners have no participative perception of their work children, (cc UNCRC 12/13/17...) things go simply wrong. A third obstacle relates to the perception of the educational process: it should be clear in a partnership that obligations arise from possible results of the children workshops, which need to be followed up. CE further requires the educators as well as the participants to be aware of the local / municipal contextualization (knowledge on municipal children and youth offices/ parliaments/ombudsman for children, etc., so concrete follow ups can be started.

As difficult characterized is the motivation of trainers who sometimes tend to follow their own interests in any educational process. There is on another level the mention that cooperation with right wing or even only conservative groups on the issue of CE with children is difficult to impossible to conduct.

### Capacity limits

There is a rather high threshold for organisational efforts to conduct effective networking on any partner level (horizontal, vertical). It is communicated that the efforts needed to establish practical network is quite high, also due to the fact that the involved working fields follow their inherent logic (annual plan, school year, scientific year, etc.). To create overarching frames which are not seen as extra burden remain a challenge.

On a second level the process of establishing CE with children as perceived useful by all partners involved is described as longitudinal task.

### Internal logic of partners

Again the out of school partners communicate several points:

- The structures and inherent rules of primary school are not necessarily supporting cooperation activities, as teachers have already quite a lot of obligations to follow besides conducting lessons. One needs to be highly aware that the not necessarily have the time to concentrate all the time on offerings of non-formal education
- It is perceived as problem that school as institution is too much concentrating on its inherent logic.
- A problem is as well if schools or parents do not support the CE process of NFE
- On the example of historical political education it is mentioned that CE of NFE providers is often seen as extra work, it is not included in the frame of curricula. Therefore it remains difficult for teachers to argue for extra time. Also the winning conditions for cooperation highly remain on the/each school's perception and attitude towards Human Rights Education (Menschenrechts bildung). Schools that basically do not give attention to participation and cooperation within their own mission, are highly critical to CR projects. There is a special entry developed from Anne Frank Zentrum Berlin, called "First Lesson Children's Rights"
- Some participants perceive schools due to their organizational structure as non- democratic but inherently authoritative

towards children, parents and extra-school partners

- Also certain community administrations are communicated to have an administrative perception of children instead of enabling them to create their free spaces. To develop towards a Children's Rights respecting community is communicated as a fear of any municipal authority."

### Lack of time/resources

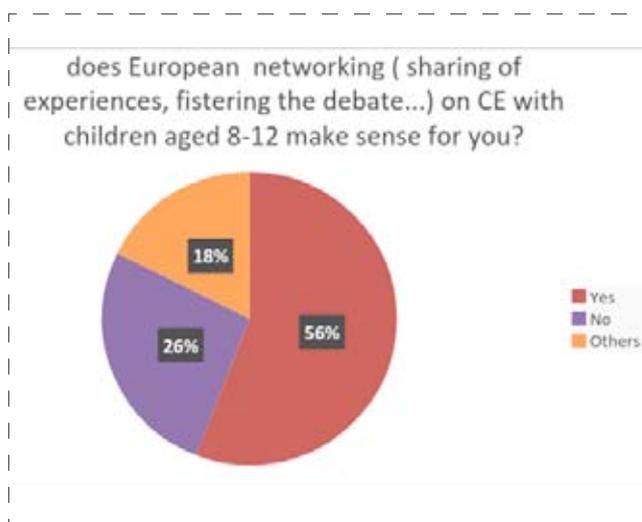
The **lack of financial support** is being identified as one central barrier in any educational field. Regards to resources there is also mentioned the lack of financial support delegated from the political level, despite the fact that all politicians appreciate the work with children.

Pressing seems to be also an overarching **lack of time**: the absence of time budgets for CE work with children is unanimously communicated from all answering working fields. It is mentioned that the latter is not only the concrete CE but the coordination tasks around. Insofar there are barriers that relate to time/staff resources as well as to the organizational capacity. This is especially mentioned from the field of school. There is a general lack of resources that seem widely to create obstacles towards any cooperation.

### No problems and other!

Last but not least shall be mentioned that 1/10 of the answers indicates they face no obstacles at all. Furthermore several answers mention the lack, the rare use of cooperation and the rather big efforts to start processes of cooperation in itself, as central barriers.

### Partnerships in a European dimension



European networking and exchange on CE with children aged 8-12 is seen as rather important. This is interesting as on the topics level Europe does not really play a role. So the deduction of CE as learning field works on the 2nd level, which means the experts and practitioners constant a need for professional exchange and discussion on topics of CE. They are perceived as issues that matter in society all over Europe, thus become European and a need for exchange and debate arises.

## 9. Indicators for successful institutional bak-up

Participants emphasize that within their institutions their work CE with children is appreciated, which is approved on several levels.

### Organizational dimension

Most of the answers communicate the effects and the embedding of their CE work on the organizational level: Cooperation Partners come regularly, likely and often to the institution (NFE provider) and ask for tailored offerings. It's said to be of high relevance for acceptance as provider of youth work in the local and regional community. On a meta- level there is corresponding acceptance on level of the involved local and municipal working groups and bodies, as well as from level of regional decision makers and from diverse political party-related groups. The town major generally invites us and the children to his office to discuss their issues and questions. Answers from all fields indicate that there is working time budgeted to CE work with children, as such CE with children is regular part of the work, organizational mission of the provider, embedded in the community development process of youth work, or within school.

Several organisations indicate there is a long tradition of CE work with children. To work with the children is perceived a normal business. There is no need to justify towards any other levels (board etc.). The perception of successful CR work as integral part of the educational mission of an institution leads to appreciation of the work. This counts especially for educational providers that belong to youth organisations. Appreciation can also be measured on the level of co-workers involvement: "All employees of our organizations are happy if the children join in". The leading level/board, staff regularly informs themselves on the work and the results of the CE work with children; within the organization there is growing openness and interest to work with the children.

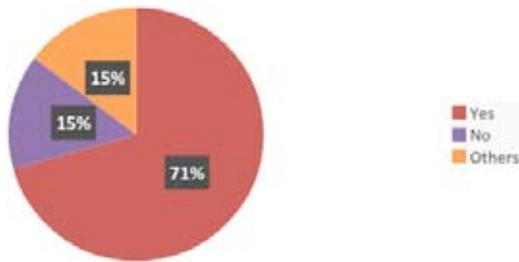
The answers from community youth work indicate that the grade of institutionalization, such as the creation of a fixed working place on municipal level on children participation, a trustful cross-sectoral cooperation with all resorts involved in municipal youth work and education, integration in daily work and priority on community level are core indicators for success and support. Also need to be mentioned

- The growth of demand for workshops within our city district and the growth of children led initiatives on political issues between 12-15 within our municipality
- A positive feedback from adults and form all parties involved (municipality, employers, schools)
- A fixed time budget and understanding and support from level of decision making for further trainings, extra time for preparation and follow up
- Regular reporting on our activities in media and on occasion of public events

Similarly answers from the primary school level indicate quite positive messages that underline the benefits of the processes once conducted:

- Schools have become a model school for CR, there is a close cooperation with counselling organisations and networks established (such as MAKISTA, buddy.e.V. see theoretical part).
- The CR topic is integrated in the school internal curriculum, there is extra hours for class speaker councils, the class speakers regularly report on school council issues during the lessons (time budget reserved).
- established evaluation, or further trainings of teachers are regularly supported
- The school headmaster and the school teacher's councils appreciate the work and regularly involve themselves on

does the development of European learning modules on CE with children aged 8-12 make sens for you and would you be interested to cooperate in their development?

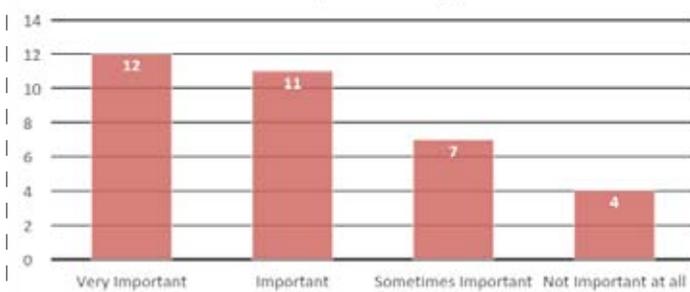


An interesting fact is that majority of participants indicates high interest in the use of European learning material. Also it is seen as positive to tackle the issue in a beyond-national level. On the other hand existing there is only a few European learning materials known by the practice (e.g. Compasito).

### Relevance

How relevant is CE with the age group 8-12 in the working field as well as in the respective institution?

how important is CE with children aged 8-12 in the context of your working field?



An eye-catcher is that regardless of the respective field of work, CE with children is seen by a majority of participants as an important issue for the working field as whole.

should there be paid more attention to CE with children aged 8-12 in the future?



Also within the own institutional context the CE is rather high to very high on the agenda, which can lead to the conclusion that once a professional occupation within the institution starts, CE with children remains an important working field and is perceived as such. For the further reach out and distribution of CE work with children this could optimistically lead to the interpretation that once started, CE with 8-12 agers is quickly integrated into the institutional mission/agenda.

various levels (time expertise, partners...). The time devoted to class councils, democracy projects etc. is regular working time, educational practice is communicated as example for good work. Especially the development process to democratic school governance is named as a tool to create wider and lasting benefits which also go beyond school life: "Democratic co-decision by students is widely accepted in our school; the pupils highly appreciate the CR orientation of our school, subsequently it's endorsed by parents and teachers".

- A highly positive feedback from external school inspection, installation of a staff infrastructure in form of coordinating teacher for regional CR work (involving other schools).

Short conclusion: CE is institutionalized and resources are provided.

### Personal dimension

There is several mentions of the personal dimension where educators working with Children on CE issues communicated an enrichment on the personal level: As person active in politics one educator is happy to see that children are motivated to have their say. There is a lot of positive feedback, energy and **satisfaction** educational staff gets out of the business: one personally enjoys a lot of fun from spending the time and working with the children, as they are very sensitive for fairness and CE related issues, they develop empathy and find often interesting solution that adults would not go for.

Also communicated is the rather absence of problems in the educational context with children.

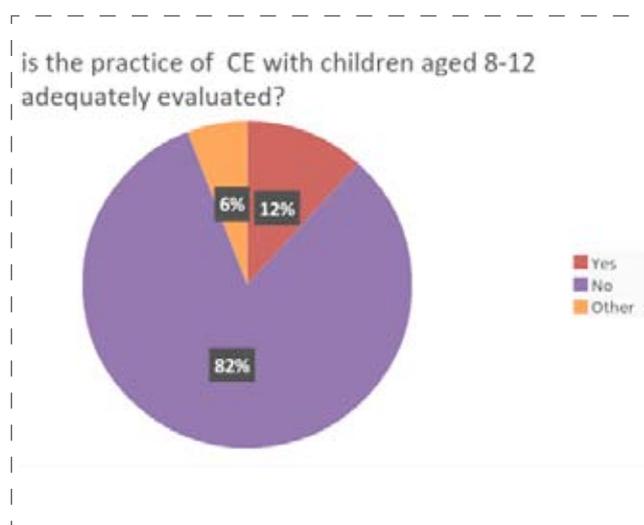
### Financial dimension

Indicators for success and for support within institutions are also to be found on the levels of finances. This can happen on various dimensions:

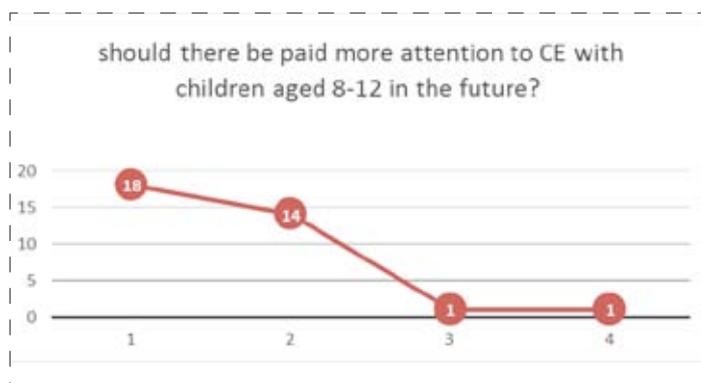
- The decision of an institution to regularly conduct CE with children and strategically integrate for CE with children in fundraising activities. The integration of CE with children in the organizational working mission of the provider (formal/ non-formal) also enables the leading structure of the organisation to take of sound financial and staff support. In some cases even money is not the problem even if the project is already beyond the level of external funding.
- Important funding institutions such as the EVZ, bpb that cooperate in other areas of work decide to support programs of individual providers

Nevertheless it needs to be stated that the financial situation remains difficult and the decision of any providers to integrate CE with children in the core mission does not automatically lead to the effect of more money coming in, as also to be seen on p. 17.

Having a look at the future development there is a strong message from practice arguing and calling for generally "more". This can be indicator of a general high motivation of the persons already working in the field, but also underlines from the educational practice that there is a quantitative large space of reach out and improvement. On the other hand this does not correlate with a lack of importance in the working field or within the institutions, so it can be read as broader demand.



Despite already existing academic research and relatively growing amount of literature backing the field, a need to better and adequate evaluation of the field of CE with children aged 8-12 is perceived as relevant. **More and better evaluation can lead to more recognition.**



(More 1 – less 4)

## 10. Conclusions / recommendations?

### Key Findings:

- Citizenship Education typically occurs in the form of a workshop/ seminar or a special project or in the form of learning units/lessons.
- mixed practices are commonly used for this topic.
- Co-decision and cooperation practices are widely used with children to foster participation
- CE ideally takes into account the full range of instruments to develop a CR friendly (learning) environment

There are several types of motivation/orientation that drive educators to engage in the topic of Citizenship education:

- Political Motivation
- Themes and Concepts
- Legal Frame/ Reference Instrument Orientated
- In the field of non-formal education political motivation factors seemed to be more prevalent. Nonetheless motivation and orientation towards realization of children's rights and the work on specific concepts/learning fields in Citizenship Education is shared equally among the groups of respondents.
- Citizenship Education is applied in settings provided by educational providers (formal, non-formal) and in other support structures in Youth work
- The use of systems and concepts that apply to Citizenship Education, are applied across the fields of formal and non-formal education as well as in community work and in management level settings.

The research suggested 4 areas that could be described as success factors for the appropriate implementation of Citizenship Education with children:

- Infrastructure: In both a financial and physical infrastructure manner
- Setting: Adequate learning environments
- Approach: Citizenship Education from an individual perspective of the child
- Attitude: The attitude and competences a pedagogue/ trainer should be equipped with

The research suggested 6 main challenges in the Citizenship Education practice:

- Setting/Educational Format: highly dependent on group size and time, process oriented
- Resources: Financial Support, Human Resources, Time and Location.
- Children: children are both the object and subject of the topic.
- The role of surrounding social spheres/groups: often conflicting points of view between Citizenship Education fundamentals and parents, family and social groups perceptions on political life.
- Educational Staff/Teachers/Pedagogues: Specifically the hierarchy and professional capacity, learning/educational process and difficult/sensitive topics.
- Organizational Support: organizational back up of the educational provider.
- When assessing the conceptual and political references 20 out of the 26 participants (77%) that responded yes to using a political reference/guidance mentioned using the UN convention Children's right as a framework, regardless of the working field
- Although generally agreeing that there are enough materials to support Citizenship Education for children 8-12 (62%), there

seems to be a lack of access to the material

- 71% didn't agree that there are enough training opportunities
- 59% understand that there is not enough specialized literature that support Citizenship Education and 71% understand that there is not enough networks and opportunities for networking that can support the professional debate on Citizenship Education issues.
- 62% of the respondents think that they do not receive adequate funding for their work on Citizenship Education.
- Nearly half of the participants (47%) stated that they don't feel confident about their academic background in regards to Citizenship Education work with children aged 8 - 12.
- Around 5/6 of the respondents indicated the use and importance of partnerships in conducting their Citizenship education work with children of the ages 8-12. However the participants state that there is a lack of institutional resources to adequately maintaining sustainable partnerships
- The research identified 4 challenges in using partnerships for Citizenship Education Work:
  - Conceptual Obstacles: The difference in understanding of Citizenship Education by intrinsic logic of working fields
  - Capacity Limits: The time and efforts needed to successfully engage in a partnerships
  - Internal Logic of partners: The aligning of agendas and structures of potential partners
  - Lack of time/resources: This creates obstacles towards any cooperation
- Although a large quantity of cross-sectoral partnerships exist and are seen as key for success, the professional debate remains within the logic of working fields
- 56% of the participants indicated that European networking (exchange of knowledge, experience among organizations and experts) is useful for Citizenship Education
- 70% indicated that it makes sense to have European level learning modules for Citizenship Education. However, existing European material remain widely undiscovered especially within the frame of formal education
- When assess about the relevance of Citizenship Education in the work of the participants 68% indicated that it was important and 74% mentioned that it was important for their employer ie educational institution.
- The research results helped identify 3 indicators for successful institutional backup
- Organizational Dimension: Support from all levels of management
- Personal Dimension:
- Financial Dimension: Financial support for Citizenship Education
- The research showed that there should be paid more attention to Citizenship Education with children ages 8-12 (88%) and a focus on developing better ways to evaluate the existing practice (82%).

## Recommendations:

- Creation of spaces for networking and the creation of solid partnership at a national level and EU level as well.
- resources enabling to professional development on all levels (personal, organisational)
- overcoming the logic of separated working fields with inherent field logics depends on the creation of interface institutions/ instruments on all levels
- Networking opportunities cross-sectoral and within each working field
- Creation of an overarching educational debate, that is utilizing the framework of Children’s Rights and Youth Participation
- Consensus on best practices: establish a collaborative approach of conducting work
- Capacity building of educational work: reaching out for common trainings and cross-sectoral reference instruments
- Capacity building within the working fields is of relevance to overcome the “archipelago islands” structure
- Special attention needs to be paid on the matter in the academic field which seems not to adequately prepare students for work on the issue
- Integration other surroundings - Family, - that largely affect the CE but are seldom included in the education process of children
- Further research on Citizenship Education that builds on today’s practice of the field and emphasizes on connecting the fields, evaluation as a process to advance the work.

# Citizenship education with children aged 8 - 12 in Austria

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Credits to the members of the Austrian National Consortium, who contributed to the compilation of data and information on citizenship education for this report: Thomas Hellmuth (University of Salzburg / Didactics of History and Citizenship Education), Gabriele Lener (Head of a primary school in Vienna), Philipp Mittnik (Center for Citizenship Education at the University College of Teacher Education, Vienna), Elisabeth Schaffelhofer García Marquez (Managing director of the National Coalition for Children's Rights in Austria, Workshop trainer for EDC/HRE), Sigrid Steininger (Austrian Federal Ministry of Education and Women's Affairs / Department Citizenship Education, Austrian coordinator for the Council of Europe's "Education for Democratic Citizenship and Human Rights" program), Erika Tiefenbacher (Head of a secondary school in Vienna)

## Conceptual research findings

### 1. History of citizenship education in Austria <sup>10</sup>

#### 1.1 Citizenship education after the Second World War

After the liberation from National Socialism by the Allied in 1945, Austria aimed to reinstall its educational orientation from before 1938. In contrast to Germany, where the Allied implemented programs of "reeducation" and "reorientation", the Moscow Declaration regarded Austria as the "first victim" of National Socialist expansion. Therefore, Austria was considered to be free to organize its educational system autonomously. For a short period after the war, some initiatives were set up by the "Federal Department for Public Enlightenment, Education and Cultural Affairs" to put a special emphasis on the significance of education for "democratic thinking" and to revise the curricula of subjects that were especially misused by National Socialist propaganda (e.g. languages, history, biology, philosophy, physical education). However, following the first elections and the building of a grand coalition, these attempts were no longer pursued and the discussion of the dimension of the penetration of National Socialist ideas within the educational system – as well as within the teaching staff – receded into the background for the years to follow. Citizenship education in these years was based on the "General ordinance on Civic Education"<sup>11</sup>, which put a special emphasis on the emotional attachment to the "native homeland", including one knowing its culture, respecting its symbols etc.

#### 1.2 Towards an education for democracy

Discussions and reforms within politics and higher education, as well as ongoing debates in civil society throughout the 1960s (e.g. Frankfurt School, student protests, the realization that other countries – especially Germany – were quite ahead in debates and developments concerning citizenship education) led to a gradual change in the direction of citizenship education in Austria. The following reforms included among others

- the implementation of the school subject "History and Social Studies – Geography and Economics" for Academic Secondary school, which should contribute to a "contemporary education of citizens" and to the development of "critical judgment" as well as "rationally guided decisions" about political, social and historical issues in 1970,
- the implementation of the subject "Citizenship Education" for Part-time vocational school/apprenticeship (Berufsschulen), replacing the former subject "State and Society Education" in 1976,
- the integration of citizenship education into several University Colleges of Teacher Education, starting with 1970,
- the establishment of a department for citizenship education within the Federal Ministry of Education in 1973.

Additionally, the Federal Ministry of Education started an initiative to implement a compulsory subject "Citizenship Education" for all types of school, which was met with considerable resistance from different sides (e.g. representatives of other school subjects, who feared to lose lesson-time; various parties that suspected that teachers could use the subject to indoctrinate students with their political views). Since the revision of "relevant educational issues" demanded a two-third majority within the National Assembly, it was obvious that the legislative proposal would not pass the parliament. Thus, the department of citizenship education within the Federal Ministry of Education developed a draft that suggested installing citizenship education as a cross-curricular educational principle for all types of schools and every level. The draft of the general ordinance marked a significant break in contrast to former documents on citizenship education, as it put emphasis on learning "democracy" instead of learning about "the state". It took nearly three years, until – after the discussion and revision by different interest groups and through a party committee – the Minister of Education published the final version of the general ordinance in 1978. Whereas the final version lacks quite some aspects that were suggested in the draft version of the general ordinance (e.g. a special emphasis on the methods of teaching, or "democratic teaching"), the achieved compromise initiated a shift towards a much broader understanding of citizenship education in Austria.

### 2. Implementation of citizenship education in the school system

#### 2.1 Citizenship Education as a Cross-curricular Educational Principle – General Ordinance

The General Ordinance on the Cross-curricular Educational Principle of Citizenship Education (Grundsatzlerlass Politische Bildung) must be considered at all school types, each level and every subject. The general ordinance was first introduced in 1978 and republished in a revised and updated version in 2015 by the Ministry of Education<sup>12</sup>. Being a crosscutting issue, every teacher is encouraged to teach citizenship education – even at primary level and independently of the subject, he/she teaches. According to the educational principle, major goals of citizenship education in school are that citizenship education <sup>13</sup>

- offers an important contribution to the stability and development of democracy and human rights;
- empowers individuals to recognize social structures, power relationships and the potential for further development, and to examine underlying interests and values, as well as to evaluate and to change them if need be in terms of their own opinions;
- demonstrates democratic means of participation on all social and political levels and enables individuals to take an active part as individuals, as members of social groups, or as a part

- of society;
- promotes an interest in social issues and the readiness to participate in political life in order to advocate one's own interests, the concerns of others, and matters of general welfare;
- addresses fundamental political questions, e.g. the legitimization of political power and its control, a just distribution of resources, a responsible and resource-friendly approach to nature and the environment, the equality of political rights, etc.;
- enables individuals to recognize, understand and evaluate different political concepts and alternatives, and leads to a critical and reflected engagement with one's own values and the political beliefs of others;
- is based on democratic principles and values such as peace, freedom, equality, justice and solidarity; in this context, overcoming prejudice, stereotypes, racism, xenophobia and antisemitism as well as sexism and homophobia is a specific aim;
- highlights the role of Austria in Europe and globally, and communicates an understanding of existential and global relationships and problems of humanity;
- shows that a just order of peace and a fair distribution of resources are necessary for humanity's survival, and that these demand a global, concerted effort, but also need to be understood as a personal obligation.

The general ordinance also stresses the importance of competences with regard to citizenship education: expert knowledge, methodological competence, competence in judgement and agency<sup>14</sup>. Competency-based teaching and learning should therefore promote an interest in political events and the willingness to actively participate in politics through concrete experience. According to the general ordinance, citizenship education should also enable students to critically evaluate the opinions of others and the media presentation of content, and (...) to (responsibly and) consciously deal with the new media in particular. School democracy and a democratic school governance are considered to be essential for fostering citizenship education: School should be a place of democratic action as an everyday practice. This allows children and young people to experience at an early age that they not only have a right to participate, but also that each and every individual can bring about change through active commitment. The general ordinance also discusses the requirements for teachers with regard to citizenship education, e.g. controversy imperative, prohibition of indoctrination and supporting students in forming independent judgements. Subsequently, the educational principle sets the standard for various curricula of school subjects with regard to citizenship education (see below).

## 2.2 Citizenship education within the curricula of different school subjects

The Austrian school system offers a variety of school types with different focuses, especially in upper secondary level (e.g. Secondary technical and vocational schools). Hence, there is a range of various curricula with regard to citizenship education. As mentioned above, besides part-time vocational school/apprenticeship no other type of school offers citizenship education as an exclusive compulsory subject. In primary school the subject "General and Social Studies" (Sachunterricht) most notably offers multiple possibilities to integrate citizenship education (e.g. "experiencing community", intercultural learning, getting to know the local community<sup>15</sup>. In lower secondary level, citizenship education is implemented as the subject "History, Social Studies and Citizenship Education"<sup>16</sup>. In upper secondary level, citizenship education is taught in com-

ination with other subjects as well (e.g. "History, Social Studies and Citizenship Education"<sup>17</sup>, "Citizenship Education and Law", "Citizenship Education and Contemporary History", "Geography, History and Citizenship Education"<sup>18</sup>). Accordingly, the amount of hours dedicated to citizenship education within these combined subjects differs a lot.

All curricula of citizenship education cover topics like democracy, human rights, equity and justice, cultural diversity, tolerance and anti-discrimination, the political system, the functioning of international institutions and confederations, the role of the European Union, the process of the European integration, European citizenship and European economy.

In addition, topics such as the Austrian economy, Austrian social politics as well as information about the process of globalization are tackled throughout various curricula. Regarding the teaching methods, teachers are relatively free to choose their teaching approaches and methods themselves. However, the curricula contain some examples, which methods and approaches teachers could use regarding different learning areas. The Austrian Ministry of Education also released a general ordinance on project-centered forms of teaching (Grundsatzrlass zum Projektunterricht), which applies to all levels of education. It contains many objectives in line with citizenship education, e.g. independent learning, cultivating open-mindedness, developing communicative and cooperative competencies and conflict-cultures etc.<sup>19</sup>

## 2.3 Citizenship education and teacher education/training

Corresponding to the diversity of school subjects and school types, teacher training in the framework of citizenship education can also be considered to be quite diverse. Additionally, primary and lower secondary level schoolteachers – besides teachers of Academic secondary school in lower level – used to attend University Colleges of Teacher Education, whereas prospective teachers of Academic secondary schools graduated from universities. Starting with the school year 2015/2016, a new law on teacher training aims at improving the standardization of education for schoolteachers as well as emphasizing a close cooperation of University Colleges of Teacher Education with universities.<sup>20</sup> Concerning in-service teacher training there also exists a variety of workshops and trainings on topics with regard to citizenship education offered by colleges, universities and other educational institutions as well as non-governmental organizations that focus on specific topics.

## 3. Major reforms and recommendations

### 3.1 The Democracy Initiative (2007/2008)

In line with the Austrian election reform in 2007, the voting age for young people was lowered from 18 to 16 years. A so-called "Democracy Initiative" – launched by the Federal Ministry of Education and the Federal Ministry of Science and Research – accompanied the reform.

The initiative included several measures with regard to citizenship education, such as an awareness raising campaign empowering first-time voters. A project fund supported innovative school projects fostering "learning and living democracy" (e.g. the setting up of a student's parliament; meetings with politicians, holocaust survivors, asylum seekers or representatives of various religions; projects focusing on intercultural dialog or equal opportunities). Another contribution to the initiative was the establishment of a new department for the teaching of citizenship education at the University of Vienna.

The implementation of "Citizenship Education" as part of a new combined school subject "History, Social Studies and Citizenship Education", starting in grade 8, was another contribution to the "Democracy Initiative". Along with the new subject, the "Com-

petency Model for citizenship education" was introduced, aiming at enabling young people's integration into political life without third-party guidance.<sup>21</sup>

### 3.2 The Competency Model for citizenship education (2008)

The aim of the model is to strengthen competence-oriented teaching and learning in order to support active citizenship and to encourage young people to get actively involved in democracy and society as a whole. The model – developed by a group of experts in line with the "Democracy Initiative" of the Austrian Government in 2008 – wants to impart the following competencies: expert knowledge, methodological competence, competence in judgement and agency. The primal objective is not the acquisition of the broadest possible range of knowledge, but the development of competencies. Students are encouraged to develop abilities and the willingness to find solutions to problems independently. The learning activities should therefore be closely linked to the lives and experiences of the students themselves. Another requirement of competence-oriented teaching is that these competencies should be acquired by means of examples of content. The specific working knowledge necessary for this, however, will not dominate the learning process, but will rather have an instrumental character<sup>22</sup>.

### 3.3 The new curriculum on "History, Social Studies and Citizenship Education" (2015)

In line with the two previously mentioned reforms, the Federal Ministry of Education published a draft of a new curriculum for the subject "History, Social Studies and Citizenship Education" for grade 6 to grade 8 in August 2015. Within a pilot phase in school year 2015/2016, the new curriculum and its implementation will be tested and evaluated.

The curriculum is based on nine "modules" for each grade that are dedicated to "historical education", "historical-political education" and "citizenship education". Two of the modules for each school year focus specifically on citizenship education<sup>23</sup> with the aim to foster a reflective and (self)-reflexive awareness of history and politics. Again, the curriculum puts an emphasis on competencies as well as on „basic terms and concepts“ in citizenship education, such as power, norms, diversity, perspective, distribution, scope of action or communication<sup>24</sup>. In contrast to former curricula, the new curriculum leaves the chronological order aside and focuses on a longitudinal as well as on a cross-sectional analysis with regard to history, politics and citizenship education<sup>25</sup>. Relevant spheres of politics covered by the new curriculum are the constitution and political institutions (formal dimension = "polity"), goals and functions of politics as well as competing interests and ideologies (content = "policy") and the process of the implementation of political ideas as well as political conflict resolution and consensus building (process-related dimension = "politics"). The modules for citizenship education focus on the following core areas: possibilities for political action; laws, rules and values; identities (e.g. identity formation, self-conception and external perception, national and European identity formation); elections and voting; political participation; media and political communication<sup>26</sup>.

### 3.4 Ongoing Debates and Recommendations<sup>27</sup>

The most frequent discussion regards the implementation of a separate subject "Citizenship Education" in schools in all school types. Throughout the years, several initiatives by special interest groups, non-governmental organizations, youth representations and political parties addressed the need for an exclusive compulsory subject. The proponents also expect that the implementation of the separate subject would have a positive impact on teacher training, by facilitating more standardized and consistent contents

within teacher training courses. Most of these initiatives demand a separate subject in addition to the already existing cross-curricular educational principle and stress the fact that citizenship education is (only) one of several other cross-curricular educational principles (such as health education, reading competencies, vocational orientation, consumer education, media literacy, gender equality etc.) that compete for being taken into account at school<sup>28</sup>.

Another debate in recent years regarded the discontinuance of the department for the teaching of citizenship education at the University of Vienna that was implemented with financial support of the federal government within the "Democracy Initiative" in 2008.

The University of Vienna did not reoccupy the professorship after the first period expired in 2011. Following continuous critique and negotiations, in 2014 the position was called for tender again and the university is currently assessing the applicants for the head of the department<sup>29</sup>.

The International Civic and Citizenship Study (ICCS), carried out in 2009, contained a special module designed for analyzing the Austrian educational context with a special emphasis on school democracy, student participation and student's attitudes towards politics as well as the development of competencies for active citizenship. The results illustrated a special phenomenon regarding the Austrian educational system that can be observed in other contexts as well: When analyzing the self-assessment as well as the performance of students concerning their abilities and knowledge with regard to citizenship education, the study revealed a very broad range between high performers and low performers. More than 40 % of the students were subsumed in the group of low performers, a particularly high rate in comparison to other western European countries. One explanation may be found within the diverse Austrian school system, with different types of schools for compulsory education even at lower secondary level that influences student's educational pathways from early on<sup>30</sup>.

In 2014 a study initiated by the Centre for Citizenship Education, located at the University College of Teacher Education in Vienna, and the Chamber of Labour assessed the attitudes, approaches and needs of about 500 primary and lower secondary level teachers in Vienna. The results of the study show that teachers differ quite a lot in their approach to citizenship education according to a) their own level of political interest and involvement and b) the teacher training they received during their studies. The authors recommend that in-service teacher training should take into account the different starting positions and previous knowledge of teachers and offer the courses accordingly. In order to address these varying levels of knowledge, another recommendation demands for a standardization of teacher training for prospective teachers that provides them with the required competences, knowledge and methods in order to feel confident to teach citizenship education<sup>31</sup>.

## 4. (Formal) Participation of young people in Austria

### 4.1 Representation of young citizens

Currently, out of 183 representatives within the National Assembly only eight are younger than 30 years (4,4 %). The average member of the parliament is 50 years old<sup>32</sup>. When examining the parliaments of the nine provinces, in 2009 again only eight out of 448 members were younger than 30 years (1,8 %) <sup>33</sup>. When analyzing municipal councils, young people up to the age of 30 are represented slightly better, accounting to 6,6 % in 2012. As young people in Austria account for 18,8 % of the population, they are clearly underrepresented within (formal) politics<sup>34</sup>.

#### 4.2 Participation of young people in elections

As already mentioned above, Austria lowered the active voting age for young people from 18 to 16 years in 2007. Following the reform, several studies closely monitored the group of young first-time voters. While in 2008 – the first national elections following the reform – the participation rate of young voters was quite similar to other age groups, in 2013 the participation rate of 16 to 18 year-olds at 63 % dropped clearly below the overall participation rate of 75 %. According to the authors of one post-election study, one main reason for the decline is that politicians as well as educational institutions offered a lot of information and support for young people ahead of the elections in 2008. Because of that, young people felt well informed and taken seriously regarding the national elections in 2008. Five years later, in 2013, there was no special effort with regard to first time and young voters and thus, the participation rate fell <sup>35</sup>.

## Empirical study

Maria Haupt and Elisabeth Turek (polis – The Austrian Centre for Citizenship Education in Schools), [www.politik-lernen.at](http://www.politik-lernen.at)

**Credits to** the members of the Austrian National Consortium, who contributed to the compilation of data and information on citizenship education for this report: Thomas Hellmuth (University of Salzburg / Didactics of History and Citizenship Education), Gabriele Lener (Head of a primary school in Vienna), Philipp Mitnik (Center for Citizenship Education at the University College of Teacher Education, Vienna), Elisabeth Schaffelhofer García Marquez (Managing director of the National Coalition for Children's Rights in Austria, Workshop trainer for EDC/HRE), Sigrid Steininger (Austrian Federal Ministry of Education and Women's Affairs / Department Citizenship Education, Austrian coordinator for the Council of Europe's "Education for Democratic Citizenship and Human Rights" program), Erika Tiefenbacher (Head of a secondary school in Vienna).

Period of Investigation: March and April 2015

\*Direct quotations in italics

### PART I:

#### Investigation on Citizenship Education (CE) in Austria

#### Participants:

45 teachers and heads of school (grade 1 to grade 12)

#### Method:

online survey and paper questionnaire

(34 questionnaires were answered online, 11 paper versions)

#### Online survey:

[www.socisurvey.de/engage/](http://www.socisurvey.de/engage/)

#### Topics:

general information / understanding of Citizenship Education (CE) / obstacles in teaching CE / challenges / shortcomings / training and in-service education / material and methods, positive examples/wishes/needs

## 1. General information

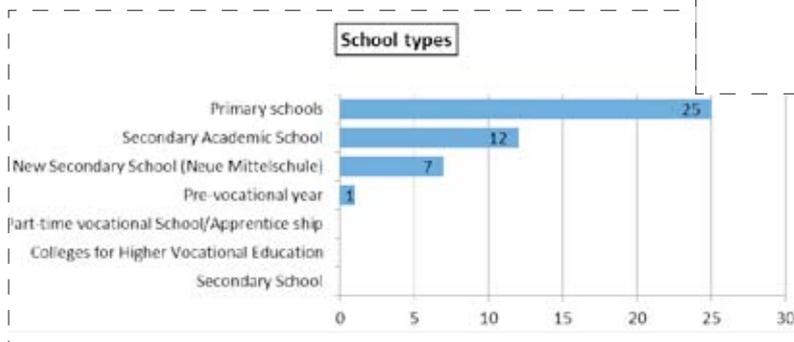
### 1.1. Sex of participants

Female 38

Male 7

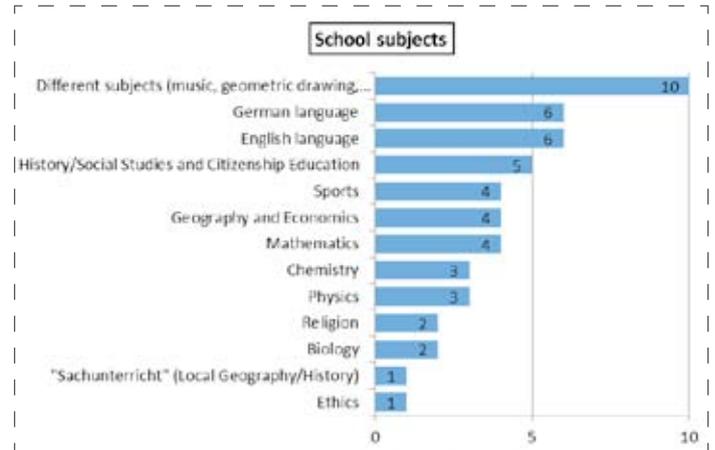
The distribution of men and women in this survey represents the proportioning of sex within the Austrian school system, illustrating a majority of female educators (approx. 70 % female educators in general education system). In Austrian Primary School women were even accounting for over 90 % of educators in 2013/2014 (see: *Statistiken im Bereich Schule und Erwachsenenbildung in Österreich: Zahlenspiegel 2014, BMBF*)

### 1.2. School types the participants work in (grade 1 to grade 12)



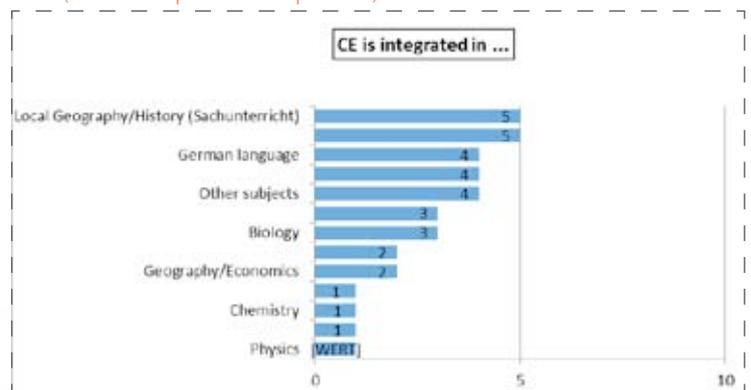
25 of the participants teach in Primary School, 12 in Secondary Academic School (grade 5 to 12), 7 in the New Secondary School (grade 5 to 8) and one in the so-called „Pre-vocational year“ (grade 9, one year, after finishing (New) Secondary School).

### 1.3. Range of subjects (grade 5 to 12) taught by participants (note: multiple answers possible)



The participants in this survey teach a broad range of school subjects. Most of the Primary School respondents did not mention specific categories of subjects, they are teaching at school, as they teach a variety of subjects in their class.

### 1.4. Subjects in which content of CE is integrated by the participants (note: multiple answers possible)

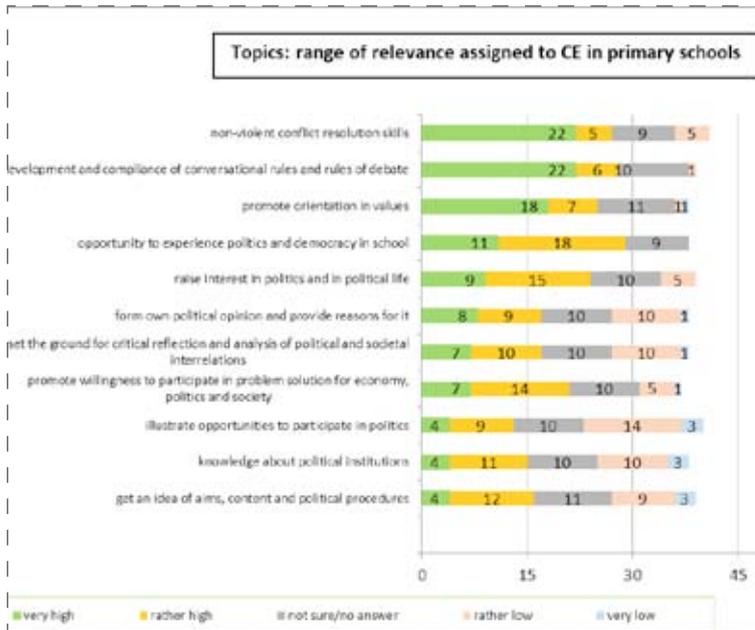


CE is not only affiliated with one specific subject (e.g. History/Social Studies and CE). Remarkably, teachers also integrate CE into subjects like Mathematics, Chemistry and Physics, which potentially allows conclusions regarding the importance of the crosscurricular integrated principle of CE in Austria.

## 2. Understanding of CE

### 2.1. Primary Schools: Topics of CE which are important for Primary Schools

Which significance do you assign to the promotion of the following aspects? (72)



Note: In the questionnaire teachers were asked to answer question 2.1. and 2.2. according to the school type they worked in. This accounts for the rates of non-answers in these sections.

#### Top 3 („very high” + „rather high”)

- opportunity to experience politics and democracy in school (29)
- development of and compliance with conversational rules and rules of debate (28)
- non-violent conflict resolution skills (27)

#### Category “Other” (8 entries)

- media consumption / dealing with media (including internet) / media education (3)
- gender-sensitive education / awareness for differences with regard to gender and opportunities for reflection and for change
- provide a safe space for articulation of opinions
- environmental protection
- separate subject CE in primary school
- to question norms and boundaries

#### Which are the 3 most important aspects in Primary School?

(note: apart from the categories stated in the table)

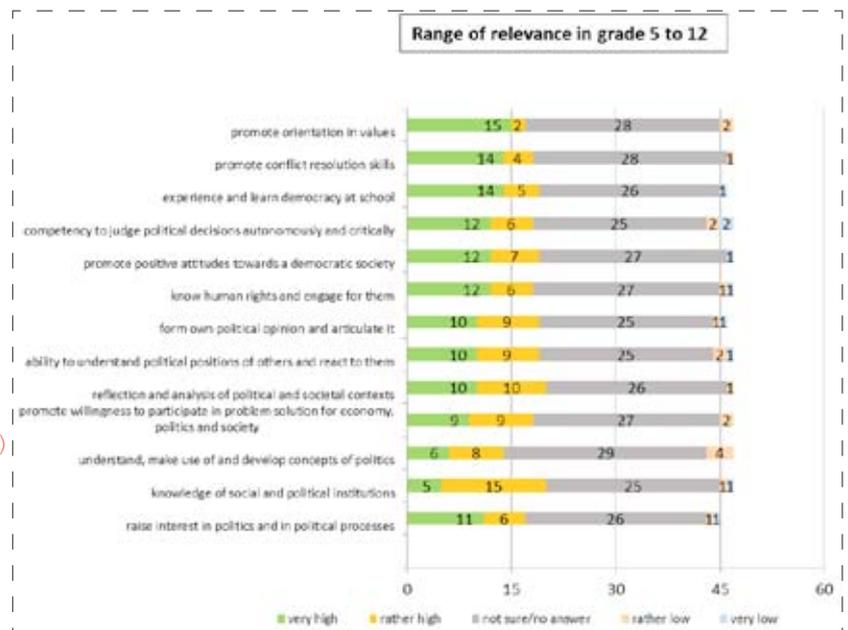
- value orientation in terms of self esteem and respect for others
- personality, school environment, private environment
- requirements for living together
- economic, political and societal correlations
- justify own political opinion
- participation (in economics, politics and society)
- ability for criticism
- to keep rules

Rules (of debate), conflict resolution and values are considered to be important by the respondents in primary education. Participation is also stressed to be important for younger students, especially on a small-scale level within school, rather than in “political institu-

tions” and “politics”. The development of a well-founded political opinion is not considered as a primal goal of CE in primary education, whereas the vast majority of the participants think that this competence should be promoted by CE in secondary education (see following table 2.2.).

### 2.2 Grade 5 to 12: Topics of CE which are relevant

Which significance do you assign to the promotion of the following aspects?



Note: In the questionnaire teachers were asked to answer question 2.1. and 2.2. according to the school type they worked in. This accounts for the rates of non-answers in these sections.

#### Top 3 (“very high” + “rather high”)

- reflection and analysis of political and societal contexts (20, ex aequo)
- knowledge of social and political institutions (20, ex aequo)

- experience and learn democracy at school (19, ex aequo)
- promote positive attitudes towards a democratic society (19, ex aequo)
- form own political opinion and articulate it (19, ex aequo)
- ability to understand political positions of others and react to it (19, ex aequo)

- promote conflict resolution skills (18, ex aequo)
- competency to judge political decisions autonomously and critically (18, ex aequo)
- know human rights and engage for them (18, ex aequo)
- promote willingness to participate in problem solution for economy, politics and society (18, ex aequo)

#### Category "Other" (7 entries)

- sensitivity for diversity
- media education
- collaboration of schools and non-formal institutions
- create spaces for encounters (contemporary witnesses)
- formulate own political positions and argue
- criticism of media
- dialogue with other cultures and religions

The table for Secondary School shows much less variation than the results for Primary School. Everything seems to be "equally important"; hardly any items were voted as "less" or "not important" for CE by the respondents, which means that a variety of requirements and responsibilities are assigned to CE in secondary education. The additional comments also show that media education is considered to be important in primary education as well as in secondary education by quite a few participants.

- "disagree")
- curriculum leaves no time for CE (11, ex aequo) (note: at the same time 12 respondents stated that they would "rather disagree" or "disagree")
- CE could be used to promote political parties (11, ex aequo) (note: at the same time 13 respondents stated that they would "rather disagree" or "disagree")

#### Category "Other" (7 entries)

- It is important to enhance the education of teachers (4)
- *Each kind of acting is political!*
- *Political parties have no business at all in education.*
- Teachers have no interest to do in-service training in their free time.

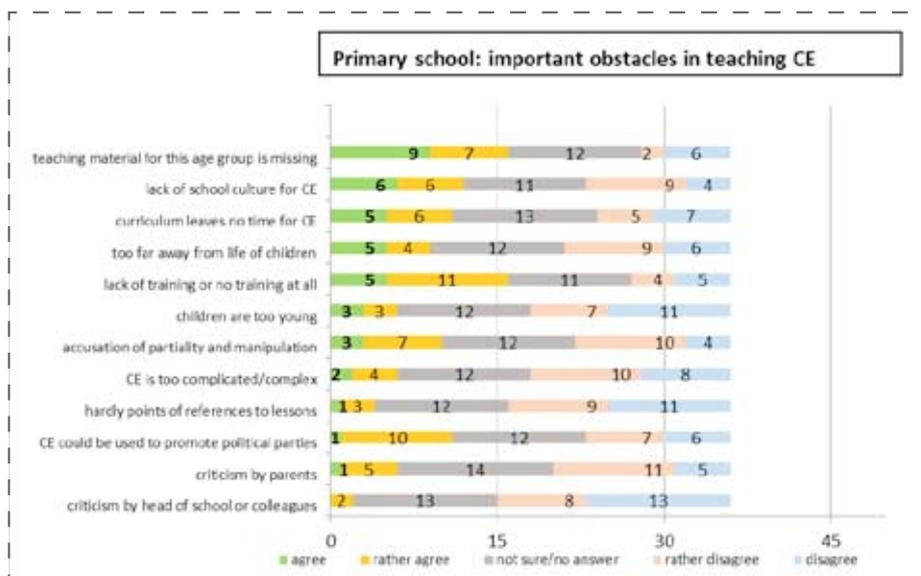
#### Which are the 3 most important obstacles for CE in Primary School?

- (note: apart from the categories stated in the table)
- lack of interest (note: of students)
  - general lack of interest / relevance among colleagues with regard to CE
  - CE is perceived as too complex and this leads to keeping people stupid
  - methodical deficits in dealing with complex structures
  - overload of curricula
  - manipulation of political convictions
  - lack of in-service training
  - lack of willingness of teachers in teaching CE

Lack of training and lack of material seem to be important obstacles for primary education teachers when integrating CE into their practice. About twice as much of the participants stated that these aspects hamper their teaching. Overall, the respondents don't think that CE is too "complicated/complex" or "far away" for younger students. Also the fear of criticism by parents, colleagues and heads of school doesn't seem to be distinctive.

### 3. Most important obstacles in teaching CE

#### 3.1. Most important obstacles in primary school

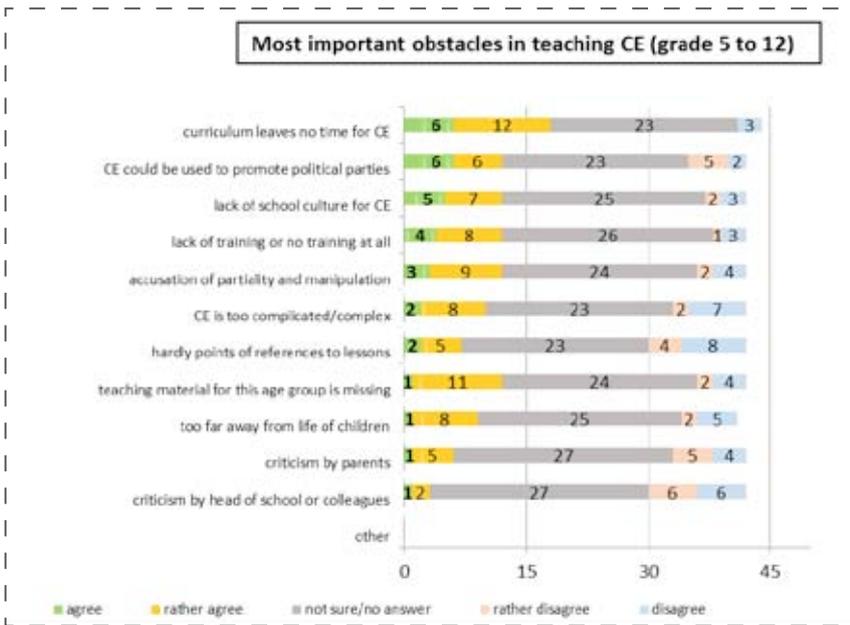


Note: In the questionnaire teachers were asked to answer question 3.1. and 3.2. according to the school type they worked in. This accounts for the rates of non-answers in these sections.

#### Top 3 ("agree" + "rather agree")

- teaching material for this age group is missing (16, ex aequo)
- lack of training or no training at all (16, ex aequo)
- lack of school culture for CE (12) (note: at the same time 13 respondents stated that they would "rather disagree" or

### 3.2 Most important obstacles in schools grade 5 to 12



Note: In the questionnaire teachers were asked to answer question 3.1. and 3.2. according to the school type they worked in. This accounts for the rates of non-answers in these sections.

#### Top 3 (“agree” + “rather agree”)

- curriculum leaves no time for CE (18)
- CE could be used to promote political parties (12, ex aequo)
- lack of school culture for CE (12, ex aequo)
- lack of training or no training at all (12, ex aequo)
- accusations of partiality and manipulation (12, ex aequo)
- teaching material for this age group is missing (12, ex aequo)
- CE is too complicated/complex (10) (note: at the same time 9 respondents stated that they would “rather disagree” or “disagree”)

#### Category “Other”

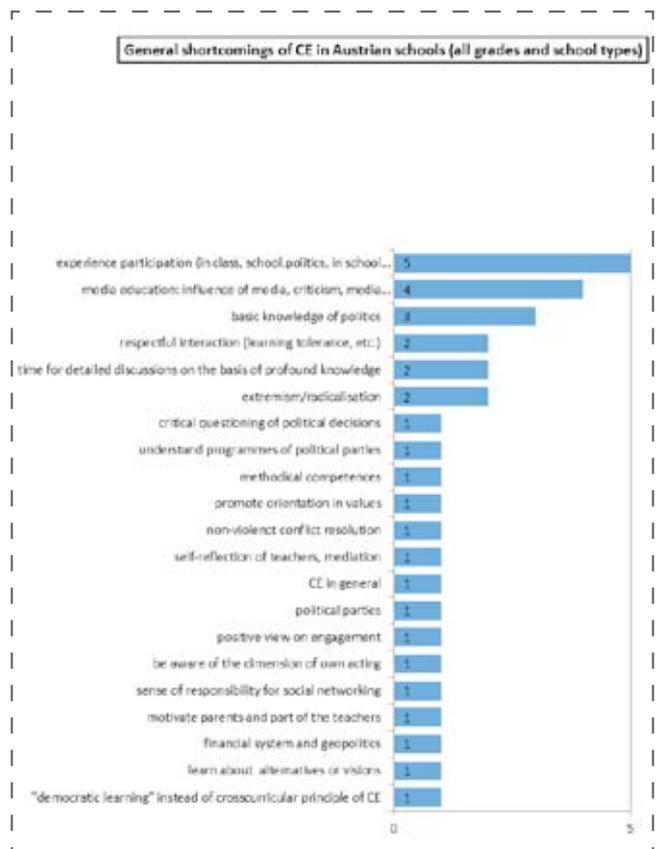
- lack of interest of students (2x)
- lack of funds for education
- CE is no separate subject, cross-curricular principle plays an insufficient role
- there is also a lack of time for media education

Not enough time for integrating topics related to CE into their lessons is considered an important obstacle by the respondents of Secondary School. Twice as much of the participants stated that there is a lack of teaching material with regard to CE and three times as many teachers stated that there is a lack of training concerning CE. Regarding the question if CE is “too complicated/complex” for students or “too far away”, teachers of Secondary School answered quite evenly, much in contrary to their colleagues in primary education.

### 4. General shortcomings of CE in Austrian schools (all school types and grades)

#### 4.1. What are general shortcomings in CE?

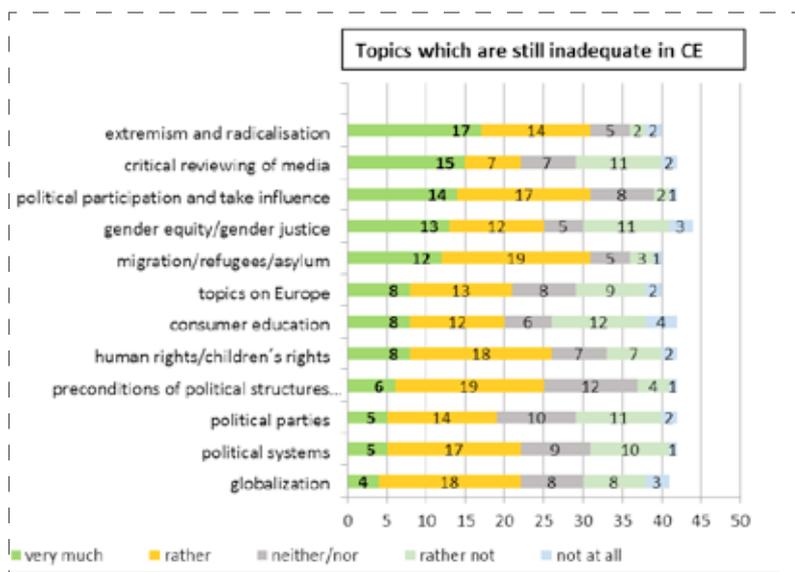
(note: open question, maximum of 3 nominations)



Again, media education is considered to be a topic that is neglected in current CE by quite a few of the participants and is stressed as an important competence throughout the whole questionnaire. Basic knowledge of politics, political parties etc. is also mentioned to be a field in which CE could be improved. The importance of school for being an intermediary by promoting various forms of participation, engagement and actions could be further enhanced, as stated by several of the respondents.

## 4.2. Need in CE to catch up with relevant topics

The following topics are still inadequate in CE ...



### Top 3 ("very much" + "rather")

- opportunities of political participation and taking influence (31, ex aequo)
- migration/refugees/asylum (31, ex aequo)
- extremism and radicalization (31, ex aequo)
- human rights/children's rights (26)

### Category "Other":

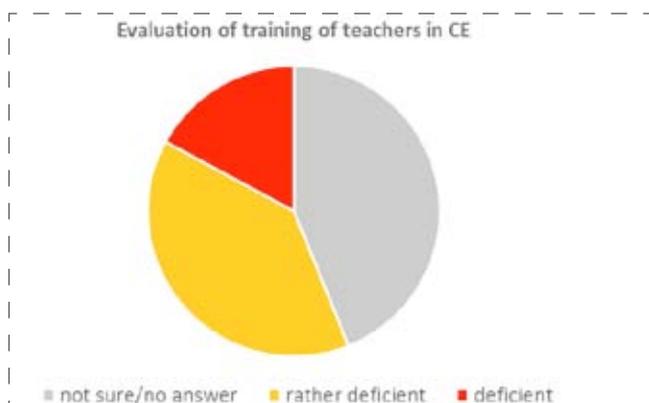
- remove coca cola machines of schools (they represent influence of economics)!
- dismantling democracy (including Troika, power of internationally working weaponry groups, rating agencies, entities like GS etc.)

Nearly all of the respondents agree that the topics "political participation", "migration/refugees/asylum" as well as "extremism/radicalization" need to be enhanced with regard to CE. Concerning most of the other topics (such as "gender equity/gender justice", "media education", "Europe", "consumer education" or "political parties") there is much more dividedness in the participants answers.

## 1. Education/ in-service training

### 5.1 Education

a) How do you evaluate training of teachers in CE in Austria?



very extensive	rather extensive	not sure/ no answer	rather deficient	deficient
0	0	18	16	7

b) In case you evaluated the education of teachers in CE to be currently rather deficient or deficient: what are the 3 most important steps towards improvement? (note: open question)

### teacher education in CE:

- compulsory modules for CE in education (2)
- enhance integration of CE in curriculum of teacher education (2)
- teacher education in CE (2)
- enhance offer of master programmes in University Colleges of Teacher Education
- education for CE already during university studies
- improve quality of teacher education
- professionally competent personnel in teacher education

### in-service training in CE for teachers:

- create incentive systems of in-service training – seminars, workshops etc. (4)
- compulsory module for CE in in-service training (2)
- no joint seminars for primary school teachers, lower secondary and higher secondary school teachers
- hands-on approach in in-service training
- competency-orientation and method-orientation in training and in-service training

### Other suggestions:

- material (well-prepared material/suitable and comprehensive hands-on material) (3)
- separate subject for CE (3)
- excursions to organisations and associations which are politically active, learn about diverse structures
- reform of University Colleges of Teacher Education (should become institutes which promote critical thinking instead of just reproducing things)
- in-depth information about countries of origin of our students with migrant background, about political structures
- ethics and value orientation
- cross-cutting issues
- comprehensive media education
- to recognize own points of view and differentiate them from facts
- cross-curricular principle of CE should be extended for interdisciplinary collaboration
- reform of subject „History“

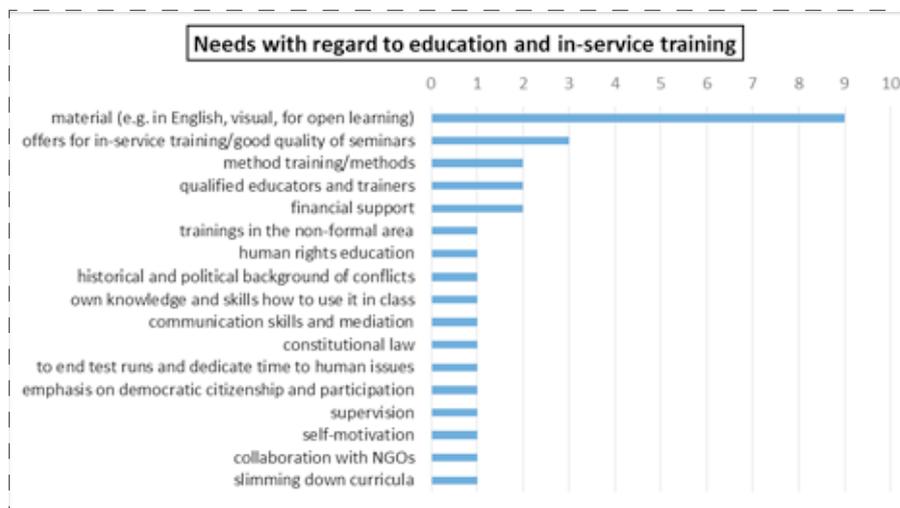
(cease chronological memorizing, instead establish culture of critical debates)

- to learn about non-violent communication
- to avoid personal rejection of dissidents
- to integrate graduates from political sciences and related studies (with supplementary pedagogic/didactical training) in school life as full members of the teacher staff
- flat hierarchies in school system, social sensitiveness

What are your wishes for offers (e.g. thematic focus) related to in-service training in CE?



c) Foremost, what would you need with regard to education and in-service training in CE to foster competencies of students? (note: open question)



**Other remarks:**

- there are sufficient offerings for primary school
- there is an incredible amount of material (polis)

**5.2. In-service training/advanced trainings**

Which are motivating factors that inspire you to attend an advanced training? (note: open question)



Participants offer a very distinctive opinion that teacher training in CE should be improved. More than half of the respondents stated that training of teachers in CE in Austria was seen as "rather deficient" or "deficient". None of the participants stated that teacher-training regarding CE was regarded as "extensive" or "rather extensive". However, nearly half of the respondents did not respond to the evaluation of the training situation of teachers in Austria at all.

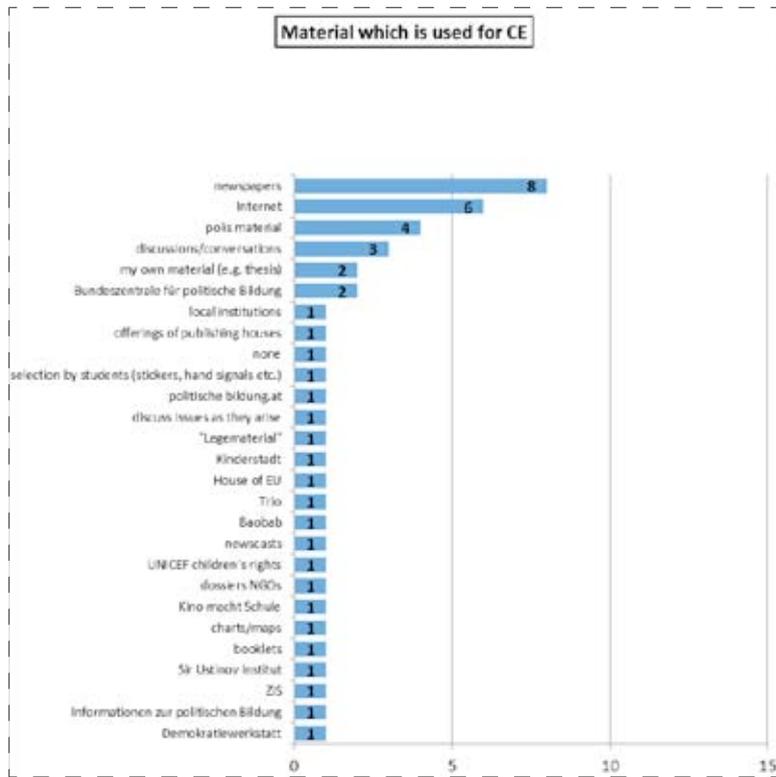
Respondents state that there is a need for compulsory modules on CE in education as well as in in-service training. They also stress the importance of qualified trainers as well as adequate material for different purposes (e.g. for different subjects, visual material etc.). Regarding motivating factors to attend an in-service training, current and interesting topics make the top of the list. When asked about topics they would wish to focus on in in-service training, several teachers name gender-related issues, followed by topics such as migration/asylum, media education, radicalisation/extremism, human rights and participation. Respondents state that there is also a need for training regarding topics such as "diversity" and inter-/transcultural understanding.

## 6. Material and methods

### 6.1. Material

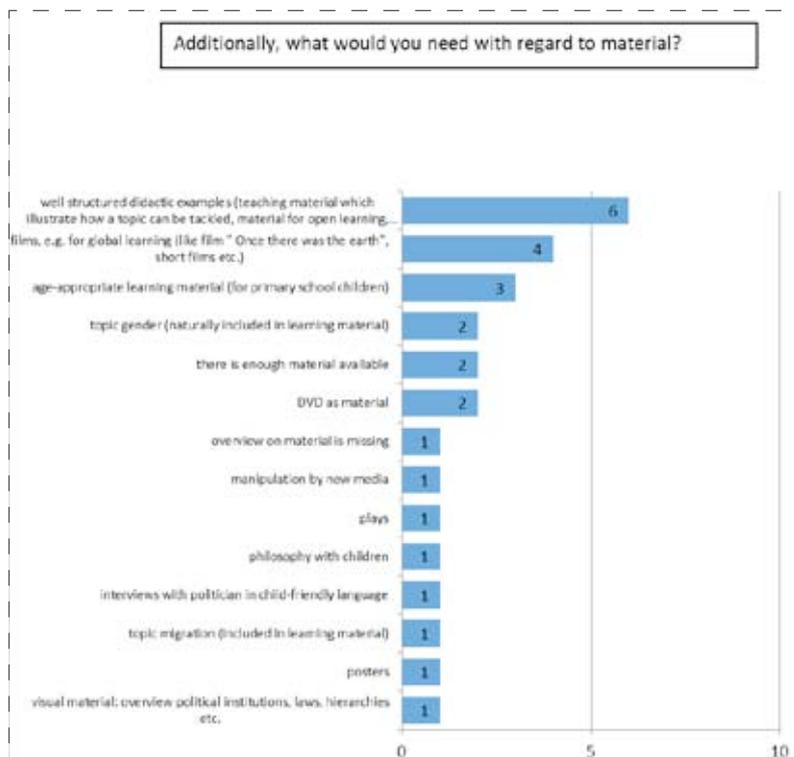
#### a) Which material do you or your colleagues use for CE?

(note: open question)



A lot of teachers compile/gather the material they use for teaching CE themselves (e.g. newspapers, newscast, internet research). Apart from material by Zentrum polis – which is mentioned by several teachers – there doesn't seem to be a preference for one specific institution/provider of material. Teachers draw on a variety of sources and providers.

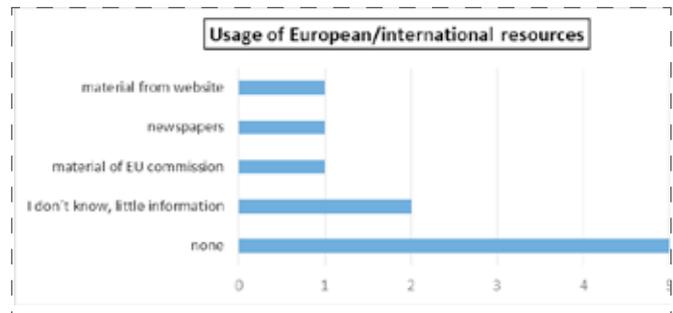
#### b) What would you need with regard to materials (topics, media etc.)? (note: open question)



Regarding the question, which additional material in CE they would need, the respondents state a need for well-structured didactic examples as well as age-appropriate learning material. Again, a lot of teachers ask for media-based material as well as material that encourages students to critically reflect on media and media reporting. Some respondents also articulate the view that there is already enough material available with regard to CE.

#### c) Which European/international resources do you or your colleagues use (e.g. Council of Europe, EU etc.)?

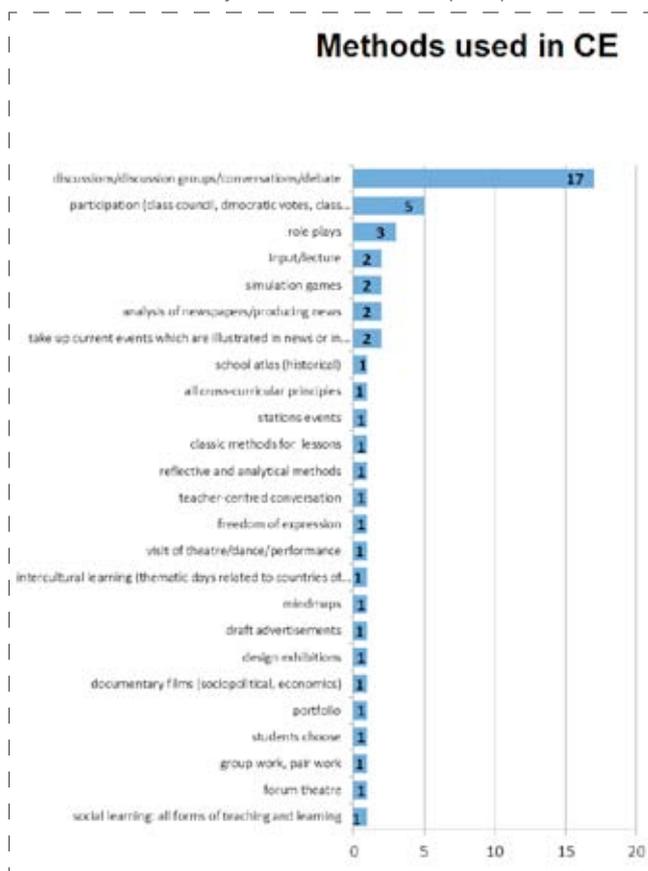
(note: open question)



When asked, if they used material by European or international institutions and providers, only about one quarter of all participants answered this specific question. And the majority of these respondents stated that they didn't use European or international resources at all, respectively that they didn't know much about these resources.

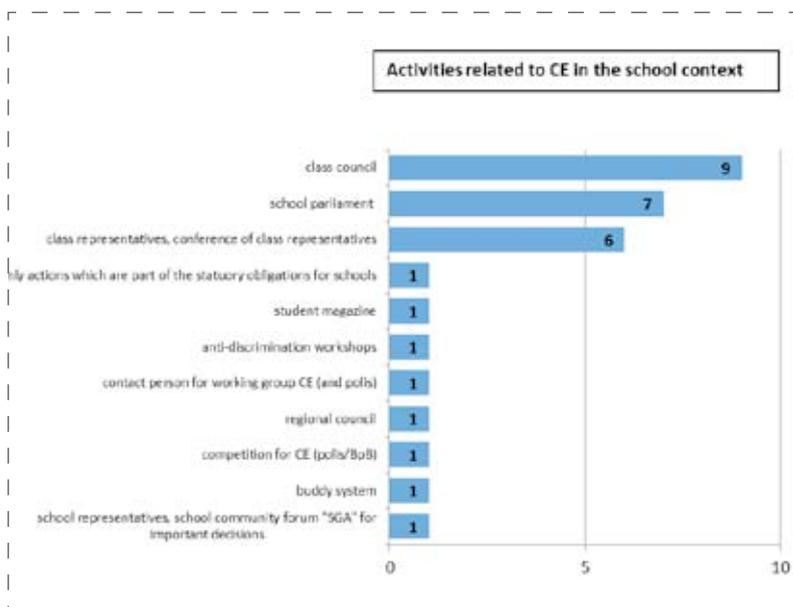
## 6.2. Methods/actions (open questions)

a) Which methods do you use in CE? (note: open question)



Again, this question shows a very distinct result: The vast majority of educators uses discussions/debates as the main method when teaching CE. School participation as well as role plays and simulations are other popular methods in CE. It is also remarkable that teachers use a broad range of methods with regard to CE, including artistic approaches such as dance/performance, design exhibitions, forum theatre etc.

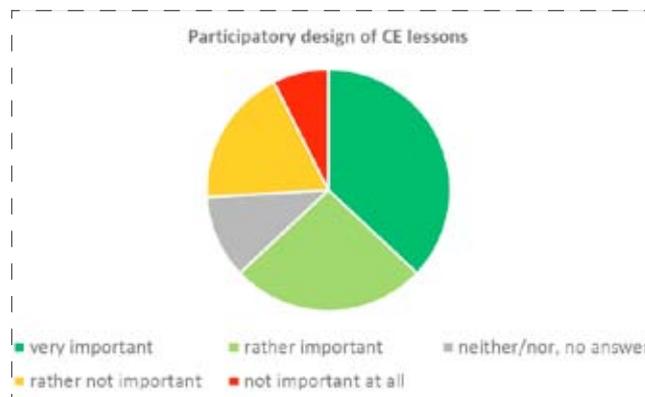
b) Which activities related to CE take place at your school? (note: open question)



(Formal) school participation is by far the most important means of activities with regard to CE in school. Several teachers also name specific projects such as anti-discrimination workshops, competitions or buddy-systems they carried out.

c) Which relevance do you assign to a participatory design of lessons of CE (e.g. students-centred teaching and learning environments, students having a say in the choice of methods)?

very important	10
rather important	7
neither/nor, no answer	3
rather not important	5
not important at all	2



Reasons to integrate a participatory design/approach in CE lessons: (note: open question)

- learning democracy and politics by living/doing it (6)
- raises interest/motivation of students (5)
- students should learn to think for themselves, articulate their thoughts and stand up for it (3)
- lessons at eye level, respect towards adolescents and their ideas (3)
- promotes social competences and cohesion in class by tackling specific subjects (2)
- it is a matter of political thinking and acting, non-violent communication, rules of democracy
- nothing good happens unless you do it
- lifelong learning demands personal skills to approach content
- children have to find socially acceptable pathways to reach their goals
- promotion of creativity

Reasons not to integrate a participatory design/approach in CE lessons: (note: open question)

- problem of space and time
- class sizes are too big
- CE is only tackled when thematically adequate

Teachers that design their lessons in a participatory way state that learning democracy is supported the most by students "experiencing/doing" democracy themselves. Another reason for the respondents to approach CE in a participatory manner is that they state it raises the students overall interest and motivation.

## 7. Positive examples of practice

Which example (examples) for positive experiences in your own teaching practice of CE do you remember? What has worked out well in the past/proves to be successful in present? (note: open question)

Positive experiences in general

- lessons on specific topics that went well (e.g. political system of GB, children's rights, human rights, multi-ethnic societies)
- participation of students in decisions (e.g. on the annual plan,

on the seating arrangements, on lesson contents/topics)

- improvement of social cohesion and mutual acceptance within a class (e.g. "intercultural" or "interreligious" learning, mutual understanding)
- (reflexive) discussions/debates about current issues and topics (e.g. education policy, preservation of peace, extremism)
- implementation of class or school councils or election of student's representatives
- being able to solve a problem or conflict within class/school in a participatory process (e.g. through dialogue, discussion, mediation)
- successful implementation of team-work (e.g. older students together with younger students, projects across classes, feedback by classmates)
- museum work and remembrance work (e.g. visit of the Jewish Museum)
- being able to strengthen both girls and boys in the class without perpetuating gender clichés

**Positive experiences: material**

- documentary films and socio-political films (e.g. BAOBAB, normale.at)
- "children's rights suitcase" (collection of pictures, worksheets and a teachers manual on children's rights)
- "Roots & Shoots" by Jane Goodall (environmental and humanitarian youth project)

**Positive experiences: projects**

- excursions to and workshops within political institutions (e.g. "Democracy Factory" by the Austrian Parliament, visit of town hall)
- cross-curricular project-weeks
- "protective coat project" with Ceija Stojka (workshop on Roma in Austria)
- filmfestival normale.at (socio-political films)
- project "See and remember – Present meets past" (Comenius remembrance project)

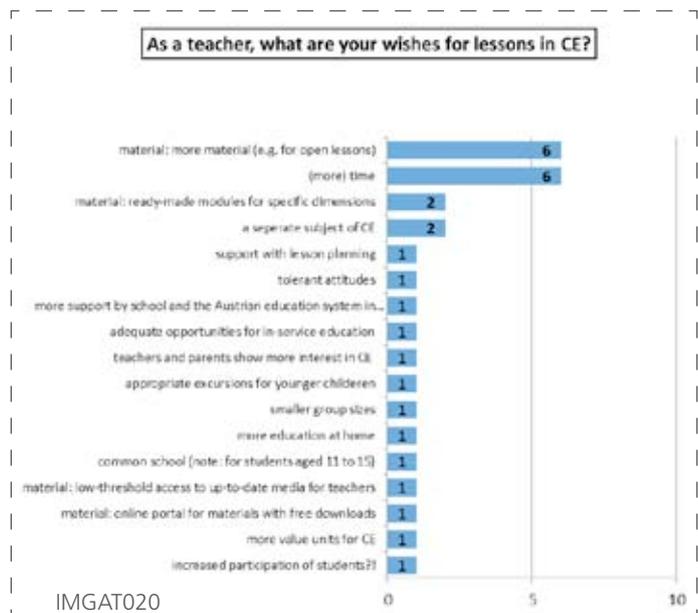
**Positive experiences: methods**

- mediaanalysis and newspaper analysis (e.g. Zeitung in der Schule)
- citizenship education via theater plays, dance or films (e.g. Filmfestival normale.at)
- roleplay (e.g. on media education, "playing" a local council meeting)
- group work / buddy-system
- philosophical debates that support critical thinking

When asked about positive examples regarding their CE practice, teachers highlight specific lessons or thematic focuses that went well within their classes. Several teachers also mention the involvement and participation of students into decisions as positive experiences with regard to CE. Quite a few respondents state that finding a mutual solution for problems and disputes or the improvement of social cohesion and acceptance within class were positive outcomes of their engagement/commitment in CE.

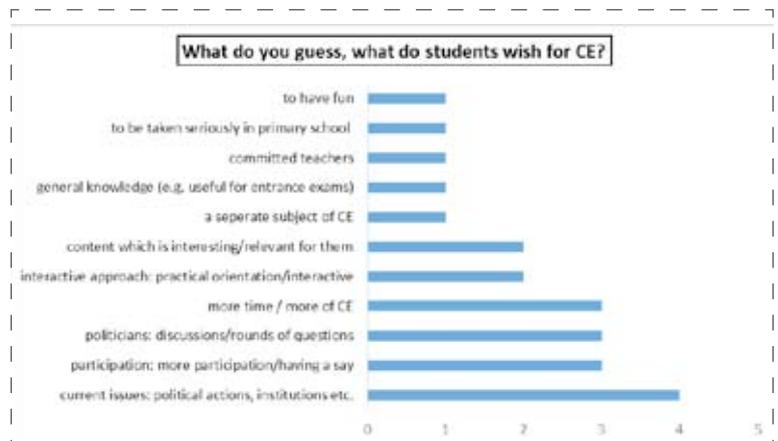
**8. Wishes / needs**

a) As a teacher, what are your wishes for CE?  
(note: open question)



When asked for their wishes with regard to CE, (more) material and additional time for CE make the top of the list of the teachers. Other wishes revolve around the general "importance" of CE, e.g. implementing CE as a separate subject, better support of CE by teachers, parents, school or the educational system.

b) What do you guess, what are wishes of students for CE?



When teachers were asked about the potential wishes of their students with regard to CE, several stress the importance of including current topics with relevance to the students' lives into lessons of CE. Again, quite a few mention that also students would appreciate additional time or units for CE. Allowing for (more) participation as well as possibilities to get in touch with politicians are seen as other important wishes of students with regard to CE.

### GENERAL REMARKS ON RESPONDENTS AND SCHOOL TYPES

More than 55% of the respondents (25 from the total number of 45 participants) are teachers of Primary Schools. This suggests a relatively uneven distribution between educators teaching in primary education and teachers of secondary education.

Primary School system in Austria takes only 4 years and it differs in manifold ways from subsequent years (in terms of curricula, organisation of lessons, subjects etc.). Hence, approaches to citizenship education and its practice in daily school life vary between the different school levels.

A further distinctive feature of the survey: The female/male ratio of 38/7 of the respondents reflects the significant gender gap within the Austrian school system. Data reveal that more than 90% of educators in Austrian Primary Schools are women and there is an overall rate of approx. 70% of female educators in the general school system (data for 2014, source: Statistiken im Bereich Schule und Erwachsenenbildung in Österreich: Zahlenspiegel 2014, Austrian Federal Ministry of Education and Women's Affairs).

### UNDERSTANDING OF CITIZENSHIP EDUCATION (CE)

**Primary School:** The majority of Primary School teachers relates „Citizenship Education“ primarily to the aims of developing social skills of children (e.g. non-violent conflict resolution skills, conversational rule and rules of debate) and, secondly, to student's opportunities to experience democracy and politics in the school environment. Critical reflection and articulation of one's own political opinion is only rated in the second place. This seems to be an analogy with statements of the expert focus group interview (national consortium of ENGAGE in Austria, January 2015)<sup>73</sup> which mentioned the tendency in primary education to equate CE with social learning. Furthermore, media education/media literacy is considered essential in primary as well as in secondary education by quite a few participants.

**Grade 5 to 12:** With regard to teachers of grade 5 to 12, responses are more evenly distributed and the spectrum of understanding CE is very broad. It encompasses the knowledge of social and political institutions, the reflection of political and societal contexts, but also the articulation of one's own opinion and the development of positive attitudes towards a democratic society. Value orientation and conflict resolution skills are considered important as well.

As mentioned above, the relevance of media education is highlighted for both school levels.

### OBSTACLES AND SHORTCOMINGS

**Primary school:** Teaching material which is missing, as well as deficits in formation and in-service training facilities (e.g. methodical skills to deal with complex structures), are crucial factors. Besides, a lack of interest of students and teachers in CE is mentioned in the additional comments. One part of teachers perceives a lack of school culture for CE, whereas other respondents are confident in the latter. On the whole, it can be concluded that Primary School teachers do not perceive themselves as being very well equipped for CE.

**Grade 5 to 12:** With regard to grade 5 to 12, time constraints due to a dense curriculum appear as topic number 1, followed by the factors, which are already mentioned above for Primary School teachers (lack of material, education/training, school culture), followed by potential accusations of partiality.

### CONCLUSION: WHAT ARE NEEDS OF TEACHERS WITH REGARD TO CITIZENSHIP EDUCATION?

The small sample allows some cautious estimates on needs and perceptions of teachers in Austria with regard to CE (although they may differ in manifold ways, among others with view to primary and secondary school level). On the whole, teachers estimate that CE should provide (more) opportunities for students to experience participation and democracy, but also to critically deal with media (including the use of media) and to enhance young people's basic knowledge of political institutions.

The main areas for improvement identified by the respondents are **material, education and in-service training** and, furthermore, **structural preconditions for CE** (e.g. having more time available for CE, smaller class sizes, a common school for students aged 11 to 15, better support of CE by teachers, parents, school or the educational system). With regard to the latter, the implementation of CE as a separate subject (note: which means that CE is not combined with other subjects like History and Social Studies or Geography etc.) is suggested several times.

CE should increasingly address current and interesting topics which are in the focus of media coverage. Extremism and radicalization, migration and refugees or human rights/children's rights is mentioned in this regard, but also options for political participation and taking influence.

#### Needs/suggestions related to material

Teachers mention (among others) well-structured didactic examples, ready-made modules for specific dimensions, low-threshold access to up-to-date media, an online portal for material with free downloads, adequate material for different purposes (e.g. for different subjects), visual material and age-appropriate learning material (for Primary School children). A lot of teachers appreciate media-based material and material that encourages a critical reflection of media and media reporting.

#### Needs/suggestions related to education and in-service training

Respondents clearly state that education and in-service training in CE should be improved – in terms of its extension and profundity, but also with regard to qualified educators. The need for increasing the institutionalisation of CE in education and training is obvious. Suggestions are, for example, to integrate CE into the curriculum for teacher education (compulsory modules in education and in-service training) and to generally improve the quality of teacher education.

When asked about topics for in-service training they would like to address, several teachers mention gender-related issues, followed by topics such as migration/asylum, media education, radicalisation/extremism, human rights and participation or topics related to diversity and intercultural/transcultural learning.

What teachers guess that students primarily would wish for regarding CE, are interesting and current content as well as participatory and interactive approaches, e.g. inviting politicians for discussions. Wishes of teachers and assumed wishes of students most notably coincide in two points: to have more time available for CE and to deal with current and interesting topics.

**PART II:**  
**National expert focus group on Citizenship Education (CE) in Austria**

**Venue:** January 26, 2015 (office of polis – Centre for Citizenship Education in Schools), Helferstorfer Straße 5, 1010 Vienna

**Interviewers:** Maria Haupt, Elisabeth Turek (polis – Centre for Citizenship Education in Schools)

**Participants:** 5 members of the national consortium for the project „ENGAGE – Building together European learning material on EDC“. Mr. Mitnik could not attend the meeting due to other commitments. He was interviewed on January 14, 2015. His responses are integrated in the main findings of the focus group.

*Thomas Hellmuth* (Ass. Prof. University of Salzburg, didactics of History and Citizenship Education)

*Gabriele Lener* (Head of a primary school in Vienna)

*Elisabeth Schaffelhofer García Marquez* (Managing director of the National Coalition for Children’s Rights in Austria, Workshop trainer for EDC/HRE)

*Sigrid Steininger* (Austrian Federal Ministry of Education and Women’s Affairs/Department Citizenship Education, Austrian coordinator for the Council of Europe’s “Education for Democratic Citizenship and Human Rights” programme)

*Erika Tiefenbacher* (Head of a secondary school in Vienna)

Absent (excused):

*Philipp Mitnik* (Zentrum für Politische Bildung/Center for Citizenship Education at the University College of Teacher Education, Vienna)

**Topics of the focus group:**

- general shortcomings and challenges in CE
- positive developments in the field of CE and examples of good/best practice
- comparison: CE in Austria and other countries
- content of CE: what is still missing related to topics, material?

**Main findings of the expert focus group interview on citizenship education (CE) in Austria**

The summary reflects a snapshot of different views and statements of the participants.

**Topics related to Primary Schools**

- Some participants of the national consortium stress the shortfall of CE in Austrian Primary Schools and point out that CE, for the most part, is regarded as insignificant for children aged 6 to 10.  
Generally, children of this age are not considered mature enough to deal with historical and political issues. Adults worry about discussing issues with children which go beyond „being nice and tolerant to each other“, but instead encourage them to take a stand on an issue and to argue.
- There is a lack of child-friendly edited and didactically well prepared learning and teaching material as well as a lack of topics which address consumership, tolerance/respect, religion, asylum/ migration etc. There is a need of more „provocative“ topics/material which encourage younger children to articulate themselves.
- Topics of CE should be related to the daily life of children (e.g. different dimensions of playgrounds; school regulation

and how it is put into practice etc.)

- Social learning is often equated with CE (yet, as some participants point out, interpersonal conflicts are different from political conflicts).
- Teachers of Primary Schools already put into practice a lot of activities which are related to CE (like school parliaments, class council etc.), even though in their mind those efforts are not considered to be part of CE. Compared to social learning, CE suffers from rather negative perceptions of teachers in Primary Schools.

**Shortcomings in teacher education/training and lack of clear structure of CE**

- Systematization and a clear structure in teacher education/training of CE are stated by some participants as benchmarks for substantial changes in CE. Currently, a clearly defined concept and framework of CE is missing (e.g. with regard to didactics and content). Training for CE lags behind requirements, which has an obvious impact on schools. A further aspect is seen in gaining sufficient funds for education/training in CE.
- The curriculum of the subject „History, Social Studies and Citizenship Education“ for prospective teachers (in Secondary Academic Schools) focuses on teaching content of History, whereas CE remains a peripheral matter. Teacher students neither gain real insight into the framework of CE, nor into the range of topics, which they are supposed to address at school. The time frame, which should be dedicated to History on the one hand and to CE on the other hand, is not clearly defined in the course of the study. As of next school year, compulsory modules in CE from grade 6 on are likely to bring about improvements and prospective teachers will have to deal with concrete content of CE.
- Regarding in-service training for teachers some participants mention that more funds are needed. A second aspect is the poor frequency of trainings by teachers, although there is a wide choice of offerings at pedagogical colleges and educational institutions. One participant comments that in-service teacher training should be mandatory.

**Methods, learning process and organisation of CE**

- CE should be organised in a manner which makes it possible to reach the diversity of students. It is important to sustainably anchor methods and topics of CE within the school context. Opportunities to do so are (among others) project learning or interdisciplinary teacher teams.
- Some examples of good practice for CE given by the national consortium: exemplary learning, conceptual learning and pedagogical concepts of global learning (e.g. Global Cube).
- CE should promote student’s understanding of the tasks and the impact of representative democracy. The core elements of democracy (e.g. plurality within a state) are mentioned to be fundamental in this regard.
- Acquiring knowledge and acquiring competences should go hand in hand and be enhanced simultaneously (not in the sequence of „first address knowledge, afterwards competences“).

**General suggestions for development of material**

- A central website, which is structured and sorted according to curricula
- Recommended and hands-on material (easily accessible without extensive searching of teachers)

# Citizenship education in Poland

Ewa Bacía, Filip Pazderski and Sylwia Żmijewska-Kwiręg

## Analysis of the current situation, identified needs, opportunities and barriers to development

### 1. Introduction

This study was created as part of “Engage! Building together European learning material on education for citizenship” project. The project has been carried out in 2015-2016 period in seven European countries. Its objective is to create an interactive and innovative educational module in the field citizenship education, for pupils aged 8-12 and their teachers.

In order to develop educational tools beneficial for these target groups, in each of the countries participating in the project, analysis of the current condition of citizenship education in primary schools with regard to the wider educational context of each country, was conducted. Additionally, specially designed studies aimed at identifying teachers’ needs with respect to their citizenship education duties at the primary level of formal education, were carried out. Based on the research and analyses carried out, the opportunities and barriers for the development of citizenship education in different countries were established. Survey results will be used in developing educational tools, what will allow to adjust them accordingly to the circumstances and the needs of primary schools communities.

The aim of this study is to present the findings of the research and analyses carried out in Poland by the experts commissioned by the Centre for Citizenship Education. The first stage of the investigation, comprised of the analysis of the documents specifying the policies on citizenship education on national level, and analysis of research results conducted in the same educational field. Based on the findings analyses and the research questions formulated in the research concept<sup>36</sup>, survey questionnaire was prepared, and was later conducted among primary schools teachers<sup>37</sup>. The results of the desk research and of the teachers’ survey were then presented to a group of experts, in order to discuss opportunities for the development of citizenship education in Polish primary schools, and review possible course of action with the aim of enhancing such progress.

The results of the previous research on the attitudes and active citizenship of young Poles are presented in the first chapter of this study. The collected data provides us with an idea of what the current situation looks like, and indicates the importance and validity of the challenges facing citizenship education in Poland. The second chapter describes current role and the tasks of citizenship education in Polish education system against the backdrop of the European guidelines. The third chapter is based on the results of the surveys carried out as part of the ENGAGE project, and contains information about the practices and methods used in Polish primary schools. It also includes teachers’ standpoint as to the needs and requirements facing citizenship education. Chapter number four presents examples of some interesting solutions with regard to citizenship education applied in selected Polish schools. The last, fifth part of this report, illustrates development opportunities in the analysed area. Conclusions presented here are based on the experts’ opinions gathered during the panel discussion held in the last phase of the study.

### 2. Attitudes and active citizenship of young Poles

Citizenship in the political and legal dimension is perceived as the relationship that occurs between an individual and the state<sup>38</sup>. It is recognised so by the international law<sup>39</sup>, which aims to avoid situations in which the individual would be left without citizenship, and thus without the care and protection of the State, but also without duties towards it. In this sense, the Constitution of the Republic of Poland of 2nd April, 1997 states in Article 34 that “Polish citizenship shall be acquired by birth to parents being Polish citizens” (and cannot be lost, except by the renunciation).

Social scientists have long noted the fact that in order for any social structures to exist and function, they need to be acknowledged by the citizens. The latter must be willing to follow imposed schemes or behavioural patterns, and share the same values. Those structures need people, who will want to maintain and cultivate them, thus demonstrating their support. It is no different, when it comes to democratic citizenship, which can be compared to religion in the need of believers observing their religious rituals, “bonding democratic political community in the same way that joining in a religious service contributes to the togetherness of the faithful”<sup>40</sup>. The most fundamental expression of confidence in the democracy is “participation in elections and referenda (...) – a basic right extending to every citizen which that citizen ought to exercise if she/he wants to somehow shape the surrounding political reality”<sup>41</sup>. For some time now, societies of Western culture, Europe mostly, have considered that people’s engagement in democratic life cannot be limited only to this basic act of participation. By adopting the concept of so-called active citizenship, it is assumed that in order to achieve the ideal state of affairs, citizens need to get involved in public life more often, be receptive to everyday cooperation with others in order to provide solutions to common problems and obstacles (for more information – see section two of this paper).

The functioning of the above presented broader understanding of democratic citizenship, still encounters substantial problems in Poland. Opinion polls carried out by various public opinion research centers, show that Poles’ involvement in civic activities is comparatively weak in comparison to Europe. The Social diagnosis of 2011 and 2013 reveal that Poles have low level of mutual trust<sup>42</sup>. Among all the respondents, 13% is of the opinion that - in general other people can be trusted, and this belief is shared by 20% of the youngest people surveyed aged 18 to 25. However, respondents do not trust the institutions of representative democracy – little over 50% of people surveyed declare confidence in the central government and the parliament, and less than half of them - in the local government units. In March 2013 nearly three-quarters of Poles (73%) surveyed by CBOS (Public Opinion Research Center) poorly rated activities of the Sejm, and more than a half (56%) expressed dissatisfaction with the work of the Senate. In addition, 75% of young Poles claim that politicians serve mainly their own personal interests and benefit<sup>43</sup>.

In Poland, basically since the beginning of the political transformation (different situation prevailed only during the first free elections in the early 1990s.), the voting turnout remains the lowest among the new EU Member States of Central and Eastern Europe

(except for the presidential elections it amounts to approx. 45% of eligible voters). What's worse, it seems unlikely that the situation will change for the better. The problem doesn't lie only in the deteriorating confidence in the democratic institutions—as indicated by the survey results presented above. Also, the number of young Poles declaring their participation in election has been decreasing. According to the Eurobarometer survey of May 2013 on the participation of young Europeans in democratic life<sup>44</sup>, as compared to analogous studies from 2011<sup>45</sup>, the number of young people (aged 15 to 30) intending to partake in the elections, fell by 22% during the three years period between the surveys.

These trends are also indicated by the research undertaken by the Institute of Public Affairs published in the report "Wyborca [Voter] 2.0". Young people (aged 18-24) represent one of the most politically passive groups of citizens. Public opinion polls show that the large number of young people expresses the lack of interest in public issues. Only 14% of young Poles closely monitor political situation in the country. The largest group (40%) describes their interest in politics as moderate, and admits that they take notice of only most important political issues. For many years, the level of interest in politics among young people has remained similarly low. Numerous young adults stress the fact, that they are discouraged by politics because of quarrels and disputes among politicians and their focus on unimportant or unrelated issues. Regardless of their level of interest in public affairs, young people are not happy with constantly raising the same, irrelevant from their' point of view subjects (among matters listed were the Smolensk crash, the large cross placed in public space, legalization of marijuana or disputes over Euro 2012)<sup>46</sup>.

According to the results of both qualitative and quantitative surveys carried out for the purpose of "The European Parliament: Social trust and ignorance"<sup>47</sup> report, it is the youngest that know the least about the electoral procedures and the functioning of the European Parliament. A quantitative survey conducted amongst the youngest (15-19 years) shows, that when asked how are elected the members of the European Parliament in Poland, they are more likely than other age groups to choose "hard to say" answer (31%). Group discussions held in Podkarpacie (Subcarpathia) and in Wielkopolska Region (Greater Poland) with the youth aged 18 to 25 declaring their interest in politics, have demonstrated that these groups are particularly discouraged by politics; the interlocutors have expressed their disapproval towards quarrels among politicians and their lack of veracity and truthfulness. Especially the youngest respondents, alarmingly often raised their concerns saying that more important and better for the society is the effectiveness of governance institutions rather than democratic legitimacy.

Mentioned already citizenship in its broader sense associated with the concern and attentiveness for the common good, may be reflected in the engagement in social work, volunteering, philanthropy or other forms of self-organisation. The results of the available studies showed however, that in this regard Poles fared badly compared to most European societies, although it must be admitted that the youngest respondents performed best on this matter. In fact, in the light of the studies carried out, volunteering turns out to be activity appealing most to young people (up to 25 year of age). A study performed in 2010 by the Central Statistical Office of Poland (GUS)<sup>48</sup>, showed that they are most active group within social organisations (foundations and associations). In vast majority these groups comprise of people under the age of 18, pupils, students and working professionals, men and residents of the big cities. Whereas, direct volunteering being no longer the domain of young persons (including direct help provided to family members), attracts more people with higher education, most of all women (mainly housewives) and economically active people aged 45-64 years. Also, according to the research undertaken by the Klon/

Jawor Association in 2013, the number of volunteer workers is higher amongst the youngest (under 26 years of age) – 21%, than amongst seniors (over 50 years) – 15%. The same applies to 30% of people with higher education (only 15% in other groups)<sup>49</sup>.

The above data may indicate that young Poles have shown slight increase in their social engagement (although the burning question remains why they are more likely to get involved in a formalized manner by undertaking cooperation with the NGO sector). Professor Krystyna Szafraniec has drawn similar conclusions, which show that initial alienation and young people's low participation in public life in the early years of newly established Republic of Poland, were a natural legacy of People's Republic of Poland (PRL)<sup>50</sup>. She has pointed out, that spurring the young generation to action required time, which with favourable conditions allowed them to grow to understand the value of democratic institutions<sup>51</sup>. The accomplishment of that process was evidenced by a spurt of young voters in 2007 elections (1.2 million young people voted for PO [Civic Platform], and 400 thousand for PiS [Law and Justice]).

However, after the elections in 2011, young people's "political disappointment and indignation" became very apparent (both radical and liberal, Ruch Palikota [Palikot's Movement] received 600 thousand votes – one and a half times more than PO, and two times more than PiS)<sup>52</sup>. A consequence of the young generation's discouragement towards the current state of the representative democracy, appears to be their search for new non-system forms of representing their own interests, as reflected, for example, in the protests against ACTA at the beginning of 2012<sup>53</sup>. Those affairs have been accompanied by the public debate on deteriorating prospects for the future caused by the economic crisis, and affecting the young in particular. Apparent dissatisfaction with the approach of those in power towards the uncomfortable problems was exploited by the opposition and anti-establishment parties. As the result, of 1.5 million of young people participating in 2014 local elections, 430 thousand supported PiS, 415 thousand Nowa Prawica (Congress of the New Right) headed by Janusz Korwin-Mikke, and 300 thousand voted for PO (the ruling party). 130 thousand of young voters endorsed Twój Ruch (Your Movement), whereas local committees and Ruch Narodowy (National Movement) received 130 thousand votes. Having regard to some additional variables, it can be concluded that "young people are less and less interested in politics, and those who still are, usually have the right-wing views", which – especially in the case of young men, are often of a radical nature<sup>54</sup>.

### 3. Citizenship education in the Polish education system compared to other European countries

Citizenship education in Europe - as declared in various official goals and plans - is ascribed significant importance. The European Commission, defining sets of key competences required for the proper functioning of societies, identified social and civic competencies as essential for democratic participation in social and civil life<sup>55</sup>. Development of such competences is the goal of education for democracy. The Council of Europe promotes education for democratic citizenship and human right education<sup>56</sup>. Organization for Economic Co-operation and Development (OECD) has formulated a set of core competences essential for active participation in democratic societies<sup>57</sup>. The Council of Europe proclaimed 2005 the European Year of Citizenship through Education. The Council of Europe's intention was to draw attention to the importance of education - formal, informal and non-formal, in order to promote active citizenship and democracy. The European Commission declared the year 2011 as the European Year of Volunteering, and 2013 was pronounced in the European Union as the European Year of Citizens.

Polish institutions and organisations too participated in organising the celebrations in 2005, 2011 and 2013. Publications and releases of the Council of Europe, the European Commission and the OECD on citizenship education, are translated and published in Poland<sup>58</sup>. The Centre for Education Development is a national teacher training institution administered by the Minister of National Education, that in addition to publishing, also conducts training courses and conferences, organises teachers' and pedagogical councils' professional development support programmes that aim to enhance competences essential to carry out education for democratic citizenship tasks in schools. Foundation for the Development of the Education System - institution managing European educational programmes in Poland, is responsible for implementation and promotion of a number of initiatives raising civic awareness and shaping social skills, especially among young people<sup>59</sup>.

The concepts of active formation and development of social and civic competencies among young people, and the campaigns for promotion of education for democratic citizenship in Poland, are reflected in the official government strategy papers. In the „Long-term National Development Strategy – a document establishing the main trends, challenges and framework of socio-economic development of the country by 2030, the development of social capital has been described as one of the strategic objectives, and the actions aimed at fostering education for democratic citizenship have been characterised as one of the areas of intervention towards achieving the objectives in the sector concerned. In this document Poland has declared, among others:

- Preparation and implementation of the education for democratic citizenship programme at all levels of education as a lifelong learning process
- Creation and execution of education and professional development programme for teachers, to ensure proper level of readiness to educate on civic education<sup>60</sup>.

In another government document of adopted in 2013 Social Capital Development Strategy for Poland 2020, one of the objectives is “to shape attitudes and beliefs that will foster cooperation, creativity and communication”, and one of the priorities – “to support formal education through teaching and learning methods, which are conducive to collaboration, creativity and communication as well as the development of democratic school culture”<sup>61</sup>.

Over the years, changes have been introduced to the Polish formal education system that also covered citizenship education sector. In 2009, the core curriculum of the general education has been revised at all the levels. Amendments were applied to the teaching contents, working methods and the class timetables. From that moment on, greater emphasis has been placed on learning outcomes that a student should achieve upon completion of a given level of education, rather than on the organisation of the teaching process. Learning outcomes are described in language competence, which consist of knowledge, abilities and social competences. In theory, this approach provides teachers with greater flexibility of choosing working methods with students, and allows adapting lessons' organisational structure to better meet students' needs.

From 2013, a new model of pedagogical supervision has been implemented. It is based on the notion that school can alter the society, and proper state's actions can motivate and encourage schools (and other educational institutions) to engage in worthwhile educational initiatives. The state, through a system of pedagogical supervision, imposes on schools and other educational institutions requirements, which define the main goals and tasks of the education system. Those requirements do not cover all aspects of schools' responsibilities towards students and parents. They do however indicate strategic and priority fields of actions, which entail the challenges facing modern societies. The requirement

analysis, provided us with the image of school, where student's comprehensive development with regard to his/hers circumstances and individual predispositions is encouraged; school, where social standards are respected and teachers cooperate in planning and implementing teaching and learning processes; lastly- school, where parents are treated as partners and the very institution is a part of the local community where everyone is working towards mutual progress.

With regard to the core curriculum, it is already stated in the introduction that shaping attitudes and opinions, sharing knowledge and skills development, should be regarded as complementary and mutually reinforcing elements of teacher's profession. It is recommended to incorporate the wider context of education for citizenship into the school curriculum than only teaching it as a part of history or social studies. Learning content should be formulated in such a manner, as to direct attention to the development of social and civic competences.

It is concluded, that the key role of school is to develop certain attitudes among students that will be reflected in specific behaviours:

- 1) involvement in civic activities – student engages in social activities;
- 2) social sensitivity – student identifies and addresses violations of rights;
- 3) responsibility – student behaves responsibly in the community, acts constructively in a conflict situation;
- 4) feeling of kinship – student feels part of the local, national, European and global community;
- 5) tolerance – student respects others' right to disagree, different customs and beliefs as long as they do not endanger safety of others; stands up against discrimination.<sup>62</sup>

Schools are encouraged to organise their communities in a democratic manner, noting that they should ensure that students are guaranteed the following:

- 1) access to different sources of information and different opinions;
- 2) participation in forum discussions;
- 3) impact on certain aspects of school life, for example as part of student councils;
- 4) building their self-esteem in social life and confidence in others.<sup>63</sup>

Strategy papers are filled with many noble objectives. State's guidelines for schools indicate, that the importance of education for democratic citizenship in the development of school communities has been acknowledged. The core curriculum stresses the importance of fostering the development of social and civic competences. There are official means for students' democratic involvement in the processes of the school life. The international research<sup>64</sup> shows however, that while Polish students often participate in school elections for student councils or government class, at the same time they feel that they have less influence on schools' decision making processes, such as teaching contents, teaching methods, timetables or school policies. So, what is the problem?

Aleksander Pawlicki, an expert in assessing performance standards of student councils in Polish schools, proposed an interesting solution: “(...) democratic nature of institutions should be assessed based on three key elements, while in Poland we usually focus on only two of them. The first element is the correct procedures, the second - effectiveness in terms of public interest, the third is participation. We believe that when all the procedures are followed and no one is in disadvantage, there is no need to strive for more – thus

citizens' effective participation leaving aside for better times"<sup>65</sup>

#### 4. Citizenship education in Polish primary schools

Data presented in the first chapter of this report indicates that young Poles have a low level of political commitment. Politics is regarded by the Polish youth as uninteresting, unexciting and not affecting them directly. Young Poles' level of involvement in social activity also fails to impress, even if it is by several percentage points higher than of the older members of society. Thus, it is apparent, that citizenship education in schools does not generate significant results in a form of political and social engagement of young people.

In spite of that, in the international studies on citizenship education Poland ranks high. Such studies have been conducted in Poland since 1999 (Cived, carried out in 1999 by the International Association for the Evaluation of Educational Achievement). Although its results relate to a different age group than the one of interest of this report, they are the result of a long-term educational process that must have been initiated as early as primary school. In the very first evaluation conducted in Poland, the 14-year-olds ranked in the first place among 28 participating countries<sup>66</sup>. During another study undertaken in 2009 by ICCS (International Civic and Citizenship Education Study), young Poles once again scored high in the test on civic knowledge<sup>67</sup>. This study showed that they no longer "differ adversely from their peers due to their willingness to take action for the common good"<sup>68</sup>. The level of commitment declared by the lower secondary school students to various forms of social activities, in nearly all categories (except for participation in political youth organization or trade union) exceed the national averages of all the countries participating in the study, what placed Poland at the top of the scale, which also took into account the frequency of students' participation in various forms of activities for the benefit of the wider community<sup>69</sup>.

Hopefully after some initial struggling related to the implementation of civic and citizenship education in Polish primary schools in the early 1990s<sup>70</sup>, we have now faced a significant qualitative change in the development of attitudes and civic competences of Polish students. Perhaps though, the results of the international quantitative research do not take into account certain significant qualitative aspects of declared by pupils active citizenship, like the frequency of students' undertakings and the level of importance of their activities. Certainly, these studies will remain in discrepancy with the data indicating Poles' low social activity, which also includes the young generation. All the above might suggest that the citizenship education in Polish schools still lacks effectiveness and efficiency, and in order to enhance its effects, a suitable environment permeated by a participatory culture needs to be created.

Pursuit of this ideal situation should be accompanied and supported by mentioned already in the previous chapter – wider scope of civic-related content in the core curriculum with regard to different areas of learning. In the early childhood education, parts civic knowledge are integrated into different subjects, such as Polish language education (e.g. communication skills, expressing opinions), social studies (e.g. cooperating with others in different situations, helping people in need), natural sciences (awareness of environmental risks, knowledge about nature conservation), design and technology classes (e.g. maintaining tidiness and order, helping others in doing the same), physical education (e.g. sensitivity towards people with disabilities), or ethics (e.g. acting in compliance with norms and standards of different communities, assisting those in a need of assistance), even Information Technology (e.g. ability to find and use information effectively, awareness of online security risks). Completion of this stage of education (pupils grade 3) is often be accompanied by the development of new

social competences of "understanding the need to maintain good relations with the neighbours in the place of residence", also some elements of civic content, may even be present in mathematics (part of basics in financial education). Additionally, the curriculum recommends using of a number of teaching and learning methods, which may be beneficial to citizenship education, such as – games, role-playing activities, outdoor activities – also beyond the confines of the school, behavioural analysis of literary and film characters, or empirical observations of nature and the society<sup>71</sup>.

Therefore, before attempting to recommend a course of action aimed at enhancing the citizenship education in Polish schools, it is worth to take a closer look at the way it has been carried out so far. To what extent are educational activities limited to only conveying theoretical knowledge, and do they also place emphasis on teaching young people how to apply that knowledge in practice and why it is worth doing so? Do schools create a positive school culture where they teach their pupils how to become active citizens – by taking an active role in school affairs, in order to transfer that habit into everyday social life outside the school grounds? How well are the Polish teachers prepared to promote and encourage development of these civic competences and attitudes, and what forms of support and training do they get?

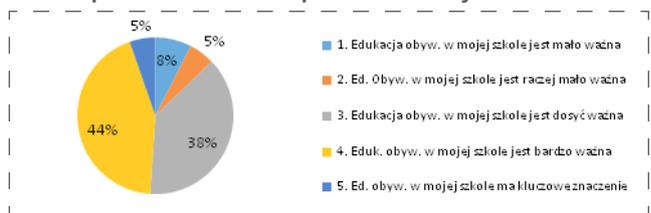
These are the main issues, which are discussed in the next section of this chapter and are based on the analysis of the survey results conducted among Polish teachers of primary education. In its conclusion, a few interesting methods of working with young people in the field of citizenship education are presented, and it is worthwhile promoting their wider use in Polish primary schools.

#### 5. Citizenship education in the eyes of surveyed teachers

Ninety-four primary school teachers participated in the questionnaire research prepared for the purpose of this report. Thirty-six questionnaires were completed by teachers from rural schools, 30 by teachers working in schools in large cities (over 100 thousand citizens), and 28 by teachers from small and medium-sized towns. The vast majority of surveyed teachers (90 out of 94) work in public primary schools.

One third of the respondents are the early childhood education teachers (grades 1-3), and two thirds are teachers with different subjects specialisations in grades 4-6. The latter group consists mainly of teachers of such subjects as history, social studies (15 people), Polish language and literature (14 people) and maths (9 people). Professional experience of the respondents varied from 2 to 36 years in teaching.

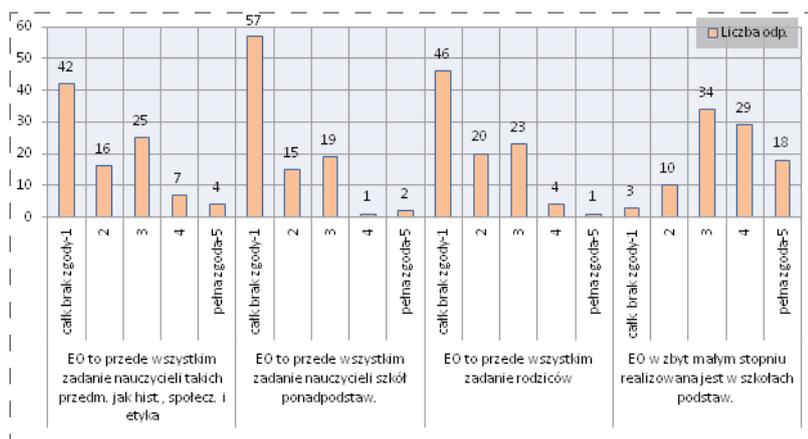
Figure 1:  
How important is citizenship education in your school?



The vast majority of surveyed teachers (77 out of 94) stated that the citizenship education plays an important role in their schools. One of the survey questions was designed in a way, to better examine teachers' attitude towards citizenship education. Interviewees were asked to assess the extent to which they agree with the proposed role of citizenship education in their schools. The responses were divided into several categories demonstrated below (see Figure 2). The analysis of the questionnaire replies revealed that the teachers strongly disagree with the opinion that citizenship educa-

tion should be exclusively the domain of teachers of certain subjects or only at certain level of education. A conclusion can be drawn, that according to respondents, citizenship education should be a responsibility of every person involved in the educational process. Half of the respondents (47) also agreed with the opinion that civic education is insufficiently implemented in primary schools.

**Figure 2 :**  
**The level of agreement of the surveyed teachers with the opinions regarding citizenship education in primary schools (N=94) – answers on a five-grade scale**  
 (where 1 =strongly disagree and 5 = strongly agree)



Teachers gave some examples of certain activities and projects indicative of the importance of education for citizenship in their facilities. These answers are particularly important, because - collected by an open-ended question at the very beginning of the questionnaire before the entrants had a chance to sense a general idea of what is expected of them – they reveal how respondents really comprehend the concept of citizenship education.

Analysis of responses indicates an inconsistent approach to civic education among teachers. Their answers can be divided into several categories:

1. Citizenship education perceived as patriotic education, implemented by celebrating national holidays, organizing formal functions or lectures in the spirit of patriotic education, maintaining traditions, learning the national anthem, laying flowers to monuments, organizing meetings with veterans, visiting museums, sentimental attachment to ceremonials and symbolism at both school communities (school banner, school anthem) and national level.
2. Citizenship education defined as specific content concerning the functioning of the state, principles of democracy, and delivered through different subjects (such as history, social studies, Polish).
3. Citizenship education in institutional terms – associated with the functioning of school councils and student councils. Teachers, who mentioned this particular aspect of school life, assert that through active participation in school councils, students acquire an understanding of the principles of democracy (they work well in some schools, however in others they might be an example of a weak democracy, where council's demands are disregarded by school leaders). In institutions where school councils do indeed function correctly, students have the opportunity to voice their opinions and to influence the running of their school. It mainly comes down to organizing important social or charity events. Only in very few schools, children can co-decide (alongside teachers and parents) about important issues affecting the whole school community, like organization of school life or teaching methods. A supplementary element of this approach to citizenship education is arranging

meetings with local governments' representatives, e.g. mayor or councillors, as well as with the representatives of local institutions and organisations such as police, fire brigade, the Polish Red Cross or parish organisations.

4. Citizenship education equated with participation in charity events, assisting vulnerable adults. The aid and support are usually channeled towards people from local communities and are often carried out in cooperation with local NGOs, social welfare centers, etc. Charitable activities may take different forms: sometimes they are events limited by timeframes, such as fairs, bazaars, other times take forms of prolonged socio-educational projects. This creates opportunities for students to engage in various forms of volunteering. Some of the schools have established school volunteer clubs.

5. Citizenship education perceived through school's participation in social and educational projects initiated by external organisations, such as Amnesty International's letter-writing campaign "Write for your Rights, "Solidarity School" (a project coordinated by the CEO) or "School in the City" (project's objective is to expand educational processes to activities taking place outside the school grounds, e.g. scientific or cultural institutions).

6. Citizenship education defined in terms of incorporating the local and global educational issues or environmental education into teaching contents, as well as conducting student-teacher collaborative activities in this area, for example by undertaking new projects, organizing events and competitions. One of the elements of this approach towards education could be holding discussions with students on current social or political issues during different classes or during form periods. One of the teachers stated that the aim of holding such conversations is to raise awareness on one's civic rights and responsibilities, the right to freedom of opinion and development of dialogue and discussion skills.

A small number of teachers, while giving examples of activities and undertakings that involve civic education in their schools, mentioned different methods and forms of working with pupils which foster and encourage students' interests and activity, such as team-working, holding debates, project-based working.

Very few persons mentioned things like shaping students' attitudes towards empathy, altruism, teaching them tolerance and respect towards other people, or creating their sense of responsibility and duty. One person expressed opinion that an important element of citizenship education is "a positive spirit of cooperation, which enables teachers to assist their students in executing their plans and ideas, while offering substantive and logistic support in arranging and carrying out projects, and helping them (students) to see the purposefulness of their work. In result of this cooperation, students engage themselves in school life, develop a sense of shared responsibility for it, and that encourages integration amongst groups and classes, promotes school in the local community, fosters acquisition of news experiences, new skills and empathy, and thus strengthens bonds between generations".

Another open-ended question, provided some interesting feedback with regard to social and civic competences, which according to the interviewees should be developed and shaped at the primary school level. It appears that the perception of these competences is very broad and reflects divergent understanding of what citizenship education really is and what it should be. For those, who

deem citizenship education primarily in terms of patriotic education, the most desired competencies for primary school pupils are - among others, respect for national symbols, sense of belonging to their homeland, appreciation of its cultural traditions, knowledge of history, and a sense of patriotic duty. As for the others who consider that citizenship education's main task is to impart knowledge on the principles of democracy, by allowing and encouraging students to become actively involved in school councils, most important competencies are tolerance, awareness about human and civil rights, grasp of democracy concept and respect for democratic principles and the rule of law. Interpreting civic education in terms of social activism and charity work is associated with working toward becoming compassionate and empathetic citizen, willingness to provide assistance to those less fortunate, being active and engaged within the community. Teachers focusing on teaching methods stimulating and inspiring children to activity, refer to competencies associated with cooperation and partnership, project-based working skills, negotiation and mediation skills and constructive criticism. Educators focused on teaching only within the area of their subject specialisation, admit that citizenship education is not important in their schools, therefore they concentrate on competencies moulded during the teaching & learning processes, such as literacy skills, reading comprehension, speaking and writing skills. There were a few among the surveyed, who while defining desirable competencies thought about the skills useful in social life in a wider community beyond the school confines, like proper assessment of the social situations, sensitivity to social problems and the ability to address them.

Furthermore, teachers' responses to the question about raising which issues is beneficial and important for citizenship education in primary schools, demonstrate what citizenship education really means to them. Their responses to this question reflect how diverse their approach to civic education is. Some of the teachers placed great emphasis on topics of patriotic nature, thus discussing Polish national symbols, national heritage, distinguished Poles or public holidays such as May 3rd Constitution Day. However, the topics that are mentioned most on the questionnaire form, are related to the "little homeland", the local and regional community, and the school regarded as a community where students are its members. In this context surveyed teachers also emphasized the importance of exploring with students issues of self-government – both at the local community level as well as within the school structures. Children are taught about the principles of a democratic country and the rule of law, electoral mechanisms, etc. Many - mainly history and social studies teachers, stress the fact, that they make an effort to explain their students about the organisational structure of their schools and about the role the student councils play in it. Student's rights and duties, children's rights -also with reference to the Convention on the Rights of the Child are often discussed in the class. Tolerance, respect for privacy, social rules, democracy and the concern for the natural environment – are all part of teaching processes aimed at shaping desired social attitudes. Also, a significant number of teachers raises issues of European citizenship and the role of Poland in Europe.

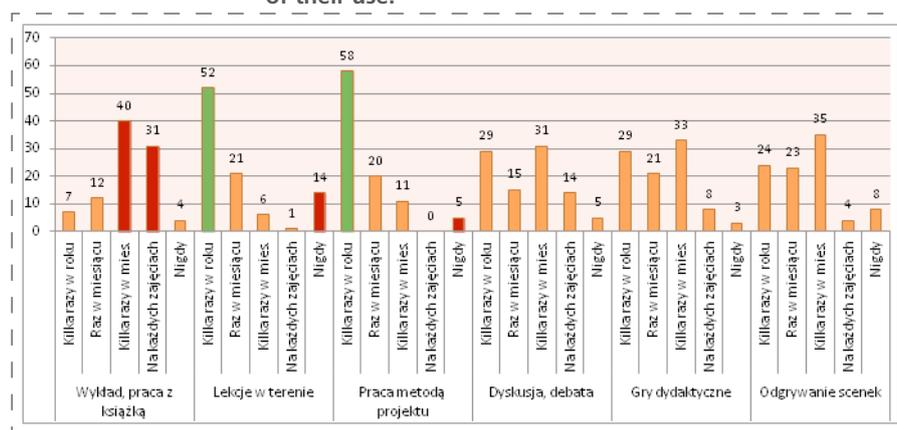
### 5.1. Teaching methods, the functioning of schools and implementation of citizenship education

It is assumed, that competencies and skill developed because of

citizenship education are mostly associated with coexisting in a community, interacting with other people and building structures allowing to deal with emerging problems and obstacles. They are closely linked to the ability to exercise one's civil rights and interact with relevant public institutions when required. These skills cannot be acquired by learning the theory only. They need to be taught through experience, through a range of activities and initiatives, which are undertaken not only within the class, but also within the whole school structure, which should be perceived as a model example of a community, guided by the principles of a society functioning as the constitutional democracy.

In order to verify, how the above hypothesis has been translated into practice, surveyed teachers were asked what kind of organisational arrangements of teaching and learning methods they use when working with students. They could also indicate the frequency with which they use these techniques. The responses obtained in this question, allow to better study teachers' system of working with students within the studied group, and to reflect upon how they can support and encourage young people's acquisition of social and civic competences. For starters, it is worth studying the responses of all surveyed teachers, presented in Figure 3.

**Figure 3:**  
**Organisational arrangements of teaching and learning methods used in the classroom (T=94) and the frequency of their use.**

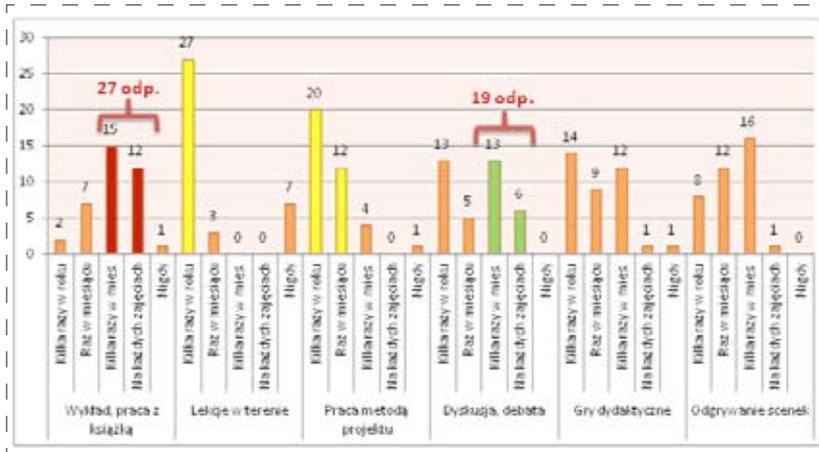


Data collected shows that traditional teaching methods, focused purely on knowledge transfer, rather than also putting it into practice and fostering development of social and civic competencies as a result – clearly dominate amongst the respondents. A majority of teachers (71 people) conduct their lesson by using lecture method or relying on textbooks more than once a month. Active forms of learning enabling students to interact with each and express their opinions are lesser used - less than half of the surveyed teachers more frequently than once a month organise guided discussions or debates (45 people), use educational games (41 people) or role playing exercises (39 people). On the other hand, teaching techniques, which enable pupils to practise active citizenship or self-organisation, are considerably rarer used in the classrooms. Almost two thirds of the respondents (58 people) admitted that they use project-based teaching techniques only a few times a year, and five people admitted to never using them at all. More than half of the teachers (52 people) conduct field classes several times a year, and 14 of them have never done it.

Amongst the study population, there were teachers with different subject specialisation - science, natural sciences, and the humanities. Each subject has its own characteristics and therefore various teaching methods can be applied. Regardless of the subject, these techniques may be more or less variegated and diversified, and thereby contribute to the development of civic competencies. The analysis of the frequency with which certain teaching

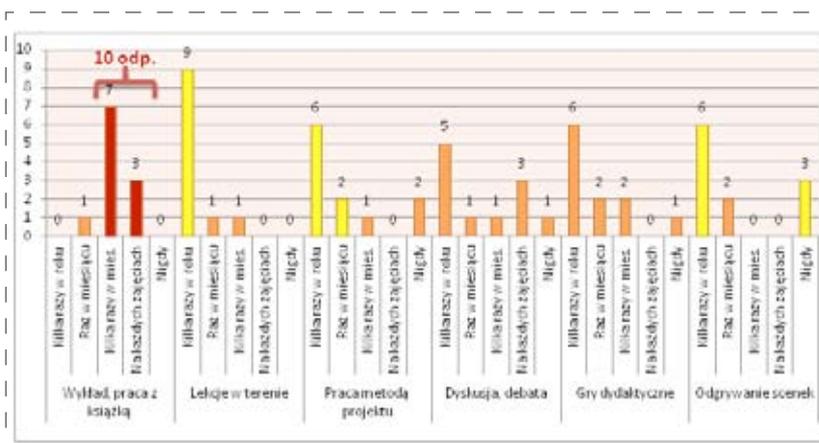
methods were used by the teachers of different subjects, indicates that there are no significant differences between the results in the overall study population, and the results of a group of teachers of the humanities in grades 4 to 6 (the study group consisted of 37 teachers of Polish, history, social science, English, German, religion, or holding positions of school counsellors, librarians, kindergarten teachers). In case of such subjects, the teaching content may be easier to present when coupled with teaching strategies activating students' involvement (like students' interactions). However, the methods of a lecture and a textbook are most used techniques also in this group, whereas field classes and project-based learning are used very infrequently. As for guided discussions and debates, over half of the teachers hold them usually on monthly basis. The accurate data is presented in Figure 4.

**Figure 4:**  
Teaching methods used by teachers of the humanities in grades 4-6 (T=37)



A similar situation can be observed amongst the science teachers and teachers touching upon various aspect of cultural life (the study group included 11 educators of music, nature sciences, physical education, art, family life education in grades 4-6). This group too, was dominated by the use of lecture and reliance on textbook as primary teaching methods, whereas project based learning and field lessons – which seem to be most appropriate for subjects such as arts or natural sciences – occur very seldom. Moreover, all other didactical techniques, such as educational games, discussions, role-playing activities, are used here to a much lesser extent than of the total population of the surveyed teachers. The accurate data is presented in Figure 5.

**Figure 5:**  
Teaching methods used by the teachers of science, natural sciences, arts and physical education in grades 4-6 (T=11)



Development of collaboration and teamwork skills (including expressing one's opinion freely, influencing the opinions of others, persuading others to one's views, overseeing the work of the team) can be influenced by frequent use of cooperative learning or group work activities. According to survey results, the surveyed teachers by far, most commonly use the individual forms of work – almost two-thirds of interviewees (57 persons) use them during each class, and additional 28 people – several times a month. Pair work is used much less often (25 teachers use it during each class, and 56 several times a month), and group work is used even rarer (12 people use it during each class, and 65 only several times a month). The accurate data is presented in Figure 6.

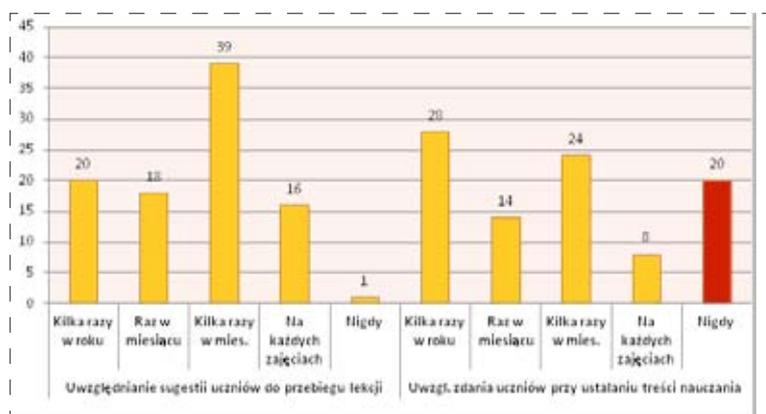
**Figure 6:**  
Methods of organising teaching and learning process used by teachers surveyed (1) (T=94):



By all means, the most comprehensive way to students' empowerment within the scope of the teaching and learning process, is to create the environment where they can contribute and have a say in what they learn and how they do it. This participatory school culture allows children to learn what the civic society should look like and how it should function, its citizens aware of their rights are a part of decision making processes, and are able and willing to influence its shape and structure. Therefore, in the last part of the same questions of the survey, teachers were asked how often they allow their students to choose teaching method and

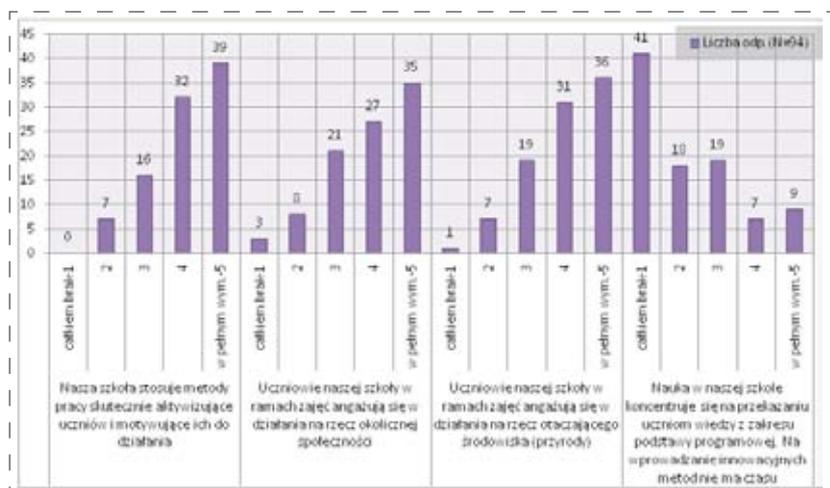
learning content they would like to explore on the next or even the following lessons of a given subject. As illustrated in Figure 7, surveyed teachers are familiar with both forms of students' involvement, however they are more likely to let their pupils decide the course of a particular lesson (e.g. choosing working /teaching method). It is also worth noting that almost 1/4 of respondents never allows students to interfere with the teaching process at all.

**Figure 7:**  
**Methods of organising teaching process used by surveyed teachers (2) (T=94):**



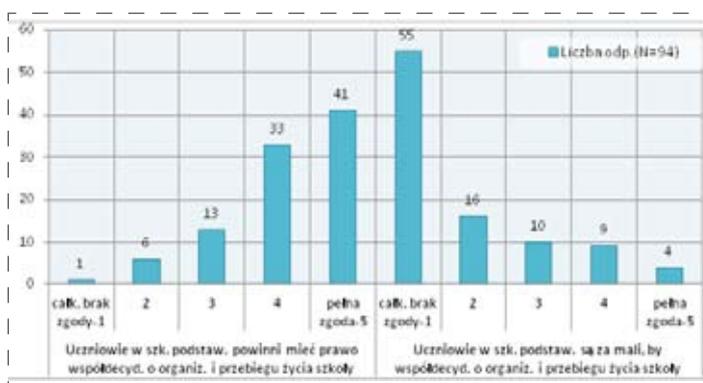
Answers outlined above, should be considered in relation to the opinion regarding the functioning of schools as a whole, and especially in the context of their role in citizenship education. Although, declared methods of working with students seem to deny it, according to the later parts of the survey, a vast majority of surveyed teachers claim, that as part of their school training, students engage in activities supporting local communities as well as the environment around (nature). On the other hand, most respondents do not concur with the opinion that learning process in their school is "focused on imparting knowledge solely based on the national curriculum", and that "there is not enough time to introduce and develop new, innovative methods". The overtone of both groups' answers on teaching techniques and the evaluation of the role of school, is clearly divergent.

**Figure 8:**  
**The level of agreement with the statements regarding school life in respondents' schools (T= 94). Responses according to a five-point rating system (1 = completely inadequate response; 5 = adequate response).**



School should not be perceived only in terms of a place of studying, but also as a social environment, where young people spend significant amounts of time every week. In result, the procedures and principles guiding such society may be reflected in how ideas and values passed on to young people in the classroom, will be comprehended by them, and eventually applied in practice. Therefore, in order for the citizenship education to be effective, it is essential for young people to practice active civic behaviour in daily school life, by providing them with opportunities to influence the way school life is organised, and involving them in a decision-making process - especially when regarding their own interests. It is also important that certain institutions provided for in law (see above) aimed at promoting democratic school culture, had the real impact on the way educational facilities function. A great potential for students' greater involvement in school management and co-deciding procedures, is evidenced in explicit declarations coming from teachers taking part in the study, and expressed in a question regarding the assessment of the proposed statements, presented in Figure 9.

**Figure 9:**  
**The level of agreement of primary schools' surveyed teachers, with the statements regarding citizenship education (T=94). Responses according to a five-point rating system (1 = strongly disagree, 5 = strongly agree):**

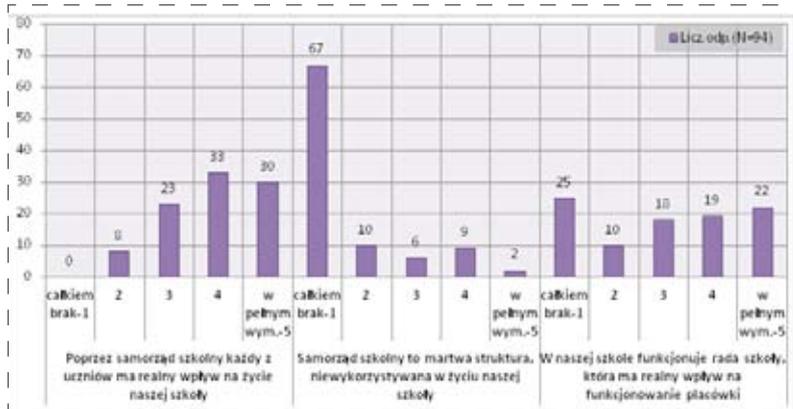


In context of presented data, it is worthwhile reviewing teachers' answers regarding how well – in their opinion – schools meet these criteria. As evident from their answers listed below (see Figure 10) the respondents view the level of schools' democratisation process rather positively. The vast majority of them, agrees with the opinion that in their schools "each student can influence school life through the school council" (63 positive responses), and clearly do not agree with the opinion that school councils are purely superficial bodies (strongly disagree).

Furthermore, based on responses gathered, it can be concluded that in nearly half of the institutions in which the respondents work, school councils are present and have " a real impact on school's functioning" (41 positive replies).

Figure 10:

The level of agreement with the statements regarding school life in respondents' schools (T= 94). Responses according to a five-point rating system (1 = completely inadequate response; 5 = adequate response).



participating in the study did not correspond to the number of schools, for we do not know how many of the respondents work in the same facilities. It should be noted though, that most of positive answers was given in relation to the opinion on active collaboration between teachers in a given school.

Figure 11:

The level of agreement with the statements regarding school life in respondents' school (T= 94). Responses according to a five-point rating system (1 = completely inadequate response; 5 = adequate response).

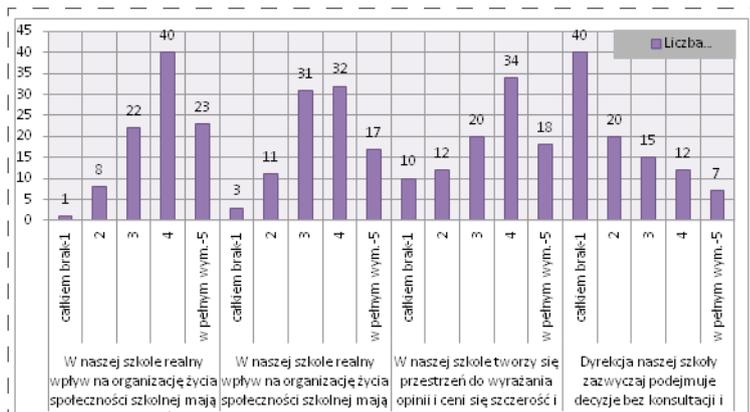
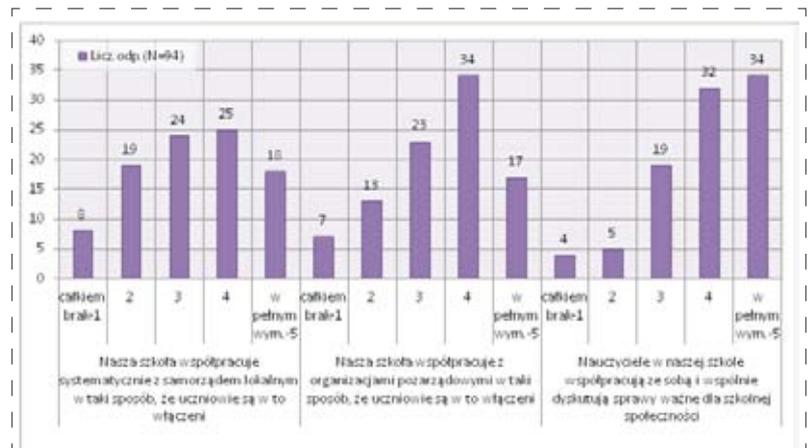


Figure 12:

The level of agreement with the statements regarding school life in respondents' schools (T= 94). Responses according to a five-point rating system (1 = completely inadequate response; 5 = adequate response).

School, can also be regarded as a peculiar performer so to speak, in terms of its engagement in local communities' affairs, and by showing their students how to coexist and cooperate with different organisations or institutions. Furthermore, putting citizenship education into practice, showing young people how to take actions for their local communities or take measures aimed at resolving important issues or problems (both regional and global), can be accomplished by teaming up with various non-government organizations. By incorporating students in various projects carried out by NGOs, young people can participate in civic-related activities. Figure 12 illustrates what the situation looks like in respondents' schools in light of their declarations. Data shows that a majority of teachers admit, that their schools collaborate with NGOs in a manner as to incorporate their students in the partnership (51 responses), and nearly half of all surveyed stated that their schools - including their students - cooperate with local governments on regular basis (43 responses). Unfortunately, the questionnaire form did not allow checking how students are involved in both forms of cooperation. Moreover, the number of teachers

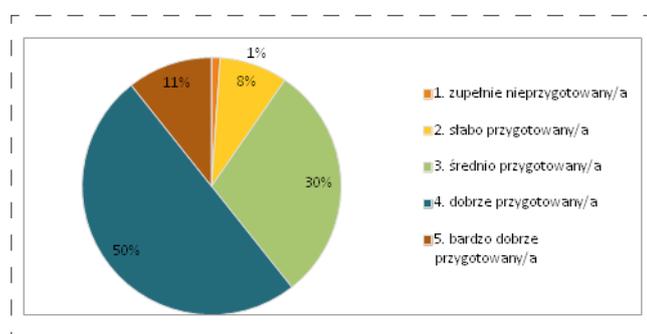


## 5.2. Teachers' preparation for the implementation of citizenship education - self-evaluation

The objective of the ENGAgE project is to support innovative educational models empowering headmasters, teachers and primary school students to “successfully achieve educational goals in the field of citizenship education, whether its integrated into stand-alone subjects or cross-curricular delivered, and through active participation in school life or by contributing to organisation of the educational process”. In order to suggest a new course of action best suited for current needs of a given community, it is necessary to identify both barriers and capacities for change within that environment. Some information regarding this matter has already been outlined in previous parts of this report. This section focuses on depicting the overall image of teachers participating in the survey which has emerged from their answers, when asked to self-evaluate the level of competence, qualifications, knowledge and professional training with regard to teaching citizenship, as well as and main obstacles to such activities within their working environment.

Most of the teachers who completed the online surveys appear to be well prepared to undertake citizenship education duties. Nearly half of all surveyed declared so, and another 11% rated their preparedness as very good. Only 9% of teachers classified themselves as unprepared for such steps. Detailed distribution of responses displayed in Figure 13.

**Figure 13:**  
Answers to the question about the perceived level of preparation for engaging in school activities in the field of citizenship education (T=94).



In that respect, a better insight as to where the teachers obtain their knowledge and competence necessary to teach civics is required. According to their assertions, the most common source of information, while preparing teaching materials, is to identify the needs of students and their parents (65 responses), and drawing inspiration from their own social activity (54 responses). Furthermore, 59 people admitted, that they feel competent “to carry out their citizenship education tasks due to their individual professional experience and self-education in this area”. More than 1/3 of respondents shared the opinion, that they have already been sufficiently prepared thanks to the formal education they received. A small number of teachers (28 responses) confessed to having attending professional training, with the aim of developing skills and competence required within citizenship dimension. At the same time, a point of particular concern is the fact that 1/8 of teachers feel, that they lack skills desirable in the area of citizenship education and they are aware of it, but they do not know where to acquire relevant knowledge. Detailed distribution of responses displayed in Figure 14.

**Figure 14:**  
Teaching resources used by teachers in respect of citizenship education (T=94, multiple-choice question)



Apart from the lack of adequately trained teachers, considerable impediments in enhancing the importance of citizenship education in Poland may lie in the mechanisms affecting school environment. Teachers asked to name the main obstacles (everyone could indicate no more than three) gave answers, which can be divided into four main categories:

- “Objective”, i.e. related to teachers’ working conditions – insufficient time (entire attention focused on implementing the curriculum) and lack of teaching resources on citizenship education; curriculum overload and challenging conditions for its execution, mostly due to large classes;
- related to teachers – lack of competence to teach citizenship education, lack of commitment, the latter particularly applies to teachers with long employment history (reluctant to change and innovations, limiting their duties to a necessary minimum), what dispirits young, active teachers;
- related to the functioning of schools – overbearing bureaucracy, which causes committed teachers to switch professions or become passive (they decide to “lay low”), the lack of a coherent approach to citizenship education, poor cooperation between parties involved (between teachers, teachers and school leaders, school community and teachers), focus entirely on preparing students for examinations, not allowing students’ input into decision-making about how things happen in their school;
- related to parents (and through them transferred to students) - focus on individual achievements instead of cooperation and teamwork, lack of sensitivity towards others’ misfortunes and to help others.

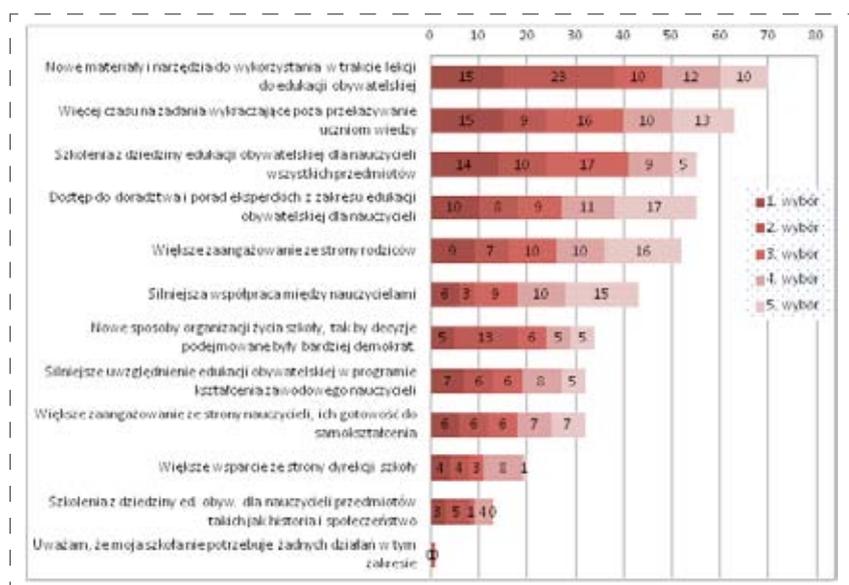
As outlined in the above compilation, some of the opinions of teachers participating in the survey, seem to contradict their previous answers – e.g. when evaluating their schools’ organisational structure. It should be noted however, that before we were dealing with a closed-ended question (respondents were limited with a list of answer choices), and opinions discussed here, were presented in a form of an open-ended question. Both sets of answer should be read in a juxtaposition, as they contain supplementary and complementary information. While the closed-ended question allows evaluating the prevalence of certain opinions within the studied group, then the open-ended question helps to better recognise and understand various issues and associations that spontaneously come to interviewees’ minds. Sometimes, closed-ended question also provides a better understanding of what lies behind choosing a certain answer within a list of terse answer choices. Moreover,

because of the small number of study subjects, all findings presented here, should be assessed solely in terms of recognition of certain occurrences typical in the analysed environment, and not as that environment's representative views.

### 5.3. Opportunities for development of Citizenship Education in the opinion of the respondents

At the end of the study, the respondents had the opportunity to indicate what – in their opinion – could be beneficial to the development of citizenship education in their schools. Each teacher could suggest five such actions, arranging them from most to least needed. The results are presented in Figure 15.

**Figure 15:**  
**Forms of support, which could enhance development of Citizenship Education in schools of surveyed teachers. The choice of five key answers accordingly to a five-point rating system (1 – action needed most)**



The above presented answers, can be particularly important in the context of actions planned for the implementation of the next stages of the ENGAGE project. They show that new and up-to-date teaching and learning materials, and educational tools on civic education are one of things that teachers need most. Also, many people pointed out insufficient amount of time to carry out tasks other than teaching compulsory knowledge, a need for access to professional development trainings, as well as expert advice and support on citizenship education.

In one of the open-ended questions, teachers could suggest what additional aids to support their teaching competence in the field of citizenship education they require. Their suggestions include the following:

- New educational tools and teaching materials, e.g.
- A compendium of detailed information on lessons plans and scenarios,
- Information on good practice and projects carried out in other elementary schools,
- Specific information, guidance, training courses, workshops, handbooks and teaching manuals with information on how to achieve learning objectives in area of citizenship education, plus the scope of essential citizenship teaching content, as well as information encouraging them to engaged and active citizenship,
- Access to guidance, counselling, and expert advice on civic education,

- Special training programmes, also for parents,
- The need to increase time allocation for subjects such as history and social studies, or even introduce a separate subject on civic or patriotism education BUT accordingly to some, it wouldn't be enough, because in order to successfully implement citizenship education, the entire school structure needs to be reorganised, so it can become truly democratic institution,
- A shift in thinking of some teachers and school leaders, which will inspire them to adopt a new approach towards schools' role and duties.

The last one of the points above should be complemented with the statement of one of the respondents, which in fact may become a motto of the further segments of this report, where specific changes and courses of action are suggested. This person said, "All teachers need to see that citizenship education is important, if not crucial component of education, because it is a great responsibility to educate and raise a young man well".

## 6. Opportunities for development of Citizenship Education in Polish schools – experts' opinion

Studies exploring the opportunities for development of citizenship education in Polish schools gathered in this chapter, are based on the results of surveys carried out for the purposes of this report, and on the conclusions arising from the debate held with professionals. Four teachers – including a headmaster, several representatives of various organisations promoting development of citizenship education: one person from the Centre for Education Development, two representatives of the Warsaw Centre for Socio-Educational Innovation and Training and three representatives of the Center for Citizenship Education attended the debate.

The results of the survey were presented in four thematic blocks:

- I. Factors affecting the development of citizenship education in Poland against the European backdrop
- II. The role of citizenship education in Polish schools in the eyes of primary school teachers
- III. The functioning of citizenship education in Polish primary schools
- IV. Barriers and opportunities for the development of citizenship education in Polish schools

Each thematic discussion was preceded by hosts' brief introduction and the presentation of research results relevant to the topic. After

the presentation, a discussion conducted with the help of guiding questions specially prepared for each of the thematic blocks, was held. Based on their expertise on the functioning of formal education in Poland and the role of citizenship education in primary schools, educators present at the meeting, expressed their opinions on information presented to them.

### **6.1. Systemic determinants of citizenship education in Poland against the European backdrop**

The first discussion panel began with the introduction and a reference to - continually emphasized in Europe - the need and importance of promulgating and promoting citizenship education, and to the regulations and directives on supporting development of social and civic competences, issued by the European Commission, Council of Europe and the OECD. It was also pointed out that citizenship education is an important postulate in country strategy papers, which - in the case of schools - resulted in implementing certain changes to the curriculum content, creation of a new model of pedagogical supervision or introduction of legal framework for school boards and school councils.

After hearing a brief introduction about European policy and Polish strategies and regulations on the guidelines about the citizenship education, the participants agreed that the overall policy stance and the proposed recommendations are good, but the problem lies in the fact that they remain declarations only, and are hardly ever translated into concrete action. Admittedly, the guidelines of the European directives and Polish strategies are indeed reflected in the national curriculum of general education, but for the most part, provisions concerning the citizenship education remain in the abstract.

The experts drew attention to often misguided and limited understanding of key competencies as the ones that are to help people to adapt to the labour market requirements. A different - wider and open approach would be desirable, whereby the core competencies should empower people to shape the labour market, rather than just passively adapt to the existing situation. Citizenship education in schools falls behind the stand-alone compulsory subjects with specific knowledge content to pass on, which can be easily assessed, thereby reflecting not only on students but also on teachers' competences. This conception is visible in the way the schools operate, and in its internal programme documents, such as education plans or school action plans, where citizenship education's place is quite minor. These actions are consistent with the official guidelines, but not always with the needs of the students. School boards do not meet their obligations, school councils are nothing more than just window dressing, and students' voice is ignored, even if pupils want to take action. Research shows that students in Polish school do not feel like they have a say, and they are excluded from a decision-making process regarding their own well-being. Simultaneously, the teachers filling out the questionnaire test, stated that the degree of students' empowerment is high.

Moreover, the minimum programme requirements of the official guidelines, which schools should develop and expanded accordingly to their needs, the local context, and capabilities of a given community, are often blindly adopted as the only objective to achieve. Schools don't do anything more than the required scope, they become passive in their doings, by adopting sample projects as standard course of action, and not creating their own undertakings or programmes which can be tailored accordingly to their needs.

### **6.2. The role of citizenship education in Polish schools in the eyes of primary school teachers**

During the second part of the meeting, the discussion revolved

around the role of citizenship education in Polish schools in the eyes of the primary school teachers. Presented results showed, that a vast majority of surveyed teachers consider citizenship education to be important or very important issue (see Figure 1, page 10). The findings of the study on how primary school teachers see citizenship education were discussed.

An expert judgement about presented information was that Polish teachers' attitude towards education brings to mind an image of the 19th century school model. Teachers are not inclined to engage in educational process that is based on teacher - student interactions. The latter's opinions are disregarded, and teachers take no account of students' interests and needs. Most of the educators are so focused on teaching in compliance with the curriculum content, that it seems they only need their students as their passive audience. It is very challenging to discuss the actual possibilities of achieving the objectives of citizenship education with such perception of education still in mind.

Many teachers do not really comprehend what citizenship education stands for, and what it could become. One of the participants in the discussion - a methodological consultant in the early childhood education team, pointed to the problem of teachers' underestimating the importance of assessing skills development, and belittling the importance of the learning process of these competencies: on the one hand teachers do not know how to approach this task, and on the other - they do not consider it important. This predicament is a consequence of still low awareness of the importance of evaluating development at every stage of education. Schools shape attitudes of docility and subordination. As long as they remain hierarchical, undemocratic and authoritarian institution, they will not model different qualities and behaviours. Children's perception of social relations observed and ingrained by schools shapes their idea of the relationships in the society. Teachers should be mindful, not to convey their own views and beliefs to their pupils, as the only legitimate - it is especially important for young children.

The experts believe that greater emphasis should be placed on the development of skill such as - self-organisation, self-reflection, organised workplace or metacognitive skills (thinking about thinking). The problem lies in the fact, that teachers often lack those skills themselves. In order to achieve citizenship educational goals set out in the official documents and regulations, it is essential to provide teachers with trainings, which will enable them to teach civic ways that go beyond just theoretical knowledge transfer.

### **6.3. The functioning of citizenship education in Polish primary schools**

In the third panel, the discussion centred around the research findings on various methods of working with students used by the surveyed teachers, and the evaluation of the effectiveness of different teaching techniques designed to shape social and civic competences. Experts were asked to express their opinion on which method of working with students would help most, to achieve the goals and objectives of citizenship education.

Some people suggested that effective method to develop social competence, is teaching based on the project approach. It can be applied even when working with young children, whereas skills and competencies acquired through the project-learning, permanently furnish students with abilities, which can be of use in further education and in life. Lack of the follow-up is the main problem here. While, in primary and lower secondary schools project-based learning is used, secondary schools hardly ever reach for it.

Another, valuable method in teaching citizenship is a field trip strategy, teaching outside the confines of a classroom. However, in experts' view, this technique is used not as often as it should be, what was confirmed by the research findings. The panel of

experts believed that its more frequent appliance is impeded by, inter alia, too rigid time frames of school plans and classes, and the lack of interest among the school management in changing the status quo, what would cause them, in their opinion, too much complications.

There is a whole range of various methods, which may be beneficial in teaching citizenship. Teachers know them in theory, but hardly ever practice them, as they feel uncomfortable in an unfamiliar territory. Therefore, providing trainings courses, plus other types of teacher support is essential element for teachers to become self-confident, competent, and proficient at using different teaching methods.

Ultimately, as the experts stated – it is not the method that counts most, but a new and fresh approach to teaching. Teachers should actively involve students in the learning process, its planning and implementation. The teaching method is a secondary issue. By focusing on it, teachers may limit themselves to the technical side of its implementation, and at the same time forget about the teacher- student relation. In fact, focusing on that relation, is what can significantly change the quality of learning.

One of the interlocutors suggested, that “activating methods” should be understood as something that enables children to take responsibility for their learning process, and move student’s focus from the teacher to the actual learning content. “What activates most, is what encourages independent learning”. In Polish schools there is no evaluation within the class, therefore it is hard to tell, whether the students in the classroom, actually learn.

If school is to teach citizenship, then, it should be carried out not only during a separate, specially allocated for it lessons. Citizenship education also means, taking advantage of everyday school affairs for the purpose of shaping social and civic competences. Every day in school, in the classroom social life goes on, disputes, conflicts between peers, fights for the social leadership – are all situations, which when skillfully guided or overseen by the teacher, may contribute to the development of social skills essential in life in various situations - private, social, or professional.

#### 6.4. Barriers and opportunities for development of citizenship education in Polish schools

In the fourth part of the discussions, experts initially agreed with opinions of surveyed teachers, that the objective factors hindering achieving the goals of citizenship education are, among other, excessive workload, schools main focus on students achieving best results during exams, and thus narrow criteria for teachers’ work appraisal - their effectiveness solely based on their students’ attainments in exams. Next, someone in the discussion mentioned, that constant recourse to excessive workload and the necessity to concentrate on teaching towards another exams, for many teachers became a convenient excuse not to undertake additional activities or projects. Meanwhile, the curriculum leaves room for manoeuvre. It contains theoretical possibilities for the teachers to go beyond passive framework of knowledge transfer.

Citizenship education requires systematic approach and consistency in activity. Its aims cannot be achieved only by promotional campaigns or projects, which are very effective tool in achieving quick results; however, this solution does not work for education, where growth and skills development are of importance. Citizenship education will generate results only then, when all the teachers, together with school management and support of parents, have a common goal, which they will consistently pursue. However, if a single person attempts to introduce new ideas to environment unwilling to change, it will be very difficult to accomplish anything. Active teachers usually meet with resistance from their colleagues and management. They themselves do not have a sense of empowerment, therefore they cannot pass it on to their

students.

The main barrier hindering the real change, is the lack of cooperation within the school community. Headmasters, teachers, parents – most of them act according to set patterns which they acquired back in school. In order to change that, an open discussion amongst all the parties involved about the purpose of the education - including citizenship education, needs to take place; and a lot of work still needs to be done to change mindsets towards taking responsibility - firstly for what we do, secondly for what students could be doing. Teachers need to gain a sense of responsibility and a sense of empowerment, and not blame “objective factors” such as lack of time and overloaded curriculum.

If such a change is to actually take place, it cannot be imposed arbitrarily. School communities themselves need to see the need for the change, in order for it happen. Systemic projects are not a good solution in this particular area, as “they are good in theory, but may cause more harm than good”. In terms of schools, working towards turning over a new leaf needs to be carried out in cooperation with teachers as a group, and not as individuals, as only groups have the power to bring about the substantial changes. The attitudes of school leaders in all the institutions are particularly important. Citizenship education can only be conducted in facilities, where the headmaster is a democratic leader, who both wants and knows how to work side by side with teachers and parents.

Additionally, schools should support the development of metacognitive competence of the teaching staff, and be capable of a thorough self-reflection, which is the basis of citizenship education. Publicity campaigns, outside support cannot replace a process of thorough self-reflection.

People and institution that are in any ways connected to education are simply insufficiently involved in creating and shaping the education process. Citizenship education should be dynamic and engaging. Parents need to see the benefits of it, and realize that individual success is not the only important thing, but teamwork and collaboration are what count even more. An important step towards the goal, is to invite local communities to cooperation and engage them in school life, so local institutions (e.g. organisations, companies) can see the advantages of close liaison with schools. Citizenship education should also be understood in terms of a process in which, all members of school community work together from beginning to end, learning a valuable lesson in the process. Yet, most teachers expect to be given ready-made solutions, easy answers, or educational tools ready for immediate use. It is true indeed, that primary schools lack teaching aids and educational resources on citizenship education, but this is not – in experts’ point of view – the greatest need of Polish schools.

## 7. Summary

The findings of the study and analysis of data deriving from other sources presented in this report, indicate that the situation of citizenship education in Poland is ambiguous. Presented results provide a partial explanation for discrepancy between comparative international studies (e.g. mentioned earlier ICCS) where Poland ranks high in the rankings on citizenship education, and practice – where young Poles evince a low level of interest in social activity and political commitment.

The analysis of the core curriculum shows that it does indeed cover citizenship education. Also, Poland has devised many educational materials and teaching aids on citizenship education (however the primary level is the least equipped in this regard). What’s more, teachers seem to understand – as can be inferred from their questionnaire responses - that citizenship education is a very broad concept in terms of its role and teaching & learning strategies. Discrepancies arose when teachers were asked about the goals of

citizenship education. Different perceptions of its role, entail defining different competencies it needs. Based on their replies, it can be concluded that teachers are aware of what conditions need to be met for schools to function in accordance with democratic principles.

Situation looks different, when we move on to the analysis of the teaching methods. It appears, that the use of activating techniques is not so common, whereas individual work, textbook and lecture methods still prevail. It should be noted though what the experts stressed - the teaching methods themselves are not the most important aspect of citizenship education. Neither group work, nor the field trip strategy will contribute to the development of social and civic competences, when incorrectly implemented.

The analysis of responses to the open-ended question on perceived barriers to the development of citizenship education in schools indicates some additional negative factors affecting citizenship education in Poland. The panel of experts confirmed, that all the obstacles listed by respondents, are in fact present in many educational facilities. Everything revolves around the fact that staff in many schools are still averse to change, because they grew up and developed in times of highly hierarchical approach to education. They are unsympathetic towards alterations, which they do not understand. When young and active teachers find themselves in such environment, as newcomers they are either quickly socialized into standards in force, or marginalized. Parents' passive consent of the status quo does not support the change in the situation. The role of school councils or schools boards is often purely superficial in cases of such institutions. According to some of the experts participating in the panel, school boards are actually the remnants of the previous political system. It seems though, that certain decisive actions of the central authorities aimed at, among other, implementation of the country strategy papers presented in this reports earlier, could go a long way to change the situation. The experts however, were very skeptical about the prospects of executing these actions.

The realities outlined above, do not mean by no means that the citizenship education in Polish schools is doomed to failure. To accomplish the goals of broadly understood education, is not enough however, to just keep developing more teaching materials. We need to seek to create new attitudes open towards change in respective educational institutions. For this purpose, the best solution would be to restructure school rules and principles towards greater democratization of schools and empowerment of students. Teachers too, need to gain a sense of professional empowerment, because only the teachers who truly believe that school is a means to achieving important goals, and allows to develop and grow, can convey this belief to their students. It is a goal of a great significance, but difficult to achieve and requiring time.

In the meanwhile, in order to initiate concrete changes, it is well worth training people in respective schools, so they could become prime movers of the change. It might also be a good idea to seek parents support and cooperation, as within that group lies a great potential, which could be beneficial for the citizenship education of the entire school community.

The overall conclusion of the research is the evident need for discussion within the school community about what citizenship education is, what it could be, and what it should be. It is worth impressing on teachers that broadly defined objectives of citizenship education are possible to achieve mainly by means of thorough self-reflection and a sense of empowerment of both teachers and students. Using different teaching methods definitely entails many advantages, especially the project-based learning or field-trip learning, but they need to be conducted in a correct manner. Daily school life is full of opportunities, which can be used to affect and polish up social and civic competences. Reflective approach to

emerging problems and disputes may support students' growth way more than any other theoretically best method – applied unthinkingly. Training modules designed to prepare teacher how to fulfill their educational tasks in the field of citizenship education, should include that approach.

# Citizenship education with children aged 8 - 12 in Spain

Ernesto Gómez, Cives Foundation

## Conceptual research findings

### 1. History of the national policy on education for citizenship

The Statutory Law of Education (LOE) of 2006, introduced into the Spanish curriculum, "Education for citizenship and human rights" (EfC), a subject that, grouped together as a set of subjects under different denominations, and varying the contents based on the ages of the pupils, would be distributed throughout different courses from Primary Education, Obligatory Secondary Education and the Baccalaureate.

The creation of that Law did not specifically appear in the manifesto which the Spanish Socialist Workers Party (PSOE) presented at the elections of March 2004 and which they won by an absolute majority. However, the manifesto argued the need to drive education in values, the introduction of new curricular content such as human rights and constitutional and democratic values; even contemplating the possibility of introducing subjects related to the gender perspective. In addition, it approached the need to press measures and actions linked to attending to the needs derived from an increasingly multicultural society, and to impel the education of European citizenship. In short, the manifesto raised a series of themes and contents that would later be included in the curriculum of EfC: many coming from the European educational institutions, with others specific to PSOE.

In October 2004, the Ministry of Education and Science (MES) published the document: "A Quality Education for all and among all. Proposals for the Debate", with the postulates of the educational reform which it intended to undertake. It was reform that would translate into a Law destined to replace the Law of Quality of Education, produced by the previous government of the Popular Party (PP), which was approved only with the exclusive votes of the political group that maintained the government, and whose schedule of implementation was suspended by the PSOE in May, after it came to power.

In its prologue, it had made a passionate defence for active citizenship, describing the challenges faced by the Spanish education system and setting forth the measures to resolve them. With the title: "What values and how to teach them", dedicated a section to Education in Values, indicating that its objective was, "to contribute to educating people so they can live in a climate of respect, tolerance, participation and freedom, and who are able to build a concept of reality that simultaneously integrates knowledge and its ethical and moral value". Among the other questions defended was that, in a democratic society, education in values should necessarily refer to those values enabling the development of citizenship and the development of attitudes of respect, tolerance, solidarity, participation and freedom, and that they must appear within the objectives and tasks of the educational system.

The document coincided with sections dedicated to the Education in Values of the socialists' law of education of 1990, the General Statutory Law of the Education System (LOGSE), which continued in force and meant a profound modification of the Spanish education system. In addition, it established, as an educational objective for the year 2010, the promotion, within the scholastic community, of the learning of democratic values and citizen participation to achieve an active citizenship, in accordance with the Lisbon Strategy agreed by the governments of the European Union (EU).

Its diffusion promoted a passionate debate in which numerous groups representing associations and organisations of all types participated. From the very first moment controversy arose, as the intention of the Ministry to introduce a subject or area destined to deal with the education of values triggered the wrath of the most conservative sectors of Spanish society, especially those sectors that, during Franco's era, had monopolised and imposed their values, through education, on the rest of society.

A few months later, the MES published a "Report on the Debate" with a summary of the contributions that had been received. On the section of the Education in Values, it indicated the need for education in this subject, based on the important and decisive social changes that required specific preparation of the citizen to assure the survival of democratic values and the peaceful resolution of conflicts. For this, action was proposed in three areas: "in the education plan of the school, in the teaching practice of all the subjects and (which was innovatory) the creation of a new educational subject for citizenship that would be taught in the final cycle of primary education by the teacher, and, in two courses of obligatory secondary education and in a baccalaureate course by teachers in the geography, history and philosophy departments" (MES, 2005, 73-74).

The arguments against the new subject were grouped under two considerations. The first described it as indoctrination, a violation of the paternal right to the education of their children, foreign to the democratic systems and it was considered that the values proposed could be spread through the areas of Society, Culture and Religion. The second, defended the need for education in civic and democratic values, but it was proposed that it be done transversely, with the teaching of the pupils encompassing everything, through the educational plan of the school and be included in the curriculum of all the subjects.

When presenting the Law in the Congress, (30.11.2005), the Minister made a summary of the new subject affirming that "the LOE reinforces the education of values, ensuring that, in addition to its inclusion in a transverse manner in the curriculum, there is a specific space for its analysis and debate. As is common in most of the European countries and as recommended by international bodies such as the Council of Europe, education for citizenship is incorporated into the obligatory education to communicate ethical, individual and social values to those generations that are going to live in a developed, democratic, diverse and complex society".

Among the reasoned arguments in the parliamentary debate in favour of the new subject, those are highlighted which maintained that:

- The subject would contribute to improve the teaching in values to youth through the reflection on human rights and the values of equality between sexes, races and cultures.
- It was an appropriate space to expressly address the values associated with a democratic conception of social and political organisation.
- It would have two dimensions: one personal and the other social. The staff would promote the personal maturity of the student, as an integrated person promoting values such as self-esteem, responsibility, freedom and dignity. The social dimension, would promote values such as respect,

- tolerance and other values such as the democratic participation and knowledge of their own individual rights.
- It would enable the teaching of coexistence and how to resolve conflicts.
- It corresponded to a European Education Policy that was common to several European countries
- It constituted a response to the targets set by the EU concerning education policy, the ultimate purpose of which was to make Europe the most dynamic economy in the world, based on knowledge.
- It was proposed that a civic education would follow the promotion of active citizenship, a circumstance that had already been raised previously by the Popular Party (December 2004), following the recommendations of the Council of Europe, which impelled measures to make the year 2005, the “Year of European Citizenship through Education”.

The arguments used to reject the new subject were justified by:

- The inclusion of elements of the Gender Ideology, an aspect that was introduced into education with the intention of defending the equality between men and women.
- The relationship between the EfC and affective sexual education, and faced with the introduction of measures intended to promote and increase sexual information for young people in the new subject, the opposition expressed strong reservations.
- It was considered an unnecessary and imposed subject, as it had not been requested by the parents, the families nor by society.
- It was a subject susceptible to political manipulation and indoctrination, as it was not endorsed by any scientific or academic discipline. For that reason, the subject was equated to the „National Spirit Formation“ of the Francoist school.
- It was presented as a subject opposed to religious education, which would displace it from the education system.

With all consultative and legal requirements fulfilled, the Congress approved the new Law in May 2006 by 181 votes to 133. Once again, consensus was not obtained for a law on education.

The PP found suitable instruments in the Law and the new subject to destabilise the socialist government. After announcing its rejection of the new subject, it ceded the confrontational role to the organisations and associations piloted by the Catholic Church, although at no time did it announce that it would lodge an appeal with the Constitutional Court on the matter, perhaps because the implementation of the Law responded to diverse supra-state recommendations approved with the support of various Spanish governments of the PP.

- In 1997, with Esperanza Aguirre as Minister for Education, the Declaration of Heads of State and the Government of the Council of Europe, proclaimed EfC as a main priority of its political and education programme, developing a programme on Education for Democratic Citizenship concerned with “all the practices and activities designed to help all the people, children, youths and adults, to participate actively in democratic life, accepting and practicing their rights and responsibilities in society”. The programme had the priority objectives of: a) to raise awareness of how education can contribute to developing democratic citizenship and participation, promote social cohesion and intercultural understanding, and the respect for diversity and human rights; b) to make Education for Democratic Citizenship a priority objective of the educative policy of the Member States, applying reforms in all levels of the system.

- In 1999, with Mariano Rajoy as Minister for Education, the Committee of Ministers of the EU adopted the Declaration and the programme on Education for Democratic Citizenship.
- In 2000, the 20th Session of the Permanent Conference of European Ministers for Education was held, with Pilar del Castillo as Minister, and in which the results and conclusions of the Education for Democratic Citizenship Project were approved.

With the PSOE in power, with María José San Segundo as Minister, the Council of Europe declared 2005 as the European Year of Citizenship through Education, and the EU designated the development of European citizenship as one of its main priorities of action, sponsoring the study of education for citizenship in the 30 European countries that comprise the EURYDICE network. The declaration alluded to something scandalous for the Spanish groups opposed to the implementation of EfC: “For the good of social cohesion in Europe and a common European entity, the students in the teaching institutions, must receive specific information on the meaning of citizenship, the types of rights and duties that this entails, and on what to do to behave like a good citizen” (EURYDICE, 2005. 8).

## 2. Who is in charge of the definition of the curricula?

The autonomic system of the Spanish State establishes that together with the Ministry of Education, the Autonomous Communities have sufficient competencies and capacity to determine their own curricula, from common minimums established by the Courts and the Government of the State which they can complement.

This structure and autonomic capacity in educational matters originated confrontations between the communities governed by the PSOE and the PP when specifying EfC curricula and applying them. The autonomous communities governed by the PP: Castilla-León; Valencia; Madrid; La Rioja and Murcia, adopted measures that delayed, prevented or transformed the sense of the new subject; Galicia and the Balearic Islands also adopted them, but as the PP lost power after the autonomous elections, they were quickly modified. The exception was Navarra, where, even though governed by a party assigned to the PP, and in spite of strong support of the Catholic Church, there was little opposition and its government maintained an independent position.

**The institutional opposition** was carried out without a pre-fixed plan, because although they agreed in principle, each autonomous government acted in an unco-ordinated manner. The first action was oriented to modifying the curriculum of the subject, as was indicated by the Regional Minister for Education of the Community of Madrid:

*“... the Communities of the Popular Party logically have the obligation to accept the Law, but as this Law precisely leaves important competencies to the Autonomous Communities when producing the study plans, the curricula, we have hence reached agreement. We have agreed to have common lessons ... and which, for example, the Education for Citizenship has a common content, a content that has already been produced and which is based basically and fundamentally on the Constitution” (Peral, 2007).*

The second was aimed at delaying its implementation, since the decree state frame, contemplated that the autonomous authorities could implement its teaching in the 2007-08 or 2008-09 academic year, either in the 2nd or 3rd year of Obligatory Secondary Education (OSE):

*“We have also made common decisions regarding the years in which it will be taught. It is going to be taught in 5th year of Primary Education, beginning in the 2008/2009 academic year. Evidently, there will be elections before this, and it may be that the Spanish*

government as at September 2008, will not be the government of José Luis Rodríguez Zapatero. Also it will be taught in 2nd year of OSE, apart from the obligatory nature to teach Ethical-Civic Education in the 4th year of OSE. We are also going to adhere to the minimum contents demanded by the Law, that is to say, only one and a half hours will be taught in Primary Education, and one hour in Secondary Education". (Peral, 2007, pp. 15-16).

On placing the EfC subject in the 2nd year of OSE the PP showed their hope to win the next elections and abolish the law.

The curricular modifications suppressed the aspects more questioned by the Catholic Church, such as the references to the questions of gender, or those related to the family models. The MES appealed them, and began administrative disputes which were agreed with the latter.

### 3. To what ages is it directed? Compare this duration with other European systems

#### A) Starting situation

The LOE established that the subject of Education for Citizenship and Human Rights (EfC) was to be studied, under different names, in some of the courses of Primary Education, Obligatory Secondary Education and Baccalaureate.

1. In Primary Education (educational stage that includes the period from 6 to 12 years of age), in one of the two courses of the third cycle of the stage (at 11 or 12 years of age), with the name of **Education for Citizenship and Human Rights**, for one and a half hours per week.
2. In Obligatory Secondary Education (OSE) (12 to 16 years of age), on two occasions:
  - a) In one of the three first courses of the stage (at 13, 14 or 15 years of age), all the students would have to take the subject of Education for Citizenship and Human Rights, for one hour per week, and
  - b) In the fourth course of OSE (at 16 years of age) with the name of Ethical-Civic Education, also for one hour per week.
3. Finally, it was also to be taught in the 1st year of the Baccalaureate (educational stage attended between 16 and 18 years of age) with the name of **Philosophy and Citizenship**. Its purpose consisted of offering all the students a space for reflection, analysis and study about:
  - a) the fundamental characteristics and operation of a democratic regime,
  - b) the principles and rights established in the Spanish Constitution and universal treaties and declarations on Human Rights,
  - c) the common values that constitute the basis of democratic citizenship in a global context.

But the commitment of the LOE to place the subject of EfC in the curriculum, was complemented with the maintenance of a transverse approach: this specific education should not conflict with the democratic practice that should inspire the whole of school life and which is to be developed as part of the education in values which must transversally impregnate all the school activities. The new subject would allow some of the aspects relating to community life to be dealt with in depth, contributing to form citizens.

#### B) Transition to the present situation

The initial situation established in the LOE has been modified on two occasions. The first took place after the general elections of November 2011 and the triumph of the PP with an absolute majority. In January 2012, in his first appearance in the Congress, the new Minister, José Ignacio Wert, announced imminent changes in the subject, anticipating that it would be replaced by a new subject "**Civic and Constitutional Education**" alleging that from its beginning, the EfC had been accompanied by controversy and had created a deep division in society and the educational world. In addition, he considered that its content went beyond that which corresponded to a true civic education, agreed with the directives of the Council of Europe. Instead, he proposed a subject whose syllabus was free of controversial questions and not susceptible to fall into ideological indoctrination. A subject that was oriented to provide the pupils with knowledge of the Constitution

In accordance with those declarations, in August and December of 2012, the MES published two Royal Decrees that modified those that established the minimum lessons of EfC in the different educational levels. With those modifications, the contents that were considered more controversial were eliminated from the curriculum, on the understanding that they were the origin of the controversies and the appeals before the courts and the administration. (Valencia, 2013).

One suppression that did not calm the spirits of the objectors, which they attempted, was the elimination of the subject which they considered unacceptable through being a "moral of the State" (Professionals for Ethics, 2012).

Nevertheless, the Decrees did not include mere cuts, they also contained subliminal aspects that demonstrated the ideological bias of the Government and those who inspired them:

- the terms girls and boys were suppressed, using only the masculine plural as a generic term
- only the recommendations of the Council of Europe were indicated as causes for the study
- the only reference to homosexuality was eliminated, it being one of the most conflictive points for the opponents of the subject and the bishops. It referred to the rejection of homophobia
- questions were erased that alluded to social conflicts or tensions, such as the "social activities that contribute to enable a just and supportive society"
- other concepts were included, such as exclusive nationalism, terrorism, the role of the private economic initiative "in the generation of wealth" or the respect for intellectual property.

Along general lines, the new design emphasised the respect for the legal and constitutional limits which the citizens had to follow, replacing the previous contents by much more generic references.

However, this was only the beginning. The following step, of much more importance for the subject, consisted of suppressing the new **Statutory Law of Improvement of Educational Quality** (LOMCE) which was going to be the new obligatory subject, **Civic and Constitutional Education**, which in the first draught of the LOMCE replaced the conflictive subjects of EfC and Ethical-Civic Education of the LOE. With the new regulation, the following were eliminated from the curriculum

- Education for Citizenship and Human Rights from Primary Education
- Education for Citizenship and Human Rights from OSE
- Ethics and Citizenship from the 4th year of OSE
- The concept of Citizenship from the subject of Philosophy and Citizenship from the 1st year of the Baccalaureate

Instead of those, the LOMCE has introduced the subject of **Social and Civic Values** (SCV), which will be taught in each of the six courses in Primary Education, and the subject of **Ethical Values or Religion**, which will be taught in each of the four courses of Obligatory Secondary Education.

However, another very important contribution of the LOMCE has been the appearance of the subject of Religion, which, in addition to recovering full academic value, it is established as an alternative to the same. This is to say, the pupils will have to choose between Social and Civic / Ethical Values or Religion, at the choice of the fathers, mothers or legal guardians.

In their place, the LOMCE has opted fundamentally for the transverse approach. Thus, in the introduction of the regulation, the following is established: *"In the context of the methodologic change that this Statutory Law advocates, it approaches this need [that of teaching pupils in EfC] transversely when incorporating civic and constitutional education into all the subjects during basic education [the period of obligatory education; that is to say: from 6 to 16 years of age], in such a way that the acquisition of social and civic competencies is included in the daily dynamic of the teaching and learning processes, and thus strengthens, through a joint approach, its possibility of conveyance and its guiding character.*

The new Royal Decree on basic Primary Education teaching of the LOMCE (2014) gives reasons for including the subject of **Social and Civic Values**:

- to guarantee the universal right of boys and girls to receive an education that allows them to develop to the maximum of their possibilities, to educate them in respect of human rights and fundamental liberties and to prepare themselves to assume a responsible life in a society free and tolerant of difficulties.
- to reinforce the preparation of the people to act as participant and involved citizens in the improvement of cohesion, defence and the development of democratic society.
- the concern to improve the quality of the education of all the pupils, promoting the development of educational processes that strengthen individual participation to achieve collective aims.

Although the autonomous communities can extend the content of the subject, the Decree establishes three thematic blocks.

1. Identity and dignity of the person, destined to deal with subjects such as the dignity of the person, the value of team work, self-esteem, understanding and decision making.
2. Empathy and respect in interpersonal relations, where themes are approached such as social and interpersonal skills, especially the skills for dialogue.
3. Social coexistence and values, which deal with values such as team work, solidarity, respect for rules, social justice, moral judgements, the rights of the child, equality between men and women, the responsible use of energy sources and road security, among others.

With respect to OSE, the Royal Decree that develops the subject, **Ethical Values**, establishes that this subject must have the objective of equipping the students with the necessary instruments of rationality and objectivity so that their value judgements have the rigour, coherency and rational basis that they require, in order that their choices are worthy of guiding their conduct, their personal life and their social relationships. To achieve this, the curriculum is structured around three axes:

1. *To fulfil the constitutional mandate, which determines the objective of education as the full development of the human personality, regarding the democratic principles of coexistence and the fundamental rights and liberties which must be interpreted, ac-*

*ording to that established in the Universal Declaration of Human Rights and in the international agreements ratified by Spain, with the aim of promoting its diffusion and development, guaranteeing its fulfilment by all humanity.*

2. *To contribute to strengthen the autonomy of young people and to prepare them to become the main agents of their own development, learning to construct, by means of free choice and a rationality based on ethical values and the investment of their own effort, their own thought and their own life plan, assuming in a conscious, critical and reflective manner the exercise of freedom and control over their own existence.*

3. *To favour the construction of a free, egalitarian, prosperous and just society, by means of the active participation of aware citizens and respectful of the ethical values on which coexistence and democratic participation must be based, recognising human rights as a universal reference to overcome conflicts, and defend equality, political pluralism and social justice.*

And which is developed in five thematic blocks:

1. The dignity of the person
2. Understanding, respect and equality in interpersonal relationships
3. Ethical reflection
4. Justice and politics
5. Ethical values, the Law, the Universal Declaration of Human Rights and other international treaties on Human Rights.
6. Ethical values and their relationship with science and technology

### **C) The reactions of Autonomous Communities to the new subject.**

As occurred when the LOE was implemented, when the MES announced the first cut in the EfC, it was the Autonomous Communities that showed their disagreement with the measure and announced that they would take compensatory measures. The most recalcitrant was Andalusia which had not modified the original content of the subject and announced that the contents that the MES had cut, would be introduced in the autonomous curriculum making use of their legislative quota. Later, when the LOMCE established the new subjects of Social and Civic Values and Ethical Values, Andalusia announced that it would introduce EfC as an alternative subject.

After autonomous elections were held in March 2015, and with the PP losing power in some autonomous communities, the new governments have announced they will reintroduce EfC in their curricula. Once again conflict seems assured.

In short, from 2006 to the present, EfC in Spain has experienced a strong regression that has led supra-national organisations such as the UN, to request the Spanish government to recover the subject, on considering that the disappearance of Education for Citizenship is a "retrograde measure" that hinders the teaching of "human rights of women as an inalienable part of the civic ethics of the States. This subject is an essential tool". (El Mundo, 08.07.2015)

#### **4. What educational focus is used?**

**What are the competencies that it is hoped the students will acquire?**

One of the most surprising questions is the absence of studies that provide true and reliable data on the implementation of EfC in schools. In spite of the intensity of the debate, an enormous amount of theoretical papers have been produced on the nature and advantages of its implementation; it has also stimulated research on the legal aspects that are derived from the demands presented before the courts, but in fact, very little is known about how the processes of education and learning in the classrooms

take place, or about the results obtained.

At the National level, we only know of the existence of two studies that approach the situation of the teaching of EfC in Spain: the report of Amnesty International of 2013, entitled *“Education in Human Rights in Spain. Something more than a subject”* and that of the HEGOA Foundation of 2011 entitled: *“Education for Citizenship: Report on the situation in eight autonomous communities”*. In fact, the information that both studies contribute leaves much to be desired on the subjects that interest us here.

The empirical study made by the CIVES Foundation for the ENGAGE project gave some opinions of Primary Education teaching staff on the subject:

- The methodology of education and learning of the subject of Education for Citizenship must be based on:
  - Work in collaborative and co-operative groups
  - Experience and debate
  - Participation as a principle
  - Inclusive Education
- It would also be very advisable to use the following methodologic criteria when teaching Education for Citizenship:
  - Experience of human rights: Education in human rights must be made by and for the action
  - Connection with the real life of the school and the surroundings: Give preference to the daily facts that take place in the school as a teaching element of the first order
  - Importance of the atmosphere and organisation in the school: Promotion of the active participation of the teaching staff, pupils and fathers and mothers in the democratic management of the school
  - Globalising and interdisciplinary approaches (projects)
  - The learning-service

## 5. Content: what subjects are dealt with?

Also, the mentioned empirical study made by the CIVES Foundation for the ENGAGE project, shows that the EfC should imbue the students with knowledge, competencies and understanding on:

- Equality between men and women. To value and to respect the differences of the sexes and the equality of rights and opportunities among them. To reject the stereotypes that suppose discrimination between men and women
- Education in the exercise of tolerance and freedom within the democratic principles of coexistence, as well as the prevention of conflicts and the peaceful resolution of such
- To know, to understand and to respect different cultures and the differences between people, to critically analyse and assess the existing inequalities and to practise solidarity between people and groups. Interculturality
- To strengthen citizen responsibility, consolidating attitudes of respect and prevention, in the sphere of road security, responsible consumption, in the face of situations of risk and catastrophe, respect living species and the environment, training for peace, co-operation and solidarity between peoples, defence of the heritage, the social role of taxes, the role of the army, etc.

Also, the teaching staff state that the EfC is a suitable space for the teachers to teach and the pupils to learn:

- About the fundamental characteristics and the operation of a democratic regime, the principles and rights established in the Spanish Constitution and in the Treaties and Universal Declarations of Human Rights
- About the characteristics of the institutional and political system of the European Union, giving importance to those

- aspects that show the need to construct an active European citizenship that is able to exert and to defend their rights and democratic responsibilities at the level of European society
- About democratic memory. Study and knowledge of the historical background of democratic development and citizenship rights in Spain.

## 6. Do teachers receive specific training to teach education for citizenship?

The empirical study made by CIVES shows that:

- Currently, there barely exists an offer of permanent training for the teaching staff in matters related to the subject of EfC.
- The teaching staff consider that specific permanent training is required.
- Directed to future education professionals, it is necessary to include the study of the teaching of EfC in the training plans of the Higher Education Institutions (Universities), both Spanish and European.

This circumstance had already been indicated by the mentioned report of Amnesty International: the scarce attention that was given in Spanish Universities to training in EfC during the Initial Training of the teaching staff.

## Empirical study

Julio Ordóñez (Cives Foundation)

### Introduction

The primary objective of “ENGAGE” is to take stock on existing policies and create common didactic material for kids in primary school age (8-12).

When developing the CIVES questionnaire, it was important to first keep in mind working hours, proposed curriculum, and teaching materials created by Fundación CIVES of the Spanish Education League as part of its ongoing efforts to introduce materials for citizenship education in all stages of the formal education system. These materials would not only provide students with knowledge and skills, but ways to play an active role in democratic life. Second, we took into account the experience of the professors that were supposed to teach one course each in primary school and secondary school on Citizenship Education and Human Rights during the six academic courses that LOE was involved in, until a Royal Governmental Decree of the Peoples’ Party eliminated the material from the official curriculum. Third, we also took into account documentation created by the European Council in the form of reports, charts, and recommendations on the advisability of including EDC/HR as part of school curriculum. Finally, we included the debates and conclusions of the European Conference on Democratic Citizenship Education and Human Rights, celebrated in Sevilla in summer 2014 and organized by CIVES.

This empirical study includes a questionnaire with 26 questions, completed by 67 teachers and teacher training experts who work in 32 education centers in five autonomous communities: Andalucía, Castilla and Leon, Madrid, Murcia, and Valencia.

The questions posed to the respondents were divided into five categories:

**Principles** – beginning with reflections, definitions, and proposals from: a) the 2010 letter from the European Council on the topic of Democratic Citizenship Education and Human Rights, b) the 2002 recommendation from the Committee of Ministers of the European Council on citizenship education, and c) the 2014 conclusions reached in Sevilla by Fundación CIVES, we asked professors their direct opinion on these reflections, definitions, and proposals and invited them to observe and critique them.

**Contents** – we asked professors whether or not they believe that an independent unit on EDC/HR is necessary to include in curriculum. If they answered yes, we then invited them to answer a series of questions ranging from general to specific. Each of the questions was accompanied by a rating scale that included six categories. At the end of some of the questions, there was space to include, if the respondent chose, any personal reflections that they considered relevant.

**Methodology** – we asked about different teaching and learning methods specific to citizenship education, as well as an assessment of a set of methodological criteria. As with some of the questions in the Contents section, some were accompanied by a rating scale that included six categories.

**Teacher Training** –the success of all education depends largely on the preparation of teachers. We asked about different aspects of professors’ basic training on EDC/HR material, and their opinion

about the inclusion of citizenship education training for professors at institutes of higher education. We asked, among other things, about the means and resources considered the most pertinent by professors in the teaching of EDC/HR—in order for teachers’ daily work to be fulfilling and successful, there must be adequate resources available to them.

### The survey results

In this document we provide a non-exhaustive summary of the answers, reflections, comments, and suggestions received, which give an approximate idea of the results of this empirical survey on EDC/HR. They are divided into five sections: principles, contents, methodology and teacher training.

#### 1. Principles: What is EDC/HR?

An overwhelming majority of the teachers surveyed agreed with the definition of Democratic Citizenship and Human’s Rights Education (EDC/HR) by the Council of Europe in 2010. The majority (98.2%) considered that EDC/HR means education, training, awareness raising, information, practices and activities which aim, by equipping learners with knowledge, skills and understanding and developing their attitudes and behavior, to empower them to:

- Exercise and defend their democratic rights and responsibilities in society
- Appreciate diversity
- Play an active role in democratic life to promote and protect democracy and the rule of law

From the answers given by teachers it shows that overwhelmingly (96.5% of affirmative answers), share the Recommendation of the Committee of Ministers of the Council of Europe of 2002 which states that the teaching of EDC/HR, should “combine acquisition of knowledge with attitudes and skills, and prioritize those aspects that reveal the fundamental values, especially human rights and the rule of law”. For this purpose the respondent teachers supported the idea that it is necessary that the process of teaching the subject of EDC/HR is oriented to students learn to live together in a democratic society while combating racism, intolerance, violent nationalism, and extremist thinking

The majority also agree with the objective set forth by the European Council in 2010 for EDC/HR: “Besides providing knowledge, understanding, and skills, EDC/HR should serve to defend and promote human rights, democracy, and the rule of law.”

An overwhelming majority (96.5%) share the opinion that one of the major threats to peaceful coexistence is the one identified by the European Conference on Citizenship Education in Sevilla organized by CIVES in 2014. “Every day there are more and more people who think of neoliberal democracy as a less intense form of democracy. This situation is the ideal breeding ground for many social and political evils, including corruption, fundamentalist nationalism and authoritarianism, racism and xenophobia, personal and cultural intolerance, violence in all forms, war, terrorism, poverty and social marginalization, and the resurgence of all types of fundamentalist ideologies, including political and religious ones.” From their professional standpoint, most of the teachers surveyed (87.7%) support the objective of Project ENGAGE to create universal European curriculum for students age 8-12 and their professors, which promotes democratic values with the goal of preparing

students for active citizenship and the defense of human rights.

Some final considerations: this survey also invited professors to make their own observations, critiques, and personal reflections on the subjects discussed. We received the following commentary:

- *Pedagogically, at the educational stage of 8-12 years old, it's as much about how you teach as it is what you teach. The process of teaching and learning DCE/HR must be practical. Students should learn how to exercise their rights of citizenship in their school environment.*

- *We need to facilitate the teaching of EDC/HR as much as possible for non-specialist teachers, and make available to them innovative curriculum material that promotes their professional work as educators.*

- *In this essential stage of educational development, the coordination of all agents of the educational process is necessary:*

- a) *Families, as essential institutions for the transmission of values and real, active participation in education;*
- b) *Schools and teachers, as permanent forces of pedagogical innovation;*
- c) *Administrations (central, regional, and local) as promoters of democratic principles and the values of coexistence.*

## 2. Contents

In accordance with the opinions that EDC/HR teachers have expressed in this survey, we can conclude that:

An overwhelming majority (94.2%) believe **it is a necessity to include a separate unit on Citizenship Education within Primary Education curriculum.**

An overwhelming majority (91.4%) agree that students are capable of constructing their own principles, values, and norms in a rational and autonomous way, and that this idea should be cemented in their education. These principles should, on one hand, respect the autonomy of each individual, but on the other hand, reject individual decisions that do not seek to create dialogue when there are conflicts between values.

A majority (89.6%) believe that the first step for students in constructing these principles, values, and norms is by learning about the Spanish Constitution and the Universal Declarations of Human Rights and the Rights of the Child.

Likewise, an overwhelming majority believe that EDC/HR should offer students a space for reflection, analysis, and study, in which:

- **They will begin to detect and critique the unjust aspects of everyday life and of current social norms (96.5%).**
- **They can begin to create more just ways of life, both in interpersonal environments and in groups (96.5%).**
- **They will begin to develop, autonomously and rationally, personal principles that will help them critically judge reality (96.5%).**
- **They will continue acquiring democratic social norms (96.5%)**
- **And to a lesser extent, they will learn about the characteristics of the political institutional system of Spain.**

From their professional perspective, educators also believe that **EDC/HR should give students knowledge, skills, and understanding** of:

- **Equality between men and women - 93,7% - valuing and respecting the difference between sexes and the equality of rights and opportunities between them and rejecting stereotypes that breed discrimination between men and women.**
- **The promotion of tolerance and freedom - 93,7% -**

**within the democratic principles of peaceful coexistence and conflict resolution.**

- **Recognizing, understanding, and respecting different cultures - 91,4% - analyzing and critically judging existing inequalities and practicing solidarity between persons and groups**
- **Maximizing civic responsibility - 91,4% - by strengthening attitudes of respect and prevention in the fields of: road safety, responsible consumption, risk and disaster situations, environmental protection, analysis of the social role of taxes, etc.**

Respondents also agree that EDC/HR is the appropriate space for educators to teach and students to learn about:

- **The fundamental characteristics and operation of a democratic regime, the principles and rights established in the Spanish Constitution and in the Universal Treaties and Declarations of Human Rights.**
- **The characteristics of the political and institutional systems of the European Union, especially the aspects necessary for creating an active European citizenship that is capable of exercising and defending its democratic rights and responsibilities on a societal level.**
- **Democratic memory and the study of historical precedents of democratic development and the rights of citizenship in Spain.**

### Which grade level should provide EDC/HR?:

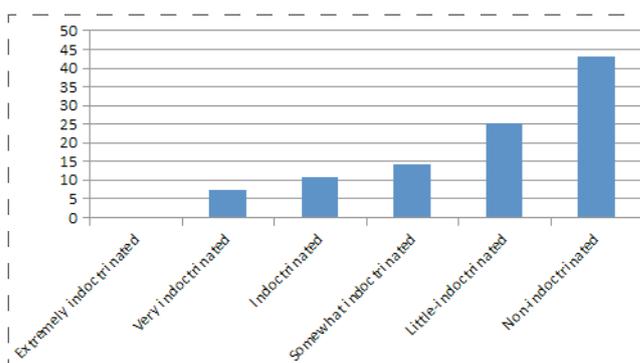
The majority of educators believe (as previously stated) that there should be a separate unit in Primary Education that focuses on Citizenship Education. Their opinion is 50% divided as to which grade should provide EDC/HR:

- **In all grade levels: There is no time consensus--one hour per week, an hour and a half per week, or two hours per week.**
- **In 5th and 6th grade: 2 hours per week**

### Transversality.

Teaching EDC/HR inside the classroom doesn't contradict democratic practices that should inspire school life, and all school activities should be centered on developing these educational practices and values. **An overwhelming majority** of teachers are of the opinion that **Citizenship Education should be an independent course but should also be transversal.**

Indoctrinated material. The survey reveals that, even though there has been a huge amount of political controversy amplified by the media, most of the Spanish teachers surveyed don't think that Education for Democratic Citizenship and Human Rights has yet become an indoctrinated subject.

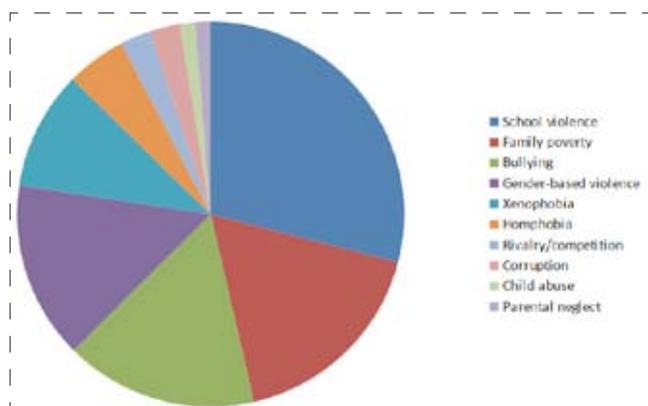


Extremely indoctrinated concept	0%
Very indoctrinated concept	7.1%
Indoctrinated concept	10.8%
Somewhat indoctrinated concept	14.2%
Little indoctrinated concept	25%
Non-indoctrinated concept	42.9%
TOTAL	100%

### Inter-group relations.

An overwhelming majority of teachers say they are familiar with the group dynamics that exist in their classrooms. For this reason, they are aware of the conflicts these can produce amongst students as well as problems that can exist within families of students. They confirm that, at one time or another, they have had to resolve a classroom conflict related to one of the following themes:

School violence	41.1%
Family poverty	24.6%
Bullying	22.8%
Cyberbullying	22.8%
Gender-based violence	21.1%
Xenophobia	14.1%
Homophobia	7.1%
Rivalry/competition	3.6%
Corruption	3.6%
Child abuse	1.8%
Parental neglect	1.8%



When asked if they had ever felt like they lacked adequate training or materials to address these topics, teachers responded that although they know of specific materials related to school violence or gender-based violence, **they lack training on how to handle these topics, as well as poverty, bullying and cyberbullying, and emotional education. Furthermore, they lack age-appropriate material to deal with these topics (for students 6-12 years old).**

### 3. Methodology

All teaching professionals agree that one of the most important tenants of their job is helping students to learn and acquire progressive knowledge, skills, values, and thoughts. This part of teaching is called didactic methodology. The respondents to this survey had the following to say about what methodologies to employ when teaching ECD/HR:

#### Methodology

An overwhelming majority of teachers believe that teaching methodologies for Citizenship Education should be based on:

- Group work, collaboratives or cooperatives - 95,3%
- Experience and debate - 96,6%

And **the majority** of teachers think it should be based on:

- Participation as the principal way to learn - 87,6%
- Inclusive education - 80,3%

#### Methodological criteria

An overwhelming majority of teachers surveyed believe we should use the following methodological criteria to teach Citizenship Education:

- Experience of human rights--human rights education should be taught through and with the goal of action (96.6%)
- Connections to real life in the school or learning environment
  - highlight events in students' daily lives that coincide with what they are learning (96.6%)
- The importance of the environment and organization of the school – encourage active participation of students, professors, and parents in the democratic management of the school (92.8%)

The majority of teachers also consider that it is important to take into account:

- Global and interdisciplinary approaches - 89,6%

And **to a lesser extent**, but still worth noting:

- Service Learning - 67,6%

#### Democratic management of educational institutions

The majority (82%) of teachers consider it a necessity that the member states of the European Union promote democratic participation in the management of all educational institutions as a method of governance and to put into practice democracy and respect for Human Rights.

#### Encouraging participation

The majority (82%) of teachers agree that the Spanish state must encourage and facilitate active participation amongst professors, students, and parents in the management of educational institutions.

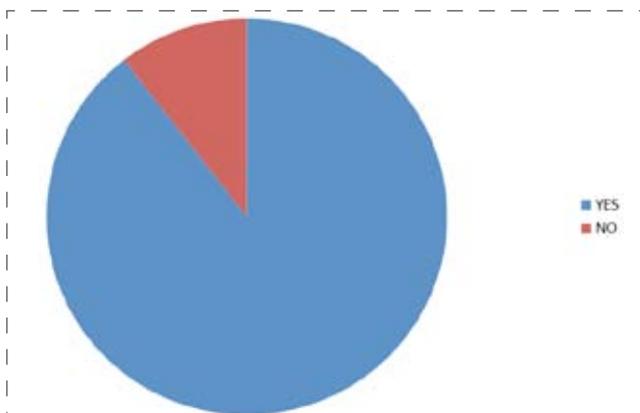
**In conclusion** and in the words of a comment by one of the participants:

*“The formation of an educational community must include everyone responsible for creating the school environment: professors, students, and parents. If schools are laboratories for democracy, it's because they are based on active participation, an idea that has been somewhat lost in recent years.”*

### 4. Teacher Training

Questions of teacher training in this survey were addressed in two different ways:

- Whether or not specific training for Primary Education teachers on Citizenship Education is necessary. The majority (89.5%) of teachers believe that it is.

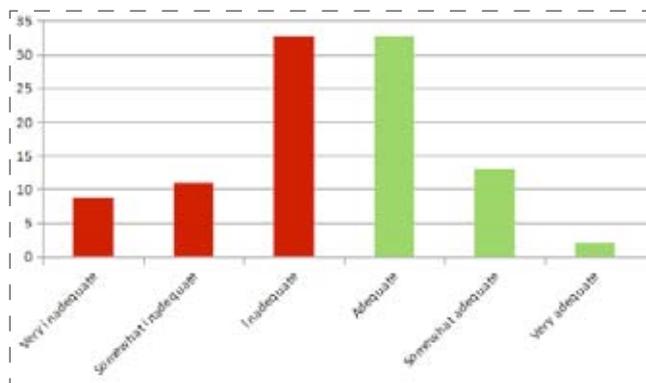


- Whether or not to include EDC/HR studies at higher education institutions in Spain and in Europe in general. The majority of answers (71.9%) conclude that universities are an appropriate space for teaching ECD/HR.

A look at the current situation of educator training for those who teach Social and Civic Values.

- The majority (80.7%) of professors surveyed consider the training offered for current or potential ECD/HR teachers insufficient.

Regarding the adequacy of the training received the teacher population remains divided:

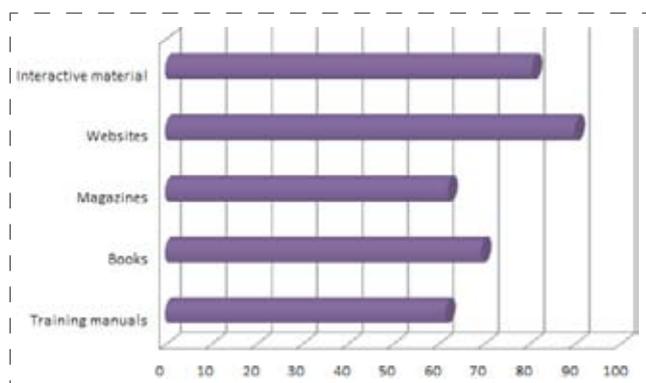


Very inadequate	8,7%
Somewhat inadequate	11%
Inadequate	32,6%
Adequate	32,6%
Somewhat adequate	13%
Very adequate	2,1%
TOTAL	100%

### Means and Resources.

From the answers received, we can conclude that an overwhelming majority of professors who teach Civic and Social Values create their own course material (92.2%), which uses all available resources:

Training manuals	61.7%
Books	69.6%
Magazines	62.2%
Websites	90.2%
Interactive material	80.8%



### Good teaching practices.

The teachers surveyed believe that they have done the best that they can to teach ECD/HR, although they say that:

“The educational concept of Civic Values is an improvisation that hasn’t been well-established. It has not been defined to teachers and because of this, it cannot be taught effectively.”

“We are working on curriculum that we have not yet had time to internalize.”

# Citizenship education with children aged 8 - 12 in UK

James Moon, Esme Clifford-Astbury, Volunteering Matters

## Conceptual research findings

### Introduction

The project “ENGAGE - Building together European learning material on Education for Citizenship” ambitions to create a European interactive, innovative, pedagogical and multilingual module on education for citizenship for kids aged 8-12 and educators.

This report aims to assess the national needs and expectations regarding education for citizenship curricula, both in terms of content and methodological approaches. It will be achieved through a theoretical study and the distribution of a questionnaire to a large group of teachers and experts of teacher training. The results of the analysis will be compared between all partners, in the consortium, and help identify the common needs of the participating countries.

The Department for Education (DfE) stipulates that at Key Stage 2 citizenship is non-statutory and schools are not required to teach or follow the suggested programme. Instead the rationale for providing a suggested programme is so that schools can plan a whole curriculum. Education for Citizenship is only made compulsory at Key Stage 3, or 11-14 year olds. Therefore according to our age range of 8-12 year olds only the top ages of 11 and 12 will definitely undertake formal learning on citizenship. Within the statutory guidance for citizenship ‘Europe’ is only mentioned once at key stage 4 and not at all at Key Stage 3.

Based upon the relationship and interaction of Education Citizenship with the National Curriculum it would be fair to conclude that as a topic it is not given high priority until Key Stage 3 and that the concept of ‘European Citizenship’ is not seriously addressed with only lip service being paid to it in Key Stage 4.

However Ofsted’s 2012 report, *Citizenship consolidated?* (2012), paints a different picture of citizenship’s relationship with the curriculum:

“In most of the primary schools visited, citizenship was a strong feature of the curriculum. Primary head teachers frequently viewed the subject as key to promoting their school’s shared values and a sense of community within the school. They identified citizenship as an important vehicle for successfully promoting pupils’ moral, social and cultural development.” (Ofsted 2012)

At a cursory glance and using these two juxtaposed positions it could be argued that despite the lack of importance placed on citizenship in primary education, teachers and leadership teams of schools recognise the importance of citizenship education and embed it within the curriculum despite the substantial pressures placed upon them from the National Curriculum. One of the key reasons for this may be that all primary school teachers are trained to teach the subject and therefore recognise its importance. This is in contrast to secondary school where it is seen as a specialist subject and therefore not core to all secondary school teacher training. Despite the jockeying of position for recognition its importance in schools in shaping societies views, identity and social cohesion has been recognised by both the national government and the EU. Such awareness has been catalysed by the decline in the participation in politics and civic engagement by young people in the later part of the 20th Century (Citizenship Foundation, 1997). Citizenship Education is seen as a ‘socially engaging’ area of curricular (Ross 2000) and as an influential mechanism by national government. The subject is compulsory for those aged 11-16, despite

this the recommendations of the UK governments committee of inquiry that it should be compulsory from 5 years old were rejected (Wilkins, 2000).

### Devolution

Education, youth and children’s policy is devolved elsewhere in the UK. In Scotland there is the Learning and Justice Directorates, In Northern Ireland there is the Department of Education and in Wales there is the Department for Education and Skills.

Scotland has a number of curriculum areas including religious and moral education, social studies and health and wellbeing. These areas however are not intended to be timetabled but instead it is expected that specific subjects will ensure all of these areas are covered. Citizenship is non-statutory throughout the Scottish Curriculum, nor is it viewed as its own subject but seen as cross-curriculum. It is also expected that citizenship education is reflected and encouraged in the practices of school life, for example involving students in decision making at school. As citizenship education is not viewed as its own subject it is not an assessed qualification within schools.

The Department for Education and Skills in Wales defines citizenship education as part of the framework for Personal and Social Education (PSE) and is non-statutory.

However at the same time PSE is seen as statutory but embedded within a wider curriculum. Each of the subjects identified by the Welsh curriculum highlights where PSE can be included. Therefore although citizenship education itself isn’t statutory elements that are taught through the PSE framework within other subjects become statutory.

The Personal Social Education (PSE) framework includes the components of Active Citizenship and Education for Sustainable Development & Global Citizenship (ESDGC). This includes ‘political literacy’ with the concept of interdependence between ‘Wales, Europe and the World’ being key. This is however introduced in secondary school, well out of the age range of this study.

Northern Ireland’s Department of Education again takes a different approach. During key stage 2 there is an area called ‘Personal Development and Mutual Understanding’ (PD&MU). This area covers certain areas of early citizenship education. This encourages each child to lead independent, safe and healthy lives. It also encourages children to be ‘personally, emotionally and socially effective’.

At key stage 3 there is also an area called ‘Learning for Life and Work (LLW) this includes local and global citizenship and is statutory. This part of the curriculum helps prepare young people with the skills, knowledge and qualities required for life and work.

There are no National Standards or expectations specifically regarding citizenship education. However there are significant elements of citizenship learning within the Department for Education policies of ‘Every School a Good School’ and ‘Together Towards Improvement’ which indicate overarching standards. There is a GCSE in Learning for Life and Work which incorporates aspects of citizenship however this is again outside this projects age range.

## Attitudes and practice

Young People's Attitudes and Practices towards Citizenship and Active Democracy

Keating et al (2010) undertook a comprehensive longitudinal study based on a sample of young people from Schools across England. The cohort was surveyed from year 7, again in year 9 and then again in year 11 and year 13. The primary aim of this study was to explore the effects of citizenship education on young people and to see what variables effected this.

The study found that the cohort that was being studied changed their pattern of attitudes and efficacy over time. From a positive perspective there was a significant increase in young people's political and civic participations that would likely be taken into adulthood. However on the other hand attitudes towards society and equality in general became less sympathetic with less strong attachments to communities, lower trust in politics and politicians and fluctuating levels of engagement.

The cohort studied had become less liberal and more conservative particularly in how they viewed refugees and immigrants. This is likely influenced by wider socio/political trends that also show a hardening attitude towards immigration and its controls, in light of the most recent general election UKIP a political party based on nationalism and anti-immigration gained the third highest amount of votes. At the same time attitudes towards criminal activity and jail sentences, the welfare system have also become more conservative. Conversely the same cohort had become significantly more supportive of human rights and women's rights.

Trust in social, civil and political institutions has remained high with age: the cohort has had high levels of trust in social and civil institutions, but distrust in politicians has increased. In 2009, 33 per cent of the cohort reported that they do not trust politicians 'at all' (up from 20 per cent in Year 7 at age 11).

As the cohort got older (outside of this projects main focus) the young people in the cohort became increasingly aware of the impact of policy on their lives. However despite this as they approached adulthood, where they would be able to engage in society as a voting citizen, they still only moderately felt that they could influence political and social institutions.

From a professional perspective of teachers a recent study captured the views of teachers who were just finishing their teacher training through the academic university pathway. The study by Wilkins et al (2009) compared the attitudes and views of British trainee teachers towards citizenship, and specifically European citizenship, with those of their counterparts in Turkey.

Overall in the UK the view of the EU and 'Europeanise' was positive and tended to be in disagreement with some of the negative views put forward by certain political parties and the media. However there were areas of contention such as 46% agreed that the EU reduced member countries' sovereignty, whilst 68% thought it increased people's freedom. Concerns about increased immigration (27% British students) seemed balanced against improvement in the economy (28%) and greater opportunities for movement around Europe in search of jobs (16%) and increased multicultural interaction (19%).

The above shows a complex view of European citizenship, which is not surprising considering the complexity of the topic. The research does show a degree of skepticism around the EU project and the idea of multiple identities (Dale and Robertson, 2009). It also, to a degree, reinforces the notion of a democratic deficit in EU political legitimacy (Schmidt, 2007).

The British student teachers in this study emphasised the importance of citizenship education helping students and teachers to build more equitable and mutually respecting relationships. This, it could be argued, could be a direct response to the long standing

Euro-skepticism that has been prevalent in the UK. This has particular significance considering the recent Conservative government agreeing to a referendum of the UK being part of the EU in 2007 and the rise in UKIP's popularity. Students in this study also emphasised the importance of Citizenship Education teaching children about global responsibility and enhancing pupils' understanding of Europe and countries other than their own.

## Recommendations for citizenship education

The longitudinal study concluded a number of different recommendations. The first being that where possible have a specific discrete timetable slot for teaching of citizenship education for more than 45 minutes a week. If less was delivered then there would be the fear that little impact would be made during these lessons, as, there was often little difference between the citizenship outcomes for receiving 'a little' citizenship education and receiving none. This thankfully seems to be an already existing trend as Keating et al (2009) suggests many schools have already adopted this approach.

A further point recommended was external examination or certification of citizenship learning: modelling of the longitudinal data revealed that it was the availability of the GCSE citizenship course that had the strongest effect on the cohort's levels of 'received citizenship'. The worry with such an approach is that this will increase pressure on students, teachers and schools. In particular this may not be welcomed for children between the ages of 8-12. It would be difficult to supplement such learning with external, informal citizenship experiences.

Another recommendation is to ensure the support and training was available to teach citizenship. The CELS longitudinal study (2008) shows that support must be given not just from senior leaders in school but also local and national policy makers. The report showed that without such support citizenship education becomes marginalised from the curriculum and therefore marginalises in young people's learning and thinking.

## Empirical study

The project „ENGAGE - Building together European learning material on Education for Citizenship“ aims to create a European interactive, innovative, pedagogical and multilingual module on education for citizenship for pupils aged 8-12 and their teachers. Our partnership brings together nine organisations in seven member States.

Citizenship education (CE) is a crucial component in supporting young people to become active citizens and encouraging youth engagement in democratic processes. Youth turnout at European elections has been on a sharp decline, sliding to 29% in 2009. At the same time in 2013, an estimated 32% of 18- to 24-year-olds voted in local elections, compared with 72% of those aged over 65.

Despite the importance of CE and the implications that it can have on society within the UK there is a strong ongoing debate regarding its relevance and academic rigour as a subject. An example of this is the current consultation of removing Citizenship as an AS or A Level, despite its popularity as a subject.

At the same time teachers working in primary and secondary schools often feel ill-equipped to deliver crucial parts of education such as citizenship.

Other socio-political factors that could either be influenced by or influence the future and shape of CE within the UK include the EU referendum, the focus on ‘British values’ within schools, possible reduction in the voting age to 16 and the requirements put on educational establishments to identify and combat extremism.

As part of project ENGAGE Volunteering Matters and Volunteurope undertook a survey to capture the views of those that are impacted by or input into CE. The survey aimed to establish what the current situation of CE is and what professionals feel could be done to enhance it.

### Methodology

The survey was generated online using Survey Monkey software. The survey was divided into a number of distinct sections. The first, which was optional, asked for information about the respondents themselves. These questions included occupation and area of the country where they were from. The next section asked the respondents for value judgments, such as whether they felt CE is important, what the aim should be and their views on citizenship more generally.

The final section asked respondents to comment on the current content, methods and training within CE. They were also asked what they felt could be included in this section.

The questions were a mix of open ended and close ended questions and were devised in conjunction with the ENGAGE national consortium of CE. The survey was distributed widely throughout civil society and education systems.

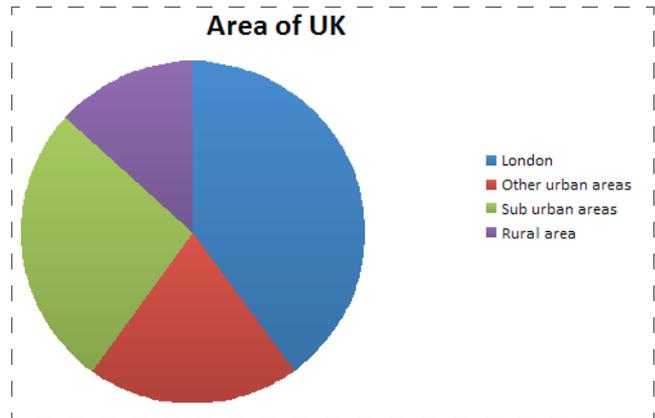
In particular the survey was distributed to primary and secondary schools. It is worth noting that the survey was also distributed in Scotland, the responses were therefore predicted to be quite different as Scotland operates under a different educational system and CE is implemented in a different manner. The survey also comes shortly after the Scottish Independent referendum which may have had an impact on responses.

Overall there were 30 valid responses to the survey. Although this was a lower response rate than was hoped for the responses were important in helping us to shape the curriculum and methodology that is being developed through the ENGAGE project. One of the reasons for a lower than expected response rate may have been the time of year that the survey was distributed. It was issued in the final term of the academic year and teachers and educators were likely under a lot of pressure due to the exam period. As such they

may not have had the time to respond to the survey

Of the 30 valid responses 22 worked within formal education systems. 15 of those worked as primary school teachers whilst 7 of those worked in secondary school.

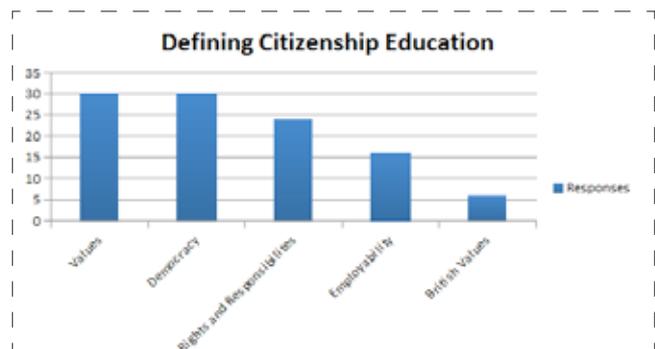
Of the other 8 responses, 3 worked in educational departments of local government, 3 worked within civil society (volunteering organisations) and 1 worked as a youth worker and was involved in CE in an informal setting.



18 respondents answered that they were from urban areas (12 from London with the other 6 from Birmingham, Leeds and Edinburgh). The other 12 respondents were from a range of sub urban and rural areas within England (not the UK or Great Britain).

No responses were received from Wales or Northern Ireland. Similarly there were no responses from the South-West of England or Scotland outside of Edinburgh. This combined with our low response rate makes it impossible to generalise our results across the whole of the UK it also highlights that we received responses from areas where Volunteering Matters and Volunteurope have a strong presence in the UK.

### How would you define citizenship education?



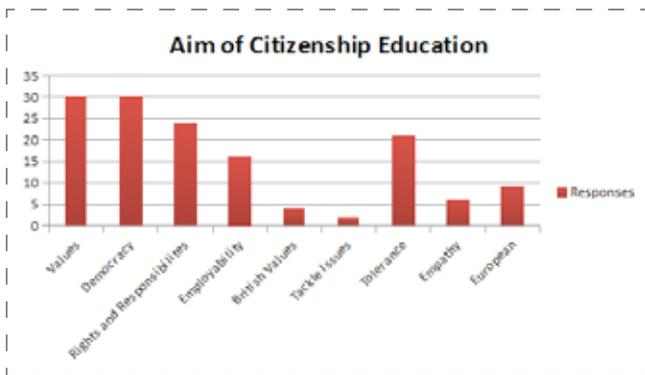
In 100% of the responses there was the concept of values and understanding the society that you live in. At the same time 100% of the answers include elements of democratic processes such as voting.

The concept of preparing children for employment was far less prevalent in responses. Only 53% of respondents explicitly stated that preparation for employment was CE.

80% of respondents identified helping children to understand rights and responsibilities as being CE.

Only 20% of respondents identified the new policy of ‘British values’ as being part of CE. Out of this 20%, 5 out of the 6 respondents that identified ‘British values’ as being part of the definition, were secondary school teachers.

**What do you think should be the aim of citizenship education for 8-12 year olds?**

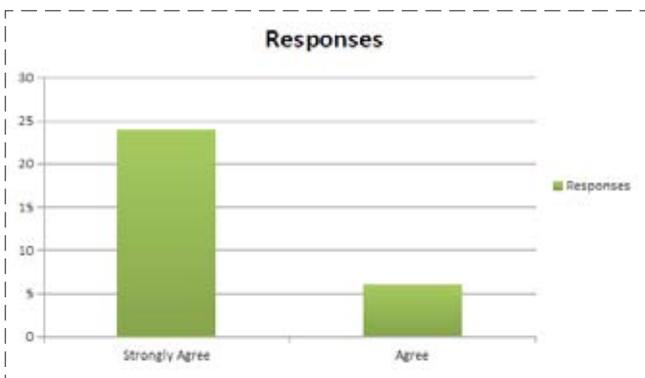


This question shared similar traits to the previous question; however there were a number of additional responses. 70% identified the importance of teaching tolerance and tackling discrimination. 20% of respondent felt the aim should include empathy or compassion.

7% of correspondents felt that it should be used to tackle the rise of populism or right wing views of intolerance, the answers differed but both discussed racism and islamophobia.

The number of respondents who felt that British values should be an aim of CE dropped from the previous question to only 13% Finally there was an emphasis on understanding European institutions which were not identified in the previous answers. 30% of correspondents felt that understanding European institutions should be one of the aims of CE.

**Do you agree that citizenship education for 8-12 year olds is important?**



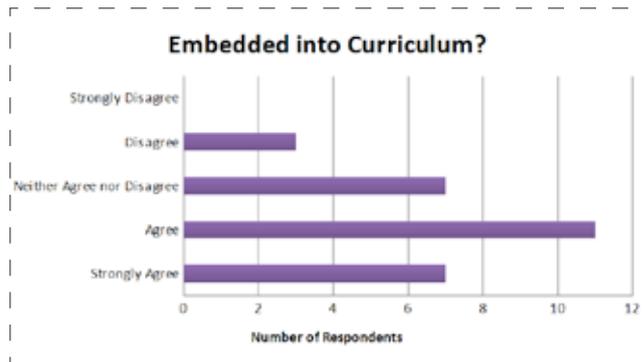
All valid responses were positive with either a 'Strongly Agree' or 'Agree' response.

3 out of the 6 respondents who chose 'Agree' all gave similar answers to why they were cautious and didn't choose 'Strongly Agree':

- 'Children should not be pushed to mature too quickly'
- 'It depends on what the curriculum involves- some topics might be advanced for some children'
- 'I agree in principle but we must me cautious and ensure the material and content is age appropriate'

From these responses we see that in principle everyone agrees that CE is important for this age group. However some professionals in this field feel the need for rigorous review of what is being taught and how it is being taught.

**Do you agree that citizenship education should be embedded within the wider school curriculum rather than be a taught subject?**



As shown in the above chart the question of whether it should be an individual taught subject or an individual subject is divisive. All of the 3 respondents that disagreed with the statement were secondary school teachers. When asked to give reasons for this the three responses were:

- "Teachers in secondary school are subject specific and should not be expected to teach a subject they are not an expert in"
- "There is already too much pressure on teachers without adding to the weight by asking them to teach another subject"
- "Teachers should be allowed to focus on their own subject"

This question had a far more balanced response to it than previous questions, with quite a high proportion of respondents stating they 'Neither Agree Nor Disagree'. Two people responded:

- 'It is an important subject and should be treated as such, however citizenship is part of everyday life and should be embedded in everything we do including education'
- 'A school environment should reflect the values of citizenship and therefore citizenship should be embedded throughout the education system. It is however important that certain knowledge and values are explored fully with allocated time to do so.'

**When you think of citizenship, what comes to your mind? (please tick all that apply)**

Global citizenship	100% of respondents ticked this box
National citizenship	90% of respondents ticked this box
European citizenship	86% of respondents ticked this box
Local citizenship	100% of respondents ticked this box
Political engagement	100% of respondents ticked this box
Active participation	90% of respondents ticked this box

Despite having an option to add to their answers in an 'other' box no respondents chose to.

**What is the current content of citizenship education for 8-12 years old?**

10% of respondents answered 'I don't know' (or a variation of this answer). All 3 of these respondents were from civil society which may reflect the fact that they were less familiar with CE for 8-12 year olds than other respondents.

Of the remaining 80% (27 respondents) 15 (50%) stated that it depends as this age range straddles two different key stages the end of primary school and the start of secondary school.

The secondary school teachers highlighted the KS3 national curriculum. The primary school teachers focused on areas regarding development of self and understanding and respecting community. Below is a word cloud that highlights the regularity of words used in responses from school teachers. Not once was the word Europe or European used in responses



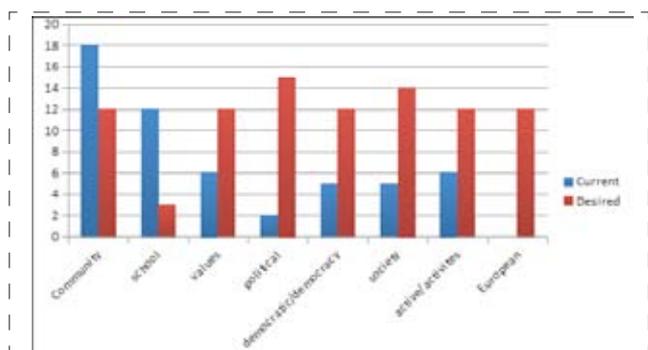
**What content do you think it should include?**

Comparing word patterns to the above responses obvious comparisons can be drawn, however certain words emerge to become far more dominant in responses.



Words such as Europe/European, political and democratic are all far more common in this question's responses.

**Comparison of key words used in responses to current content and what content should be included:**



**What are the current methods used to deliver citizenship education for 8-12 year olds?**

The responses to this were again quite mixed depending on the area of expertise of the respondent. School teachers responses tended to take a more embedded approach:

- "For primary school students you should embed learning how to be a citizen in everything that is taught"
- "We often combine citizenship education with PSHE as it is the best fit out of all the subjects"
- "Exploring morals and values is a major part of being an educator therefore it should be done all the time"
- "A lot of this gets delivered by form tutors when they have time"

Other school teachers responded with specific methods, including:

- Role play
- Case studies
- Games
- Exploring issues as they arise
- Discussing things that are happening in the news

Whilst the youth worker and civil society employees took a less formal approach:

- "Getting them into the community doing things, not being stuck in a classroom"
- "Exploring issues as they happen in the real world"

**What methods do you think should be used?**

Teachers' responses to this question were similar to non-teachers in the previous question.

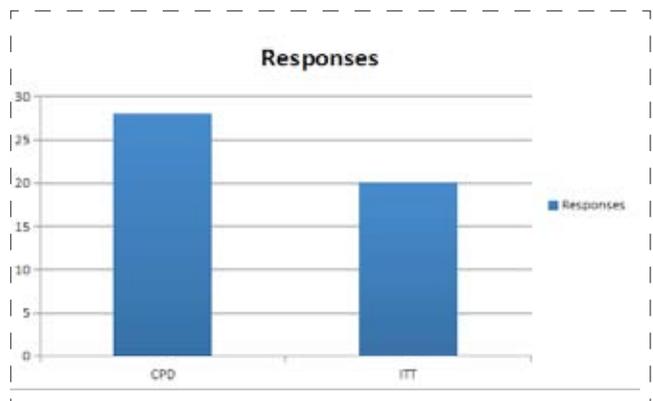
- "Get out into the community"
- "See the issues as the happen in real life"

**What training is currently given to teachers of citizenship education for 8-12 year olds?**

Responses given to this question were extremely varied. Examples of this are:

- "I had some training during my PGCE however I did not study it as a subject at university"
- "Not much, I am a science teacher but still have to deliver PSHE and CE"
- "There is some CPD for this but often these days are taken up with what inspections will be focusing on and testing"
- "My ITT was subject specific to citizenship"
- "I haven't had any training specifically we just deal with issues as they come up"

**What training do you think there should be?**



Responses to this question either sat within continuous professional development (CPD) or initial teacher training (ITT). 93% of respondents responded with CPD as part of their answer. Whilst 66% of responses felt that CE should be trained for during ITT.

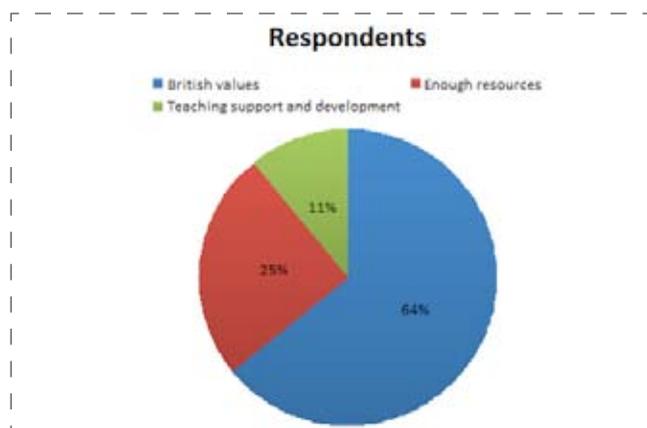
### What are the current resources for teaching citizenship education to 8-12 year olds?

The responses to resources were more encouraging. All teachers and the youth worker felt that the current resources were adequate. Various responses included online free resources from The Citizenship Foundation, Teaching Citizenship and TES websites. The civil society responses focused more open third sector organisations including Oxfam, Save the Children and Barnardos.

### What resources do you think are needed?

20% of respondents included materials for teaching British values in their answer. These 6 respondents were the same 6 respondents who identified British values within the definition of CE in the previous question.

40% of respondents answered that they felt that enough resources were available but that the curriculum could be reformed. The final 40% responded that there was enough resources in terms of materials but more resources were required for teaching support.



### British Values

In November 2014, the Department for Education told all maintained schools, free schools and academies to promote 'British values'. British values are now assessed during Ofsted inspections and it has been made clear that schools will struggle to achieve a high grading without a evidence of British values. It is recommended that these values are embedded within pupils' spiritual, moral, social and cultural (SMSC) development.

This policy was brought in as a result of Operation Trojan Horse, which found an organised attempt by a number of associated individuals to introduce an Islamist or Salafist ethos into several schools in Birmingham, England.

British Values according to the Department for Education are:

- democracy
- the rule of law
- individual liberty and mutual respect
- tolerance of those with different faiths and beliefs.

Such a policy has come under heavy scrutiny. There has been discussion around what makes these values inherently British when much of the democratic world also aspires to these values. At the same time there has been an argument that values cannot be assumed or ascribed to and that these values can only be adopted through

exploration and support from wider society.

There are even fears that the guidance is too open to misinterpretation and could play into the hands of a 'future right-wing government'.

The response to the questions, how would you define citizenship education? And, what do you think the aim of citizenship education? can be analysed in light of this policy

Of the 30 respondents only 20% recognised British values as being part of CE. This number drops even further when asked what they think the aim of CE should be; only 12% said British values whilst 100% identified values more generally.

This small scale set of responses indicate that professionals are not fully on-board with the ideology behind the British values policy. At the same time it also supports the idea that such values are not uniquely British but are instead universal. All respondents who identified British values as being an aim were secondary school teachers. This may indicate that teachers in secondary school are under particular pressure to deliver British values; such pressure is exacerbated by the new Counter-Terrorism and Security Act, which places a legal duty on schools to „prevent people from being drawn into terrorism“.

### EU Referendum

The UK is set to have a referendum by the end of 2017 on whether or not to remain a member of the European Union.

There has also in recent years been a rise in Eurosceptic politics, such as the rise in popularity of UKIP whose main political position is leaving the EU. UKIP won nearly 4 million votes in the 2015 general election, nearly 13% of total votes.

This uneasy relationship with the EU, its governance and institutions is reflected within CE. Within the statutory guidance for CE from the Department of Education 'Europe' is only mentioned once at key stage 4 and not at all at Key Stage 3. Such a policy and statutory guidelines may well have had an influence on responses to certain questions in the survey. For example when asked about the current content 0% of respondents included knowledge of European institutions. However when asked about what content they think should be included 12 respondents included knowledge of European institutions. This disparity may well reflect the tension within society around European identity and independence.

### Consultation of citizenship as an A level

AQA the only awarding body that offers CE at A Level has recently decided to stop offering the qualification from 2017 onwards. This means that students are unable to study Citizenship formally after year 9. At the same time the popularity of Citizenship at GCSE has increased from 12,000 students to 20,000 between 2014 and 2015 with a new GCSE planned to be released in the future.

The responses around training in this survey should be viewed in context of the above policy decision. For example when asked about whether CE should be embedded within a wider curriculum; 11 respondents agreed, 7 strongly agreed, 7 neither agreed nor disagreed and only 3 disagreed. Such responses appear to fall in line with the Governments view of whether we need to have CE as its own specialist subject.

At the same time when asked about what training was provided for CE there was a mixed response. There seems to be a very disjointed approach to preparing teachers for delivering CE. This is hardly surprising considering the consultations and decisions that have recently been made around the future of CE.

From the responses of the survey we can conclude that all respondents felt that CE is important for 8-12 year olds. This is true despite the fact that training appears to be either ad hoc or non-existent

in places. Nor does the Government feel that it is an important enough subject to make statutory within primary schools.

There are also encouraging signs around the European element of the project. There appears to be either a rejection or reluctant acceptance of the policy of British values in many responses, with a desire to teach more universal values.

The responses also show us that there is an appetite to include knowledge of European institutions and governance in CE. When asked about what comes to mind when they are asked about citizenship 86% identified with European citizenship. Despite this being the option with the lowest response rate it is still a positive statistic.

We also see from responses that materials and resources are not necessarily the problem. Instead an area that seems conflicted and in need of support is training and ongoing support. Materials, lesson plans and curriculum are important however if teachers feel neither confident nor prepared enough to use them then they are not useful.

As such the results of this, admittedly small scale study, shows that the project would benefit the UK the most if it focused on supporting teachers through workshops and training. Ideally training would be delivered at the ITT stage however such actions are beyond the ENGAGE project, instead supporting existing teacher may be a more achievable outcome for the project and CE.

Enclosed we provide a selection of resources, materials, educational methods, examples from practice on a variety for topics and contents that seem to be useful for CE work with the age group 8-12. Some of them have been introduced in the analysis. For some of them there might be existing more language versions than indicated, so it is worth to cross-check on the web.

A more detailed introduction you can find in the resource handbook, which is published in the Volume II of this publication. German language Versions (Austria, Switzerland and Germany) are marked as DE. If web- resources are indicated, the last check of the page happened on 01.08.2016.

### European Resources

#### EN, FR, DE

Compasito – Manual on Human Rights Education for Children:

This collection of selected and well-tested exercises on human rights education for young children in English, French and German.

[www.eycb.coe.int/compasito/](http://www.eycb.coe.int/compasito/) | <http://www.eycb.coe.int/compasito/fr/> | [www.compasito-zmrb.ch/](http://www.compasito-zmrb.ch/)

#### EN, FR, DE

Compass – A Manual on Human Rights Education with Young People: This collection of selected and well-tested exercises on human rights education addresses young people and includes material and activities on the topic “democracy” in English, French and German.

[www.eycb.coe.int/Compass/en/contents.html](http://www.eycb.coe.int/Compass/en/contents.html) | [www.eycb.coe.int/Compass/fr](http://www.eycb.coe.int/Compass/fr) | [www.kompass.humanrights.ch](http://www.kompass.humanrights.ch)

#### EN

Website of the Council of Europe: many information for Humans Rights and Democracy for youth and young people for building Europe.

[https://www.coe.int/t/dg4/youth/coe\\_youth/adae\\_campaign\\_EN.asp](https://www.coe.int/t/dg4/youth/coe_youth/adae_campaign_EN.asp)

#### EN, FR

The Education Pack – All Equal All different from the Council of Europe.

[https://www.coe.int/t/dg4/youth/Source/Resources/Publications/Education\\_Pack\\_en.pdf](https://www.coe.int/t/dg4/youth/Source/Resources/Publications/Education_Pack_en.pdf)

[http://www.coe.int/t/dghl/monitoring/ecri/archives/educational\\_resources/education\\_pack/Kit%20pedagogique.pdf](http://www.coe.int/t/dghl/monitoring/ecri/archives/educational_resources/education_pack/Kit%20pedagogique.pdf)

### Children’s rights

#### EN, other languages

Gollob, Rolf/Krapf, Peter: Exploring Childrens’s Rights. Nine short projects for primary level. Volume V of EDC/HRE volumes I-VI, Council of Europe, 2007. [www.theewc.org/uploads/content/archive/2008\\_Exploringchildrenrights\\_en\\_1.pdf](http://www.theewc.org/uploads/content/archive/2008_Exploringchildrenrights_en_1.pdf)

#### EN

Oxfam offers teaching materials as well as further information for teachers and a guide.

<http://www.oxfam.org.uk/education/resources/childrens-rights>

#### EN

UNICEF offers a collection of materials on children’s but you must register with UNICEF to access.

<http://www.unicef.org.uk/rights-respecting-schools/resources/ideas-from-schools/>

#### FR

EDUCSCOL French national portal for the educational workers to work on children rights with the links to many informations on national organisations working on this topic. <http://eduscol.education.fr/cid66251/journee-internationale-des-droits-de-l-enfant.html>

#### DE

<http://www.kinderrechtenschulen.de/> is a ressource that provides guidance, counselling, material and support for processes related to embedding children’s rights in the school context and developing schools accordingly. The site is provided by the association MAKISTA (Make Children Strong) an initiative aiming at democratic school development.

#### DE

Menschenrechte - MAterialien für die Bildungsarbeit mit Jugendlichen und Erwachsenen (2016) Published by the German Institute for Human Rights this teaching pack offers practical explanations and information as well as well designed and adequate methods for use in multiple educational settings. The methods can be easily adapted fro work with children. the modules are for download here: <http://www.institut-fuer-menschenrechte.de/menschenrechtsbildung/bildungsmaterialien/mr-bm/>

#### DE

National Coalition of Austria (Netzwerk Kinderrechte Österreich)

Independent Network of Children’s Rights (CR) Organisations and Institutions which are engaged in the implementation of the UN-Convention on the Rights of the Child in Austria. The website does not only provide basic information on CR, but also serves as a platform for current debates on CR. [www.kinderhabenrechte.at](http://www.kinderhabenrechte.at)

## DE

polis aktuell Nr. 11/2014, updated version 2015): Kinderrechte sind Menschenrechte: Children's Rights are Human Rights  
This journal for teachers published by polis – the Austrian Centre for Citizenship Education highlights the UN-Convention on the rights of the child, offers didactic examples for school and tackles the conflicted area between rights granted by adults and rights to substantial participation of children. [www.politik-lernen.at/site/gratisshop/shop.item/106326.html](http://www.politik-lernen.at/site/gratisshop/shop.item/106326.html)

## DE

Kurzfassung der Kinderrechtskonvention – short version of the UN-convention on the Rights of the Child (in 24 languages)  
Short and child-friendly version of the UN-Convention on the Rights of the Child, available in 24 languages (download version, paper version can be ordered free of charge): <http://pubshop.bmbf.gv.at/detail.aspx?id=440>

## PL

Rzecznik Praw Dziecka is a constitutional authority in Poland whose responsibilities concern children's rights. On the website <http://brpd.gov.pl/scenariusze-zajec> we can find classroom scenarios for teachers and a huge variety of documents about children and their rights here: <http://brpd.gov.pl/ksiazki-informatory-poradniki>

## PL

UNICEF in Poland, among many of their actions, cooperates also with schools. There are educational materials available, prepared with the help of experts: [www.unicef.pl/Wspolpraca-ze-szkolami/Materialy-dydaktyczne](http://www.unicef.pl/Wspolpraca-ze-szkolami/Materialy-dydaktyczne)

## ES

Site from the Spanish League of Education and Popular Culture to work Children Rights with monthly campaigns on different issues to work and reflect on CR [www.rayuela.org/](http://www.rayuela.org/)

## ES

EL CAZO DE LORENZO author: Isabelle Carrier Text with simple words and a tender and funny illustrations, the author recreates the daily life of different children: their difficulties, their qualities, the obstacles facing it. <http://www.editorialjuventud.es/3781.html>

## Democracy

## EN

TES- <https://www.tes.com/teaching-resource/democracy-6128725> TES is the world's largest online network of teachers. Home to more than 780,000 individually crafted teaching resources developed by teachers for teachers.

## EN

Teach it Citizenship- <http://www.teachitcitizenship.co.uk/democracy-Teachit-Citizenship> is a website specialising in Citizenship for Key Stages 3 and 4, the libraries offer hundreds of pages of materials, all created by classroom teachers and constantly growing.

## EN

Council of Europe-Living Democracy manuals <http://www.coe.int/en/web/edc/living-democracy-manuals> - The six Council of Europe "Living Democracy" manuals provide teachers with high-quality lesson materials which have been tested by educators in several countries and are flexible enough to enable both experienced and trainee teachers to introduce citizenship and human rights education into their schools in a fun, interactive and challenging way. They draw on expert authors from different parts of Europe and cover the whole age range from primary to secondary or high school.

## DE

The "Deutsche Gesellschaft für Demokratiepädagogik" is a think tank of school related actors devoted to democratic school development. several projects and resources, conferences, trainings and materials support the development of democratic schools: <http://degede.de/>

## DE

<https://www.hanisauland.de/> the hiparp-pig-land is a web-resource from the german federal agency for civic education. The site is devoted to children learning democracy and offers children a playground for experiencing democracy. Further the website provides teachers and people who are involved in raising children counselling, pedagogical support and material.

## DE

<http://www.fruehaufgestellt.de/> "Früh aufgestellt - Viele Träume - Gleiche Chancen" provides a concept to prevent right wing extremism for primary school children conducted by non-formal educational providers. The website reports the experiences of this unique and successful 3 modular concept, which targets at the age group of the primary level. Working on the dimensions of fairness and empathy, "früh aufgestellt" is one of the unfortunately very rare projects that work on racism prevention with this age group. A must have! Awarded with the German Price Politische Bildung 2015

## DE

The toolbox incentives for a democratic community in sec I - "Ideenwerkstatt Impulse für ein demokratisches Miteinander in der Sekundarstufe I" is a toolbox developed by the regional centre for democratic culture in the country of Mecklenburg Vorpommern. The toolbox provides hands on approaches to work in schools on from class 3 on topics related to democracy. The toolbox reflects on the experience

of 11 (!) years of trainings and test of methods and tools that enable for democracy learning in the wider frame of all school subjects by a) identifying the relevant curricular entries and subsequently working out hands-on methodological approaches targeting the field of learning democracy, b) identifying out- of- school pedagogical concepts where schools, classes can go for further specific and topical trainings and c) identifying concrete steps that influence the democratic culture in school and enable for working on democracy in the wider school sense. Another must - Have!

#### DE

The „Democracy Factory“ (Demokratiewerkstatt), initiated by the Austrian Parliament, offers democracy in a hands-on way for young kids and youngsters. Children get the possibility to interview members of the parliament, to work on topics such as “democracy”, “the role of media”, “Europe” etc. and to create their own newspaper- and radio reports as well as film cuttings. Additionally, the affiliated website provides a multitude of information on the topic of “Democracy” for younger children. [www.demokratiewerkstatt.at](http://www.demokratiewerkstatt.at)

#### DE

Best Practice Archive on citizenship education: Within the online database of the best practice archive provided by Zentrum polis, teachers find teaching suggestions, lesson plans and practical ideas for projects that can be carried out in the classroom. The entries can be sorted according to topics – one of these being “Democracy (learning)” – and school levels. In addition, a keyword search feature is also available. <http://praxisboerse.politik-lernen.at>

#### ES

The activity consists of a meeting or assembly in the classroom with children with a view to teach them democracy means <http://waece.org/diasparacelebrar/SEP2012/15%20democracia/15democracia.htm>

### Diversity and discrimination

#### EN

MAP The Where We're From interactive app tracks migrants around the world. This application is now being hosted by IOM.int. It is endlessly fascinating to explore where we're from and see how diversity is everywhere. <http://www.iom.int/world-migration>

#### DE

“Vielfalt leben lernen - Diversity Strategien an Grundschulen entwickeln und umsetzen“

“Learning living diversity - developing and conducting diversity strategies in primary schools“ [http://www2.kurt-loewenstein.de/uploads/vielfalt\\_leben\\_lernen\\_projektdokumentation\\_jbs\\_kurt\\_loewenstein.pdf](http://www2.kurt-loewenstein.de/uploads/vielfalt_leben_lernen_projektdokumentation_jbs_kurt_loewenstein.pdf), is a German resource book which enables for developing diversity strategies in primary schools by cooperating with a non-formal educational partner. The book comprises up to date theory and psychology, reports on a 3 years pilot experiences and suggests concrete educational concepts and tools for diversity development in the frame of primary schools, a MUST read.

#### DE

<http://methodenhandbuch-antiziganismus.de/Start> the methods handbook on anticiganism is the first ever developed standard on working on attitudes and stereotypes towards the Gypsi community. Based on a 3 project conducted by a non- formal educational provider and the german roma association, the handbook (+ dvd) delivers information and counselling, introduces succesfull methods and concrete educational activities on tackling anti-gypsyism in the school context and in the work with teachers (and adults). The website offers further resources and contact to educational experts who regularly conduct trainings on the topic. A Must have!

#### DE, EN

Learning about the positive impact of diversity: utilizing the anti-bias concepts for primary schools - A toolbox and method compendium / handbook on diversity in primary schools: [www.fippev.de](http://www.fippev.de), thorough information on the anti-bias concept can be found also in english language version on [www.anti-bias-werkstatt.de](http://www.anti-bias-werkstatt.de)

#### DE

<http://www.fruehaufgestellt.de/> “Früh aufgestellt - Viele Träume - Gleiche Chancen“ provides prevention of right wing extremism for primary school level. The website reports the experiences of this unique and succesfull 3 educational modules- based concept, which targets at the age group of the primary level. Working on the dimensions of fairness and empathy, “früh aufgestellt“ is one of the unfortunately very rare projects that work on racism prevention with this age group. A must have!

#### DE

Best Practice Archive on citizenship education: Within the online database of the best practice archive provided by Zentrum polis, teachers find teaching suggestions, lesson plans and practical ideas for projects that can be carried out in the classroom. The entries can be sorted according to topics – one of these being “(Anti-)Discrimination” – and school levels. In addition, a keyword search feature is also available. <http://praxisboerse.politik-lernen.at>

#### DE

ZARA – Civil Courage and Anti-Racism Work: Initiative that provides counselling, preventive measures and awareness campaigns regarding all forms of racism. [www.zara.or.at](http://www.zara.or.at)

## DE

Vielfalter: The Initiative supports projects that aim at promoting cultural diversity, multilingualism etc. [www.viel-falter.org](http://www.viel-falter.org)

## ES

Campaign to fight racism with activities for Primary and Secondary education. <http://aulainterultural.org/2014/10/27/campana-stop-racismo/>

## ES

Short film 'Por Cuatro Esquinas' that promotes tolerance and empathy towards others.

[https://www.youtube.com/embed/DBjka\\_zQBdQ?wmode=transparent&utm\\_source=tiching&utm\\_medium=referral](https://www.youtube.com/embed/DBjka_zQBdQ?wmode=transparent&utm_source=tiching&utm_medium=referral)

## History and Memory

### EU

[www.euroclio.eu](http://www.euroclio.eu)

EUroclio is the network of history teachers with its regional branches offers sound teaching support and trainings as well as runs projects related to history education in school.

### EU

<https://wcd.coe.int/ViewDoc.jsp?id=234237>. The Council of Europe project on history and teaching the past has resulted in the above mentioned Council of Europe Committee of Ministers Recommendation Rec(2001)15 of the Committee of Ministers to member states on history teaching in twenty-first-century Europe. The recommendation and the Annex is definitely worth reading as it delivers outstanding views and perspective on the use of history education in European democracies.

### EU

Handbook: Human rights education at Holocaust memorial sites across the European Union: An overview of practice: this handbook examines the role of Holocaust memorial sites and museums, drawing on findings from the FRA project 'Discover the past for the future - A study on the role of historical sites and museums in Holocaust education and human rights education in the EU':

[http://fra.europa.eu/sites/default/files/fra\\_uploads/1790-FRA-2011-Holocaust-education-overview-practices\\_EN.pdf](http://fra.europa.eu/sites/default/files/fra_uploads/1790-FRA-2011-Holocaust-education-overview-practices_EN.pdf)

### EU

Most European Union (EU) Member States have memorial sites and museums that both preserve the memory of the Holocaust and encourage visitors, in particular young people, to reflect on current human rights issues. In this handbook, the European Union Agency for Fundamental Rights (FRA) provides examples of the various ways in which memorial sites link the history of the Holocaust to human rights, ensuring that the past resonates in the present and its lessons are brought to bear on difficult contemporary issues against its backdrop.

### EU

Handbook: Excursion to the past - teaching for the future: handbook for teachers: to mark the 2010 anniversary of „the night of the broken glass“, the European Union Agency for Fundamental Rights (FRA) publishes a handbook for teachers: Excursion to the past - teaching for the future. The handbook emphasises the link between teaching about the Holocaust and other Nazi crimes, and teaching about human rights and democracy. <http://fra.europa.eu/en/publication/2010/excursion-past-teaching-future-handbook-teachers>

### EN

Association for Citizenship Teaching- This article focuses upon World War 1 and how to teach the centenary and remembrance.

<http://www.teachingcitizenship.org.uk/issuu/teaching-citizenship-issue-36>

### EN

The Red Cross- learning resources available on the Laws of War. Particularly focusing upon First World War volunteers and The Unknown Soldier. <http://www.redcross.org.uk/Tags/Laws-of-war?cts=teachingresources>

### FR

National network of documentation and resources for teachers : documentation, resources, exhibitions for schools:

<https://www.reseau-canope.fr/>

### FR

Education website from France Television to provide short movies and giving informations on history:

<http://education.francetv.fr/matiere/histoire>

CIDEM : resources centre for pedagogical tools for teaching citizenship education <http://itinerairesdecitoyennete.org/>

### DE

Material: „Nicht in die Schultüte gelegt - fates of jewish children in Berlin 1933-1945“. This material offers an entry to the theme of national-socialism and aims at school kids aged 10+. It works on the biographical example of 7 school kids who have been prosecuted because being Jewish in Nazi-Germany. Their written reflection on daily life experiences and pictures document experience of a daily life which has been more and more limited and destroyed. The resource is unique and has a broad echoe in educational and pedagogical academic journals. There is also a white-board application available:

<http://www.annefrank.de/projekte-angebote/paedagogische-materialien/nicht-in-die-schultuete-gelegt>

## DE

“7x young – your training ground for solidarity and respect“: the exhibitional space “7x young – Your training ground for solidarity and respect” is a Europe-wide unique educational resource: Autobiographical fragments tell of exclusion, oppression and hate - but also of friendship, resistance and solidarity. The „7xjung“ exhibition was designed by “Gesicht Zeigen!“, a non-profit organization which was founded to encourage people, and especially young people, to become involved in society and to take responsibility for democracy and justice in Germany. „7xjung“ refers to the exhibition’s seven rooms of multimedia displays developed especially for young people – but also for adults – to grapple with questions of human rights on both intellectual and emotional levels. It takes examples from the Nazi period in Germany and forges a bridge to real and potential scenarios from today. The individual displays highlight discrimination and ostracism, but also rebellion and solidarity, showing many ways to stand up against hate and injustice. Of course our society today differs markedly from that under Nazism. Democracy, civil action and respect for others are recognized and practiced. Even during the Nazi period, however, there were different ways to act in many everyday situations, from accepting or promoting discrimination and anti-Semitism on the one hand, to opposing injustice and helping those affected on the other. Each of the seven rooms is like the setting for a stage. They provide direct and playful – but also serious – access to everyday lives that are not too far removed from our own. <http://www.7xjung.de/71/>

## DE

Main Austrian platform for historical-political learning and remembrance (e.g. intermediation of contemporary witnesses, support of school projects, lots of material): [www.erinnern.at](http://www.erinnern.at)

## DE

Documentation Centre of Austrian Resistance (DÖW): Information, lectures, exhibitions and school programs on topics like National Socialism, right-wing extremism, racism, resistance and remembrance. [www.doew.at](http://www.doew.at)

## PL

The Institute of National Remembrance is a special institution since it has many functions like an archive, an academic institute or an education centre. There are loads of different materials that may be used for history and memory education such as board games and learning materials prepared for both teachers and students. There is even a different page with games on-line, digital library, thematic portals and variety of different sources. <http://pamiec.pl/>

## PL

History Meeting House has its own educational program. There are workshops prepared for working with children as well as with adults. You can find here some educational packages too. There are also exhibitions, often outside the building, so that the strollers may have a little history lesson of their own. <http://dsh.waw.pl/en>

## PL

Archiwum Historii Mówionej is a website, where you can find presentations and testimonies about living in twentieth century. <http://www.audiohistoria.pl/web/index.php?lan=pl>

## PL

Polish History Museum: there is a divided section on their website devoted to education. It consists of different units such as: ‘teachers’, ‘games’ or ‘educational materials’ <http://muzhp.pl/pl/p/118/edukacja>

## PL

Warsaw Uprising Museum: On the page of this museum there are materials to download about the time of uprising in Warsaw. You can find some audios [http://www.1944.pl/edukacja\\_i\\_kultura/materialy\\_do\\_pobrania/or\\_written\\_on\\_calendar\\_cards\\_for\\_instance](http://www.1944.pl/edukacja_i_kultura/materialy_do_pobrania/or_written_on_calendar_cards_for_instance) [http://www.1944.pl/historia/kartki\\_z\\_kalendarza/](http://www.1944.pl/historia/kartki_z_kalendarza/)

## ES

Proyecto Clio: creation and selection of teaching materials and a place to share information. You can find here several activities to teach history and memory addressed to different levels. <http://clio.rediris.es/>

## ES, EN

The Politics of Remembrance coordinated by the Higher Council of Scientific Research intends to evaluate the sociological, anthropological, legal, political, and media impact of Spanish Civil War and its legacy. It contains information with pedagogical resources.

<http://www.politicadelamemoria.org/en-los-medios/materiales/>

## Participation

## EN

Education Scotland developed material for the Scottish curriculum alongside Save the Children in how young people can participate in their learning and communities. [http://www.educationscotland.gov.uk/resources/p/genericresource\\_tcm4628335.asp](http://www.educationscotland.gov.uk/resources/p/genericresource_tcm4628335.asp).

## EN

ARK A document providing lesson plans on young people’s active participation.

<http://www.ark.ac.uk/schools/resources/DemocracyandActiveParticipation.pdf>.

### EN, DE, other language version provided on the COE website

“Bring’ Dich Ein! ” Handbuch zur revidierten Europäischen Charta der Beteiligung der Jugend am Leben der Gemeinde und Region (2016) is the German translation of the Have your say! Handbook from the revised European Charter on the Participation of Young people in the Local and Regional Life. The handbook comprises analysis of policies and soundly introduces the concepts of political participation of young people. It suggests adequate educational approaches which can be made use of in the formal and non-formal educational contexts and beyond.

### DE

<http://ichmache-politik.de/demografie/> **Ich mache >Politik** is an e-based youth participation movement run by the German youth council. The aim is to enhance political participation of young people in all areas of life related to them. The German youth council also conducts the German EU structured dialogue with the aim to have young people's say in European politics respected.

### DE

The program “politische Jugendbildung” (Education for democratic Citizenship with young people) conducted by AdB, comprises a cluster of 26 expert organisations of youth EDC work all over Germany with the aim to support children and youth political engagement in the fields of 1) media literacy in a globalized world, 2) developing democratic participation in and with schools, 3) growing up in a migration society, 4) the world of work and EDC with youth.

### DE

Klassenrat - Class Councils. Class Councils are widely seen as a key for democracy education in the frame of schools and primary schools. All over Germany there are training programs for primary schools (ranging from a day - 9 weeks accompanying trainings) which enable classes to hold their own class council lesson. An example is the initiative in Berlin and Brandenburg “Wir sind Klasse!” which provides counselling, training and structural development with trainers on the issue of democratic schools, on initiative of DeGeDe. Similar structures also work in other German countries. A must have!

### DE

Best Practice Archive on citizenship education: Within the online database of the best practice archive provided by Zentrum polis, teachers find teaching suggestions, lesson plans and practical ideas for projects that can be carried out in the classroom. The entries can be sorted according to topics – one of these being “Participation (of children and youth)” – and school levels. In addition, a keyword search feature is also available. <http://praxisboerse.politik-lernen.at>

### DE

Children’s Rights and Participation: Participatory research project on developing a children’s rights index regarding the question, which minimum criteria a child-rights-friendly school has to fulfil. [www.politik-lernen.at/kinderrechteindex](http://www.politik-lernen.at/kinderrechteindex)

### FR

Citoyen de demain : this website is a resource centre to citizenship education with a participation tool for teachers in order to promote the implication of the schoolchildren <http://www.citoyendedemain.net/pratiques/demarche-dimplication-enfants>

### PL

Laboratory of Civic Participation <http://partycypacja.org.pl/> here you are able to expand your knowledge and to find information about events connected with civic participation. The goal is to exchange knowledge and experiences between various circles and to promote the idea and tools of civic participation.

### PL

Civis Polonus Foundation <http://www.civispolonus.org.pl/> This foundation increases awareness and knowledge around civic actions. You can download reports and publications.

### PL

Decydujemy razem is a project connected with local governments. There is a platform prepared that contains many publications which refer to civic participation. [http://www.decdujemyrazem.pl/partycypacja/baza\\_dobrych\\_praktyk.html](http://www.decdujemyrazem.pl/partycypacja/baza_dobrych_praktyk.html)

### PL

Partycypacja społeczna w praktyce This website contains e-publications around the subject of civic participation. <http://partycypacjaspoleczna.org/on-line-biblioteka/e-publicacje>

### ES

The project „city of children” works towards building a different and better city for all, so that children can live an experience as citizens, autonomous and participatory. <http://www.lacittadeibambini.org/spagnolo/interna.htm>

### ES

Exploring the children’s right to participation with games, videos, and different resources through this complete site of the Spanish League of Education. <http://www.rayuela.org/derechos/participar/sabias-que/>

## Solidarity

### EN

All equal, all different:

[www.moec.gov.cy/pagkosmia\\_ekpaidefsi/docs/All\\_different\\_all\\_equal.pdf](http://www.moec.gov.cy/pagkosmia_ekpaidefsi/docs/All_different_all_equal.pdf)

### EN

Amnesty International offers a range of different materials for primary school students and teachers on human rights.

<https://www.amnesty.org.uk/primary-schools-education-resources>

### EN

Equality and Human Rights Commission offer a range of lesson plan material including human rights.

<http://www.equalityhumanrights.com/private-and-public-sector-guidance/education-providers/secondary-education-resources/resource-toolkit/lesson-plan-ideas/lesson-8-what-are-human-rights>

### EN

aces – Academy of Central European Schools: The toolkit (in English) provides methods and exercises on a variety of topics, among them “Solidarity”. [www.aces.or.at](http://www.aces.or.at)

### EN

Caritas Australia. A Catholic organisation offering downloadable material on solidarity.

<http://www.caritas.org.au/learn/catholic-social-teaching/educational-toolkit/middle-primary-resources/solidarity>

### EN

Teaching for Solidarity. A website dedicated to Solidarity with lesson materials, case studies and other material available.

<http://teachingforsolidarity.com/projects/vision-and-values/>.

### DE

Best Practice Archive on citizenship education: Within the online database of the best practice archive provided by Zentrum polis, teachers find teaching suggestions, lesson plans and practical ideas for projects that can be carried out in the classroom. The entries can be sorted according to topics and school levels. In addition, a keyword search feature is also available that covers topics associated with “Solidarity”, such as Women’s Rights, Generational ties, People with Disabilities etc. <http://praxisboerse.politik-lernen.at>

### DE

Encyclopedia on Politics for Young People: The online-encyclopedia, initiated by the Austrian Federal Ministry of Education, contains more than 600 headword that focus on politics, economics, European and international politics and all topics associated with these areas – among them “solidarity”. It uses comprehensible language and addresses young people. [www.politik-lexikon.at](http://www.politik-lexikon.at)

### ES

File with activities intended to suggest ideas for teachers and educators to work solidarity through entertaining and participatory proposals. To our target (8-12) you can find activities on pages 29, 102, 121, 125, 139, 154, 158

<http://www.ub.edu/valors/Estilos%20UB/Articlesdinternet/Ed.%20per%20a%20l%20C3%88tica%20i%20la%20Solidaritat/Actividades%20para%20educaci%C3%B3n%20de%20la%20solidaridad,%20HEGOA.pdf>

### ES

Activities to develop critical thinking and work solidarity in class.

[http://www.ticambia.org/guia-de-recursos/recursos?id\\_linea=0&id\\_tipo\\_recurso=0&id\\_destinatario=1&limit\\_start=10](http://www.ticambia.org/guia-de-recursos/recursos?id_linea=0&id_tipo_recurso=0&id_destinatario=1&limit_start=10)

## Footnotes

If websites are indicated, the last check has been conducted on 01.08.2016

1. Website: [http://www.cnesco.fr/wp-content/uploads/2015/01/CP\\_Education-civique120115.pdf](http://www.cnesco.fr/wp-content/uploads/2015/01/CP_Education-civique120115.pdf)
2. MEN (2013) report secular morality -for a secular teaching of morals, Mission on the teaching of secular morality, Paris
3. Website: [www.education.gouv.fr](http://www.education.gouv.fr): Learn better in order to succeed better: the key points of junior high-school in 2016
4. Site: in <http://www.education.gouv.fr>: plug business pMSC schools: The „professeur des ecoles“ is a primary school teacher. This teacher operates in kindergarten and elementary school where they provide multi-subject teaching (French, mathematics, history and geography, experimental sciences, foreign language, music, arts, crafts and sports education. Content and activities related to these disciplines are used to organise and to be applied with their students). Schools teachers work with children from the age of 2 to 11, i.e. from the first year of nursery school to the last year of elementary school.
5. Site: in <http://www.education.gouv.fr>: plug business pMSC schools: The „professeur certifi“ is a secondary school teacher teaching at junior and senior high school. This teacher participates in education activities, and ensures the individual follow-up and evaluation of students and advises them in their choices.
6. Website: [http://www.cahiers-pedagogiques.com/IMG/pdf/hsn\\_formation\\_demo.pdf](http://www.cahiers-pedagogiques.com/IMG/pdf/hsn_formation_demo.pdf)
7. Site: <http://collectif-cape.fr/collectif>
8. Site: [http://www.crdp-strasbourg.fr/data/histoire/education\\_reichsland/naissance\\_primaire.php?parent=13](http://www.crdp-strasbourg.fr/data/histoire/education_reichsland/naissance_primaire.php?parent=13)
9. Site: [http://www.crdp-strasbourg.fr/data/histoire/education\\_reichsland/naissance\\_primaire.php?parent=13](http://www.crdp-strasbourg.fr/data/histoire/education_reichsland/naissance_primaire.php?parent=13)
10. For this section, as well as for all quotations from original documents in Chapter 1, see: Wolf, Andrea: Zur Geschichte der politischen Bildung an österreichischen Schulen. In: Wolf, Andrea (Hg.): Der lange Anfang. 20 Jahre Politische Bildung in den Schulen. Sonderzahl. Wien, 1998. / Wolf, Andrea: History of citizenship education in Austrian schools. In: Wolf, Andrea (Ed.): The long beginning. 20 years of citizenship education in schools. Sonderzahl. Vienna, 1998. p. 13-74.
11. In order to illustrate the significant change in Austrian citizenship education, the German word „Staatsbürgerkunde“ that focuses on the „education“ of loyal „state residents/citizens“ in this report is translated with „civic education“, whereas the German word „Politische Bildung“ that puts an emphasis on „learning democracy“ is translated with „citizenship education“.
12. Unterrichtsprinzip Politische Bildung, Grundsatzlerlass 2015. Bundesministerium für Bildung und Frauen. GZ BMBF-33.466/0029-I/6/2015. Rundschreiben 12/2015. / Citizenship Education as a Cross-curricular Educational Principle. General Ordinance 2015. Federal Ministry of Education. GZ BMBF-33.466/0029-I/6/2015.
13. All direct quotations in italic.
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This publication is a result of the EU funded project  
“ENGAGE - Building together European learning materials on education for Citizenship”.

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The project ENGAGE has been funded with support from the EU-ERASMUS+ programme [2014-1-FR01-KA200-008747].  
This publication reflects the views of the authors only and the European Commission cannot be held responsible for any  
use which may be made of the information contained therein.