



Citizenship Education at School in Europe





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Eurydice
The information network on education in Europe

This document is published by the Eurydice European Unit with the financial support of the European Commission (Directorate-General for Education and Culture).

Available in English (Citizenship Education at School in Europe) and French (*L'éducation à la citoyenneté à l'école en Europe*).

ISBN 92-894-9467-0

This document is also available on the Internet (<http://www.eurydice.org>).

Text completed in May 2005.

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Printed in Belgium

PREFACE



In recent years, fostering social cohesion and more active participation by citizens in social and political life has become a key issue in all European countries. It is also an objective firmly supported by the European Commission. In its 2004 communication *Building our common Future: Policy challenges and Budgetary means of the Enlarged Union 2007-2013*, the Commission clearly identified the development of European citizenship as a foremost priority for EU action.

The aim of the forthcoming EU action programme 'Citizens for Europe' is to promote civic participation and a stronger sense of citizenship. Scheduled to follow the current action programme ending in 2006, the new seven-year programme will provide the European Union with the instruments it needs to work towards these goals. Extensive consultation was conducted with most sectors of civil society when preparing the programme proposal. The programme will support projects and initiatives intended to make Europeans aware of their rights and responsibilities as citizens, to involve them actively in the process of European integration, and to develop among them a sense of belonging and European identity.

The development of responsible civic behaviour may be encouraged from a very early age. Citizenship education, which includes learning about the rights and duties of citizens, respect for democratic values and human rights, and the importance of solidarity, tolerance and participation in a democratic society, is seen as a means of preparing children and young people to become responsible and active citizens.

This new Eurydice publication deals with the provision of citizenship education in schools and covers 30 European countries participating in the Eurydice Network. The comparative survey focuses on different national approaches to citizenship education and examines whether a European or international dimension has been officially incorporated into teaching of the subject in schools. The survey shows that an elaborate approach to provision in this area exists in most European countries. However, progress in the training of those who teach citizenship and more effective promotion of active participation by pupils in society at large are arguably two major challenges in the years ahead.

The Council of Europe has proclaimed 2005 the European Year of Citizenship through Education. The European Union actively supports the valuable work of the Council of Europe in promoting citizenship education, and I hope the present Eurydice survey will give yet further impetus to that support.

A handwritten signature in blue ink that reads "Ján Figel".

Ján Figel'

Commissioner responsible for Education,
Training, Culture and Multilingualism

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GENERAL INTRODUCTION

In recent years, initiatives on the part of several international organisations and research institutions have sought to encourage the idea of citizenship education and research into related issues, as well as teaching in this field. For example, the United Nations Educational, Scientific and Cultural Organisation (Unesco) actively promoted the idea of citizenship education on a global scale through its UN Decade for Human Rights Education (1995 to 2004) ⁽¹⁾.

The Council of Europe has been carrying out its project on *Education for Democratic Citizenship* ⁽²⁾ (EDC) since 1997. The project constitutes a forum for discussion between EDC experts and practitioners from throughout Europe, in order to define concepts, develop strategies and gather good practice in EDC. On the basis of the findings and recommendations, the Council of Europe has set policy standards in the field of EDC and advocated their implementation by its member states. Several brochures, information packs, manuals and training kits on EDC have been made available. They are aimed at helping decision-makers, teachers and other practitioners to put EDC policies into effect in their various national contexts. The EDC project concludes at the end of 2005, which was officially proclaimed the *European Year of Citizenship through Education* ⁽³⁾.

In the last 10 years, the International Association for the Evaluation of Educational Achievement (IEA) has undertaken efforts to prepare and conduct an international *Civic Education Study*. More than 140 000 pupils, teachers and school principals from 28 countries took part in the study, and two major reports were issued by the IEA in 2001 and 2002 ⁽⁴⁾.

At EU level, the Lisbon strategy has mapped out the route towards a knowledge-driven economy and a new European social agenda up to 2010. Social inclusion and active citizenship are important policy objectives central to the Lisbon process. In this context, the education system may be regarded as the most important medium through which to impart and demonstrate the principles of equity, inclusion and cohesion. Therefore, social inclusion and active citizenship feature prominently in the three strategic goals for European education and training systems adopted by the European Council in March 2001, covering quality of, access to and openness of European education to the world ⁽⁵⁾.

With the recent enlargement of the EU, the concept of citizenship is once more high on the political agenda. As Europe grows bigger and closer, it has become increasingly important to provide young people with an idea of what is meant by responsible citizenship within a democratically based society. So too, therefore, is the need to provide them with the essentials of a positive civic attitude. In the interests of social cohesion in Europe and a common European identity, pupils at school need to be informed specifically about what it means to be a citizen, the kinds of rights and duties that citizenship entails and how to behave like a 'good citizen'.

⁽¹⁾ For further information see: <http://portal.unesco.org/education/en/ev.php-URL_ID=1920&URL_DO=DO_TOPIC&URL_SECTION=201.html>.

⁽²⁾ For further information see: <http://www.coe.int/T/E/Cultural_Co-operation/education/E.D.C/>.

⁽³⁾ For further information see: <<http://www.coe.int/T/E/Com/Files/Themes/ECD/>>.

⁽⁴⁾ For further information see: <<http://www.wam.umd.edu/~iea/>>.

⁽⁵⁾ Council of the EU: *The Concrete Future Objectives of Education and Training Systems. Report from the Education Council to the European Council*. 5980/01 (Brussels, 14 February 2001).

Politicians have also agreed on the need to bring the EU closer to the citizens and that democracy should be consolidated by fostering their active participation in the life of society. It is for this reason that a working group on an 'Open Learning Environment, Active Citizenship and Social Inclusion' was set up within the European Commission Directorate-General for Education and Culture at the beginning of 2003. One of its aims is to ensure *that the learning of democratic values and democratic participation by all school partners is effectively promoted in order to prepare people for active citizenship* ⁽⁶⁾. For this reason, the working group has been provided with relevant data on citizenship education by its EU member state representatives.

Since the beginning of 2004, the European Commission has been implementing a *Community Action Programme* ⁽⁷⁾ to further active citizenship with a view to support a series of bodies and actions in this field. This programme aims at promoting the values and objectives of the EU, bringing citizens closer to the EU and having them involved in reflection and discussion on its future, intensifying links between citizens of different countries, and stimulating initiatives in the field of active citizenship ⁽⁸⁾. The programme will come to an end in December 2006. However, a proposal for a subsequent programme is currently already being prepared. In addition to the *Community Action Programme*, the European Commission has also agreed on more research to develop key indicators for social cohesion and active citizenship in Europe ⁽⁹⁾.

Background and methodology

The present Eurydice survey, covering 30 countries in the Eurydice Network ⁽¹⁰⁾, analyses how citizenship education is taught at school. It was requested by the Dutch presidency of the Council of the European Union, which lasted from July to December 2004. One of the Presidency's aims was to initiate a debate with citizens and governments on common European values and on how full European integration and cooperation could be brought about. In this respect, special attention was devoted to the *contribution made by education to social cohesion through activities aimed at promoting active citizenship* ⁽¹¹⁾.

This comparative analysis is based on country descriptions supplied by the Eurydice National Units. To collect information for them, a *Guide to Content*, including common guidelines and definitions, was prepared by the Eurydice European Unit (EEU) in consultation with the National Units at the beginning of 2004. The aim of the *Guide to Content* was to ensure that the country descriptions were drafted in accordance with a common structure to facilitate subsequent cross-country comparison of the information provided. The completed country descriptions are available on the Internet (<http://www.eurydice.org>).

⁽⁶⁾ European Commission: *Open Learning Environment, Active Citizenship and Social Inclusion. Implementation of Education and Training 2010 Work Programme: Progress Report*. (Brussels, November 2003).

⁽⁷⁾ For further information see: <http://europa.eu.int/comm/dgs/education_culture/activecitizenship/index_en.htm>.

⁽⁸⁾ Council of the EU: *Council Decision of 26 January 2004 Establishing a Community Action Programme to Promote Active European Citizenship (Civic Participation)*. 2004/100/EC (Luxembourg, 4 February 2004). Available on the WWW: <http://europa.eu.int/comm/dgs/education_culture/civilsociety/decision_en.pdf>.

⁽⁹⁾ European Commission Staff Working Paper: *New Indicators on Education and Training*. Brussels, 29.11.2004, SEC (2004) 1524.

⁽¹⁰⁾ Turkey did not take part in the survey, as it joined the Eurydice Network at the beginning of 2004 when data collection was already under way.

⁽¹¹⁾ Dutch Presidency of the Council of the European Union: *Priorities*, p. 14. (The Hague/Brussels, 2004). Available on the WWW: <http://www.eu2004.nl/default.asp?CMS_TCP=tcpAsset&id=AB2CCD9E8D1A455FB3970D912B88791>.

Some national descriptive elements have been included in the comparative analysis wherever they seem essential to a sound understanding of it and provide clarification with examples.

Information in the survey covers the primary, general lower and upper secondary levels of public-sector education and/or government-dependent provision (i.e. education provided by institutions which receive over 50 % of their finances from the public purse). The reference year is 2004/05. However, information on reforms relating to citizenship education, which are being discussed and/or will be implemented in the near future, is presented in the final section of the country descriptions.

It should be borne in mind that the EEU has been able to draw profitably on the work already carried out by the Council of Europe in its EDC project mentioned above. Various documents and regional reports, including valuable information on many Eurydice Network member countries, have already been published as part of the project. Eurydice has thus been able to study and supplement information on certain matters that the Council of Europe has not considered in detail.

Definitions

For the purpose of this survey, common definitions of the term ‘responsible citizenship’ and the closely associated concept of citizenship education, i.e. educating young people to become ‘responsible citizens’, have been adopted by the Eurydice Network. The following definitions are to some extent inspired by the Council of Europe definitions in its EDC project ⁽¹²⁾.

As a starting point, a ‘citizen’ may be regarded as a person coexisting in a society. In recent decades, societies have changed and, with them, the theoretical conceptions and practical implementation of citizenship. The concept is steadily broadening and changing, as lifestyles and patterns in our relations with others become more diversified. Far from being limited to the national context, the notion of harmonious coexistence among citizens relates to the concept of a community embracing all contexts – local, regional, national and international – in which individuals live.

The notion of ‘**responsible citizenship**’ raises issues concerned with awareness and knowledge of rights and duties. It is also closely related to civic values such as democracy and human rights, equality, participation, partnership, social cohesion, solidarity, tolerance of diversity and social justice. The concept of ‘responsible citizenship’ is now increasingly widespread, particularly in that a series of relevant recommendations and resolutions promoting the issue have been adopted by the member states of the Council of Europe ⁽¹³⁾. The European Commission ⁽¹⁴⁾ has also published White Papers and studies on the issue, as a result of which it has become a priority area for many European countries.

⁽¹²⁾ See the definitions given in: Council of Europe, Karen O’Shea: *Developing a Shared Understanding. A Glossary of Terms for Education for Democratic Citizenship* (Strasbourg, 2003).

⁽¹³⁾ Council of Europe: *Final Declaration. Second Summit of Heads of State and Government of the Council of Europe* (Strasbourg, 10-11 October 1997); Council of Europe, Committee of Ministers: *Declaration and Programme on Education for Democratic Citizenship, Based on the Rights and the Responsibilities of the Citizens* (Strasbourg, 1999); Council of Europe, Committee of Ministers: *Recommendation to Member States on Education for Democratic Citizenship* (Strasbourg 2002).

⁽¹⁴⁾ European Commission: *Learning for Active citizenship. A significant Challenge in Building a Europe of Knowledge: Education and Active Citizenship in the European Union*. (Luxembourg, Office for Official Publications of the European Communities, 1998); European Commission: *Open Learning Environment, Active Citizenship and Social Inclusion. Implementation of Education and Training 2010 Work Programme: Progress Report*. (Brussels, November 2003); European Commission: *The future of Education and Citizenship Policies: The Commission adopts Guidelines for Future Programmes after 2006* (Brussels, 2004).

Citizenship education in the context of the present survey will refer to school education for young people, which seeks to ensure that they become active and responsible citizens capable of contributing to the development and well-being of the society in which they live. While its aims and content may be highly diversified, three key themes are of particular interest. Citizenship education is normally meant to guide pupils towards (a) political literacy, (b) critical thinking and the development of certain attitudes and values and (c) active participation.

The development of **political literacy** may involve:

- learning about social, political and civic institutions, as well as human rights;
- the study of conditions under which people may live harmoniously together, social issues and ongoing social problems;
- teaching young people about national constitutions so that they are better prepared to exercise their rights and responsibilities;
- promoting recognition of the cultural and historical heritage;
- promoting recognition of the cultural and linguistic diversity of society.

The development of **critical thinking** and certain **attitudes and values** may entail:

- acquiring the skills needed to participate actively in public life;
- developing recognition of and respect for oneself and others with a view to achieving greater mutual understanding;
- acquiring social and moral responsibility, including self-confidence, and learning to behave responsibly towards others;
- strengthening a spirit of solidarity;
- the construction of values, with due regard for differing social perspectives and points of view;
- learning to listen and resolve conflicts peacefully;
- learning to contribute to a safe environment;
- developing more effective strategies for fighting racism and xenophobia.

Finally, **active participation** of pupils may be promoted by:

- enabling them to become more involved in the community at large (at international, national, local and school levels);
- offering them practical experience of democracy at school;
- developing their capacity to engage with each other;
- encouraging pupils to develop project initiatives in conjunction with other organisations (such as community associations, public bodies and international organisations), as well as projects involving other communities.

Content

The structure of the comparative analysis follows the one adopted for the country descriptions which, as already pointed out, are available on the Eurydice website. It consists of six chapters, each dealing with a different aspect of citizenship education at school in Europe. The questions, which were put to the National Units in the *Guide to Content*, are referred to at the beginning of each chapter.

Chapter 1 considers whether individual European countries have their own official interpretation of the term, and how it is expressed in their legislation. The chapter reveals clearly that the term 'citizenship' has different connotations in each case. It is thus not easy to reach a definition applicable to all countries for the purpose of addressing the concept of citizenship education in Europe as a whole.

Chapter 2 examines different approaches in official school curricula that are used to provide citizenship education. Provision may either take the form of a specific separate school subject (named differently from one country to the next), a topic integrated in other subjects (such as history, geography, etc.) or a cross-curricular theme. The chapter further looks at the main aims and content of citizenship education and the different forms of competencies that pupils should acquire as a result.

Chapter 3 discusses how responsible civic behaviour by pupils is promoted in daily school life through the 'culture' of schools. The chapter considers how pupils (and their parents) are involved in the functioning of schools and given an opportunity to actively practise their own civic skills. The importance of participation by pupils in formal bodies such as pupil or school councils is highlighted, and the chapter also includes examples of how schools can involve pupils in making an active contribution to the society.

The focus in **Chapter 4** is on the evaluation of the provision of citizenship education in schools. Two main aspects are examined: first, whether and how pupils are assessed in relation to their education in citizenship and, secondly, ways in which schools may be evaluated as regards their curricular or other forms of provision in this area.

Chapter 5 discusses whether and how specific teacher education in citizenship is organised and how teachers may be supported in their daily work on citizenship. Several players may be involved in providing such support, including education authorities, public or private centres for continuing professional development, institutes for curricular development or other educational research centres, and non-governmental organisations.

Finally, **Chapter 6** is devoted to analysing the European dimension of citizenship education. The chapter tries to find out whether citizenship education at school has a European dimension and, if so, how it is put into practice. Therefore, official curricula and the wider school context are analysed for any references to European issues. Furthermore, teacher education and any support measures related to the European dimension are also being discussed.

CHAPTER 1

CITIZENSHIP AND EDUCATION POLICY

One of the aims of policy-makers in all European countries is to strengthen social cohesion and solidarity throughout society. This requires basic agreement on what is meant by acting as a 'responsible citizen'. Therefore, all countries have to define their own 'national' concept of 'responsible citizenship'. Yet defining 'citizenship' itself is by no means straightforward. Its meaning and the way it is perceived differ from one country to the next, and some national languages do not even have a directly equivalent term.

Education plays an important role in fostering active and responsible citizenship. Besides parents, the wider family, friends and the local community, schools are the main setting for socialisation. One of their aims has always been to prepare young people for life in the adult world. It is thus important that they should provide pupils with the basic skills and knowledge that will help them to make a worthwhile contribution to society and its positive development.

The two questions addressed by this chapter are as follows:

- Is there a **national concept of 'responsible citizenship'** and, if so, what does this mean in terms of relevant legislation or official definition?
- What are the main features of **education policy regarding the role of the school system in fostering 'responsible citizenship'** as defined in relevant official sources?

1.1. The Concept of 'Responsible Citizenship'

A common definition of the term 'responsible citizenship' which was adopted for the purpose of this publication has already been given in the 'General Introduction'.

It should be borne in mind that the word 'citizenship' may have very different connotations depending on the context in which it is used. Several countries refer to the term 'citizenship' in their national language as expressing merely the judicial relationship between the citizen and the State. In other countries, the term also refers to the social role of citizens in the society in which they coexist with others (see Annexe 1).

The majority of national legislative sources do not explicitly define 'responsible citizenship' but its meaning somehow emerges from various official documents. Several countries use another expression to refer to what was defined above as 'responsible citizenship'. Examples include 'civic participation' (in Latvia and Romania), 'civic attitudes' or 'civic awareness' (Poland), 'civic involvement' (Romania) or 'civic rights and duties' as in Germany, Lithuania, the Netherlands and the United Kingdom (Scotland).

Arguably, therefore, 'responsible citizenship' as a rule embodies issues relating to the **knowledge and exercise of civic rights and responsibilities**. All countries also link the concept to certain values closely associated with the role of a responsible citizen. They include democracy, human dignity, freedom, respect for human rights, tolerance, equality, respect for law, social justice, solidarity, responsibility, loyalty, cooperation, participation, and spiritual, moral, cultural, mental and physical development. While countries lay greater or lesser emphasis on one or more of these principles, there is general agreement that they are all somehow essential to the concept of responsible citizenship and the way it materialises in practice.

Almost all countries refer to either their constitution or specific educational documents (such as curricula, laws on education, or other official documents) as the source that best expresses the concept of 'responsible citizenship'.

In the **Czech Republic**, for example, the responsibility of citizens for other people and the community as a whole is stressed in the Constitution. It is above all the Constitution which emphasises values such as human dignity, freedom, equity, respect for human rights, concern for the natural, cultural, material and spiritual heritage, respect for law and commitment to authority.

In **Germany**, the concept of 'responsible citizenship' is part of the *Grundgesetz* (Basic Law). Art. 33 I of the Basic Law reads: *Every German in every Land has the same civil rights and duties.*

The General Curricula of **Lithuanian** Schools of General Education (1997) state that a citizen is a person who is aware of his/her rights and duties and capable of participating constructively in public life. The Curricula state that 'responsible citizenship' is based, for example, on moral principles and fundamental values.

In the **United Kingdom (Scotland)**, the idea of citizens as 'persons coexisting in a society' is expressed in the discussion and consultation paper *Education for Citizenship in Scotland*, published by Learning and Teaching Scotland, as follows: *Citizenship involves enjoying rights and exercising responsibilities in various types of community. This way of seeing citizenship encompasses the specific idea of political participation by members of a democratic state. It also includes the more general notion that citizenship embraces a range of participatory activities, not all overtly political, that affect the welfare of communities. (...) Citizenship is about making informed choices and decisions, and about taking action, individually and as part of collective processes.*

Most Eastern European countries have highlighted the importance of the **historical dimension** in the term 'civil society'. At the beginning of the 1990s, fundamental changes occurred in these countries when they established democratic principles for their societies. Social and political changes in the last two decades have had a considerable impact on the meaning and role of 'responsible citizenship' and, thus also, on the idea of citizenship education. They have led experts and policy-makers to reconsider their significance for the curriculum and, in particular, their influence on the formation and development of a democratic political culture.

In several countries, and especially those with large minorities, the concept of 'responsible citizenship' is also closely linked to their **integration policy for 'non-citizens'**, i.e. people who, although they have long been resident in a particular country or were even born in it, have not acquired its nationality.

Estonia, for instance, has launched a special *State Integration Programme* which runs from 2000 until 2007. Its main aim is to promote the inclusion of non-Estonian citizens in Estonian society. One of the three sub-programmes of the Integration Programme (known as 'Social Competence') seeks to ensure that *the Estonian population is socially competent and that the inhabitants of Estonia actively participate in the development of civil society regardless of their nationality and mother tongue.*

1.2. Main Orientations of Education Policy

As schools are one of the main institutions for socialisation, it is also essential to examine how ‘responsible citizenship’ is being promoted by the education policy of each country via its school system.

All countries stated that the concept is promoted, in some cases as a priority, through educational legislation, white papers, action plans and decrees, etc. Most of them explain how pupils or students are guided through the school system towards the three aims of citizenship education referred to above, namely the development of political literacy, critical thinking and certain attitudes and values, and active participation.

In the **German** Land of North Rhine-Westphalia, for example, Article 1 of the *Erstes Gesetz zur Ordnung des Schulwesens* (First Law for the Order of the School System) states: *Young people must be educated in the spirit of humanity, democracy and freedom, with the aims of tolerance and respect for the convictions of others, and of responsibility for the preservation of the natural living environment. (...) Young people should be able and willing to prove successful in serving the community, their family and profession, the people and the State.*

According to the Primary School Curriculum (2003) in **Cyprus**, education provided in public-sector schools *aims at the harmonious development of responsible and democratic persons with the knowledge, skills, and attitudes to face a continuously changing world. At the same time, pupils must be ready and able to contribute, through their contribution and action, to the political, economic, and social progress of their homeland and the broader European society to which they belong.*

In **Finland**, the Basic Education Act (1998) emphasises that *the purpose of the education described in this law is to support the development of pupils as humanitarian human beings and ethical and responsible members of society.* Furthermore, a Government decree issued by the Ministry of Education in December 2001 states that *the target of education is to support pupils as they develop into harmonious people with a healthy ego and into members of society who have the skills to critically view their social and natural environment. The basis for this is their respect for life, nature and human rights, as well as appreciation of their own and others’ learning and work.*

It should be noted that some Nordic countries such as Estonia, Finland, Iceland and Norway include **respect for nature** as an element to be promoted when developing the ‘responsible citizenship’ of pupils.

A few countries establish an explicit link between education on the one hand and **religion and/or Christianity** on the other.

In **Germany**, the *Erstes Gesetz zur Ordnung des Schulwesens* (Article 1) of the Land of North Rhine-Westphalia identifies ‘awe of God’ as one of the most distinctive aims of education.

According to **Icelandic** school law, educational methods and practice should be characterised by tolerance, Christian ethics and democratic cooperation.

The preamble to the 1999 **Norwegian** Education Act states: *The primary and lower secondary school shall, in cooperation and understanding with the home, help to give pupils a Christian and moral upbringing. (...) Upper secondary education shall contribute to expanding knowledge and understanding of Christian and humanist basic values, our national cultural heritage, democratic ideas and the scientific way of thinking and working.*

Preparing young citizens for constructive participation in national and European society is one of the main aims of **educational reform in the new EU Member States**, especially in the former socialist countries. Over the last decade, major reforms have taken place in the countries of eastern Europe. Reforms of the public-sector school system have been inspired by the common European heritage of political, cultural and moral values reflected in human rights, as befits any State governed by the rule of law but based on pluralistic democracy, tolerance and solidarity. All Eastern European countries refer to the importance of strengthening their potential for integration and social cohesion.

In the **Czech Republic**, the National Programme for the Development of Education draws special attention to the importance of reinforcing social cohesion, support for democracy and preparation for partnership and cooperation in European and global societies. Further emphasis is placed on the need for a special transition from the acquisition of pure facts by pupils to developing the skills and competence they require to lead healthy responsible lives in which they interact knowledgeably with other members of society.

In **Latvia**, the Concepts of Education Development (2002-2005) *try to ensure changes in the education system in order to promote the formation of a democratic and socially integrated society.*

The National Education Strategy for 2003-2012 in **Lithuania** defines the mission of education as follows: *to help individual people understand the contemporary world, acquire cultural and social competence and become independent, active and responsible, as well as willing and able to learn constantly and build their own life together with that of their community.*

In the post-1989 education reform in **Slovakia**, changes included a greater focus on democracy, school autonomy, the extension of pupil and family rights, accountability, respect for non-native citizens and overall awareness of the position of human beings in the global society.

CHAPTER 2

CITIZENSHIP EDUCATION AND THE CURRICULUM

The Council of Europe recommendations (2002) on *Education for Democratic Citizenship* make clear that all levels of the education system should play their part in implementing this concept in the curriculum, either as a specific school subject or a cross-curricular theme. The same recommendations call for multidisciplinary approaches to facilitate acquisition of the knowledge, attitudes and skills required for people to live together harmoniously in a democratic and multicultural society ⁽¹⁾.

This chapter focuses on the status of citizenship education in official school curricula and examines the following questions:

- How is the issue of responsible citizenship dealt with explicitly in school curricula? How is it suggested the theme should be **approached**? Is it **compulsory** or **optional**?
- What are the **aims** and **content** of citizenship education as specified and explained in the curriculum? Does the curriculum focus on the principles of active participation by pupils in community life, as well as on their sense of belonging to a community and sharing common values?
- Are there specified targets for the various kinds of **competence** that pupils should acquire as a result of citizenship education?

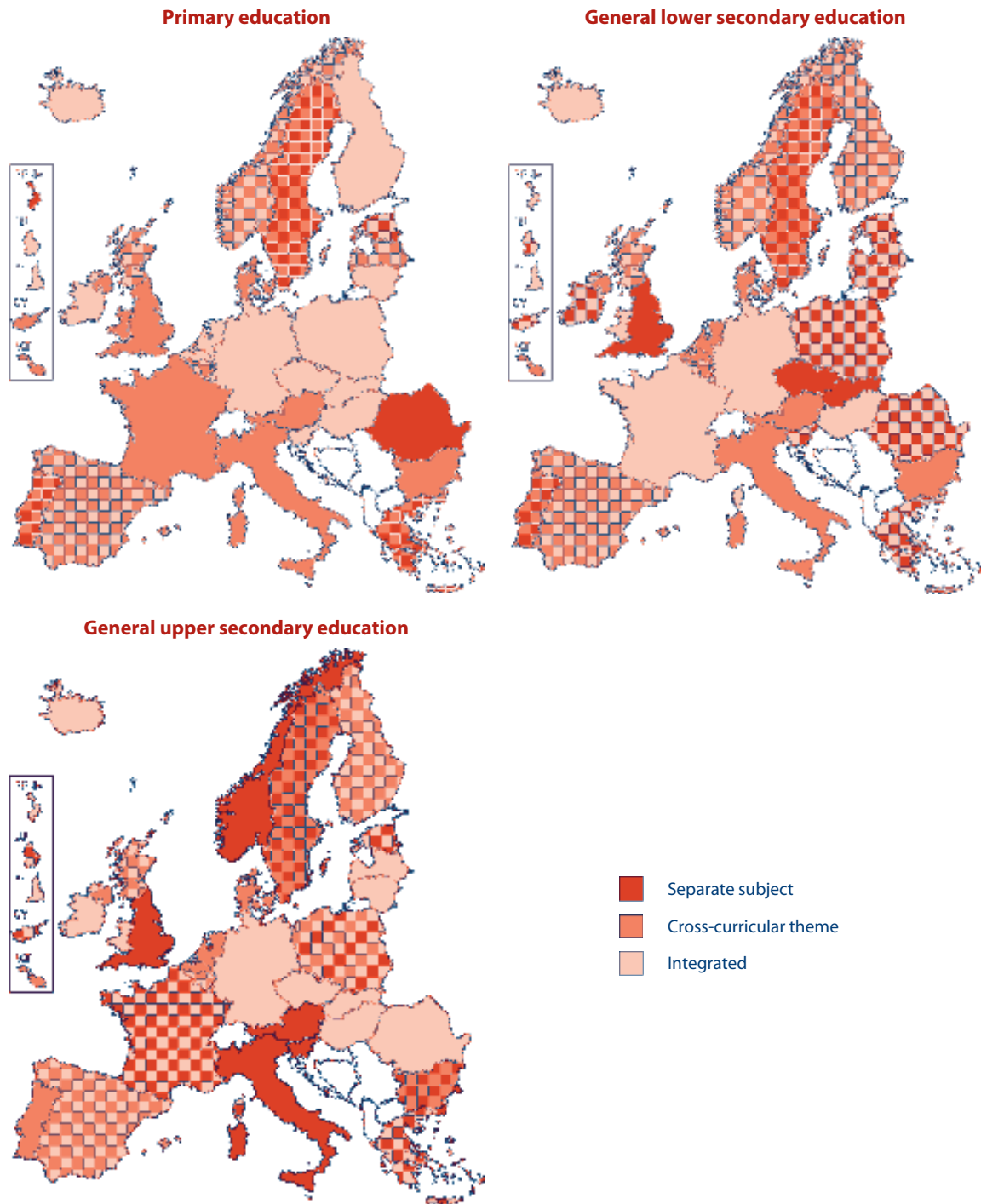
2.1. Approaches to Citizenship Education

From the curricular standpoint, citizenship education may be organised in different ways, depending on the level of education and organisation of the curriculum in the country concerned.

It may either be offered as a **separate stand-alone** compulsory or optional **subject**, or **integrated** into one or more other subjects, such as history or geography. A further possibility is to offer it as a **cross-curricular educational theme**, so that the principles of citizenship education might be present in all subjects of the curriculum. These different approaches are not mutually exclusive.

(¹) Council of Europe, Committee of Ministers, Recommendation Rec (2002)12 of the Committee of Ministers to member states on education for democratic citizenship (Adopted by the Committee of Ministers on 16 October 2002 at the 812th meeting of the Ministers' Deputies).

Figure 2.1: Approaches to citizenship education as specified in the curriculum for primary, general lower and upper secondary education, 2004/05



Source: Eurydice.

Additional notes

Belgium (BE de): With effect from 2006/07, citizenship education will become a cross-curricular theme in primary education.

Ireland: Citizenship education is a significant component of Social, Personal and Health Education at primary level.

Italy: In the new programmes for primary and lower secondary education that came into effect in the 2004/05 school year, 'education for civil cohabitation' has been introduced as a new transversal educational topic.

Finland: In the new curriculum for lower secondary education (years 7-9), which has to be in use by 1 August 2006, 'citizenship education' (*yhteiskuntaoppi*) will be a separate subject and also a cross-curricular topic. The same regulation applies to the new national core curriculum for general upper secondary education, which is being implemented in August 2005.

United Kingdom (ENG/WLS/NIR): The data shows how citizenship is specified in the national curricula, but it is for schools to decide which method of organisation to use for this subject. In the reorganised curriculum in Northern Ireland, 'local and global citizenship' becomes a statutory requirement for secondary schools from September 2006.

Explanatory note

The Figure is based on information available in national curriculum frameworks and official guidelines.

Separate subject: A subject in its own right which may be compulsory, a core curriculum option or optional.

Integrated: The topic forms part of one or more other subjects, such as history and social studies for example.

Cross-curricular educational theme: Citizenship education is present throughout the whole curriculum.

The approaches shown for each level do not mean that citizenship education is a separate subject, integrated within other subjects or a cross-curricular educational theme throughout the whole of primary education, or lower or upper secondary education. For more details on the year(s) in which a particular approach is chosen, please refer to Annexe 2.

In most countries, citizenship education is referred to as a principle governing the aims of the specific curricula for compulsory and upper secondary education. It is part of the curriculum in all countries and at all three levels of general education considered here. However, the way it is included may vary widely from one country to the next (Figure 2.1).

At primary level, citizenship education is a separate subject only in Belgium (the German-speaking Community) and Romania. In Estonia, Greece, Portugal and Sweden it is also integrated within other subjects, or present as a cross-curricular theme. In all other countries, it is either a cross-curricular theme or integrated within other subjects.

In secondary education, citizenship education is more frequently offered as a separate subject. This applies to Estonia, Greece, Cyprus, Luxembourg, Poland, Slovenia, Sweden and the United Kingdom (England) at both lower and upper secondary levels. In the Czech Republic, Ireland, Latvia, Lithuania, Portugal, Slovakia and Romania, it is a separate subject solely in lower secondary education. In France, Austria, Norway and Bulgaria, it is a separate subject in upper secondary education. However, in most countries citizenship education as a separate subject coexists with its provision in integrated form within other subjects or as a cross-curricular theme.

In the remaining countries, the integrated approach is the one most widely adopted in secondary education.

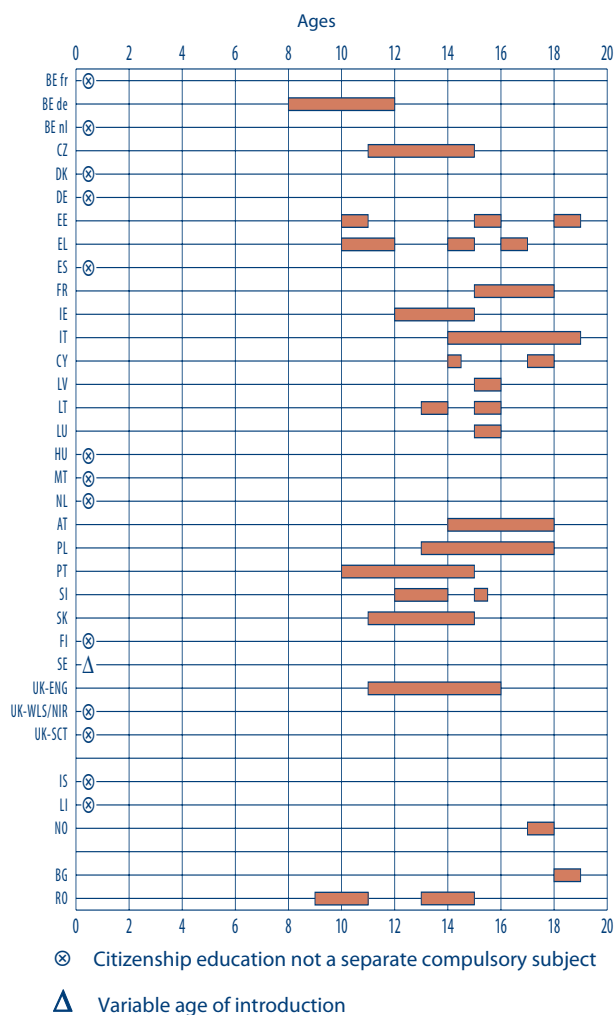
Where it is integrated within other subjects, citizenship education is at all levels most commonly included in history, social studies, geography, religious and moral education, ethics, philosophy, foreign languages and the language of instruction.

In some countries, citizenship education is also included in subjects such as an introduction to the world of science (the **French Community of Belgium**), the environment (the **Czech Republic, Greece, Cyprus**, the **Netherlands, Hungary** and **Slovenia**), regional geography and basic scientific and technical instruction (**Germany** and **Cyprus**), ancient literature (**Greece** and **Cyprus**), psychology (**Greece** and **Bulgaria**), Latin (**Spain**), economics (**Spain, Latvia, Lithuania, Hungary** and **Bulgaria**), health education (the **Netherlands** and **Latvia**), the homeland (**Slovakia**) and life skills (**Iceland**).

When offered as a separate subject, citizenship is often compulsory. However, when it is integrated within other subjects or offered as a cross-curricular theme, the inclusion of issues relating to it is most often strongly recommended. In some countries, various kinds of competence in citizenship are included in attainment targets (see section 2.3) and all pupils are meant to acquire them. At primary level, citizenship education is not compulsory in Luxembourg and the United Kingdom (England). At secondary level, it is a curricular option in Germany (lower and upper secondary education), Ireland (upper secondary education) and Luxembourg (lower secondary education).

Time Allocation

Figure 2.2: Age at which pupils are taught citizenship education as a separate compulsory subject and duration of this provision in primary and general secondary education, 2004/05



Source: Eurydice.

Additional note

Belgium (BE de): With effect from 2006/07, citizenship education will become a cross-curricular theme in primary education.

The number of years during which education for citizenship is part of the compulsory curriculum cannot always be clearly identified in countries in which the theme is integrated within other subjects or in which a cross-curricular approach is adopted.

The time devoted to citizenship education can only be indicated in countries in which the curriculum identifies it as a separate subject. In half of the European countries under consideration, therefore, no indication can be given regarding time allocations of this kind.

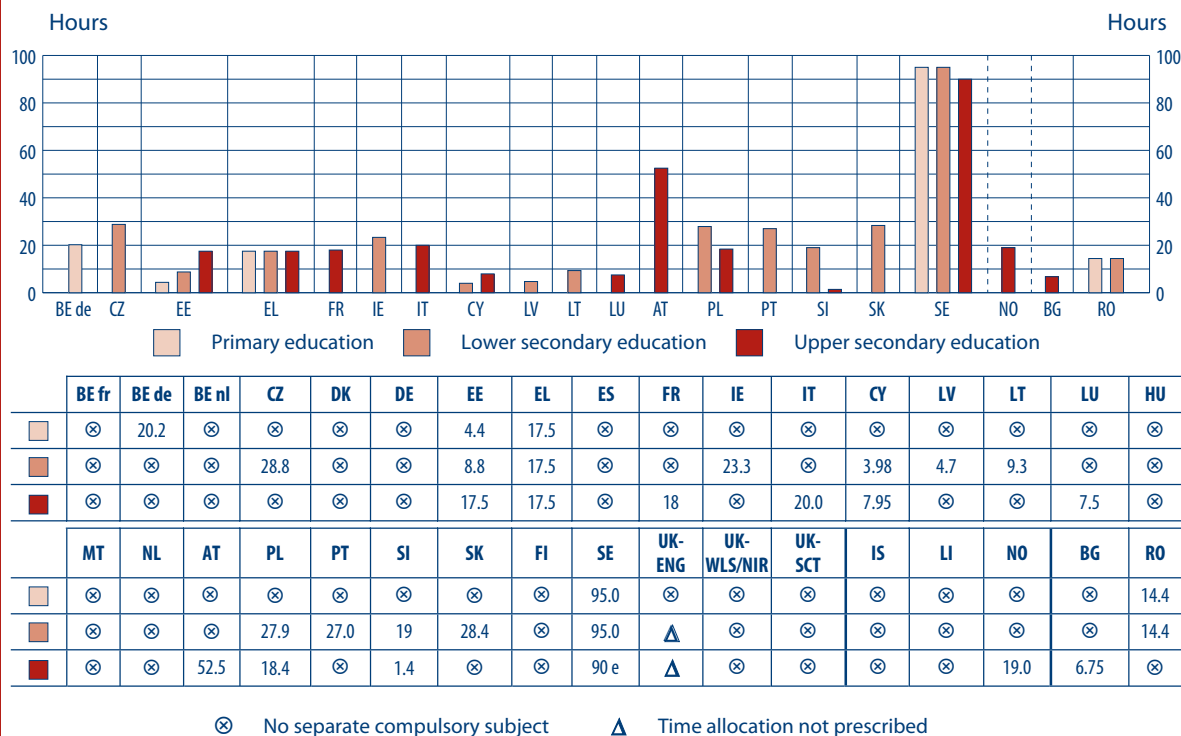
In primary education, citizenship education exists as a compulsory separate subject in Belgium (the German-speaking Community), Estonia, Greece, Portugal (second stage), Sweden and Romania. Among these countries, it is in Belgium (the German-speaking Community, until 2005/06) that citizenship education is introduced earliest. In Sweden, schools are free to decide when to introduce a subject and how to distribute the number of hours over the nine years of the *grundskola* (primary and lower secondary levels).

Citizenship education is introduced as a compulsory separate subject in lower secondary education in most countries, except in Luxembourg, Italy, Austria, Norway and Bulgaria where it exists as a separate compulsory subject at upper secondary level only.

When it is taught as a separate subject, the number of years during which its provision is compulsory varies considerably from one country to the next. This period is especially long in Italy, Poland, Portugal and the United Kingdom (England) in all of which it is five years.

It is four years in Belgium (the German-speaking Community), the Czech Republic, Greece, Austria (*allgemein bildende höhere Schule*), Slovakia and Romania. In all other countries in which citizenship education is a compulsory separate subject it is taught as such for one year, except in Estonia, France and Ireland (three years) and in Lithuania and Slovenia (two years).

Figure 2.3: Recommended average annual minimum number of hours for citizenship education as a separate compulsory subject in primary, general lower and upper secondary education, 2004/05



Source: Eurydice.

Additional notes

Latvia: According to the new curriculum for basic education, which has to be in use by 1 September 2005, the time allocation for citizenship education as a separate subject will increase significantly.

Finland: According to the new curriculum for lower secondary education (years 7-9), which has to be in use by 1 August 2006, citizenship education will be a separate subject and the time allocation will be increased. The situation is similar in the case of general upper secondary education (August 2005) in which there will be two compulsory courses instead of only one.

Explanatory note

Figure 2.3 shows the minimum number of hours devoted to the compulsory teaching of citizenship as a compulsory subject in primary, lower and upper secondary education. In order to enable ready comparison between countries, the number of hours is based on a notional year of primary, lower or upper secondary education. The compulsory time allocation in hours is related to the number of years corresponding to ISCED 1, 2 and 3 respectively.

The calculation thus takes account of the following:

- the number of class periods for teaching citizenship, which are recommended in the curriculum or official guidelines;
- the length of a period (in minutes);
- the number of school days in a week or year (depending on whether the number of periods relates to the amount of teaching in a week or a year);
- the number of years that primary, lower and upper secondary education last.

Number of years in which citizenship is taught as a **compulsory separate** subject and the number of years corresponding to the duration of:

primary education

BE de	EE	EL	SE	RO
4/6	1/6	2/6	6/6	2/4

lower secondary education

CZ	EE	EL	IE	CY	LV	LT	PL	PT	SI	SK	SE	UK-ENG	RO
4/4	1/3	1/3	3/3	0.5/3	1/5	2/6	3/3	5/5	2/3	4/4	3/3	3/3	2/4

upper secondary education

EE	EL	FR	IT	CY	LU	AT	PL	SI	SE	UK-ENG	NO	BG
1/3	1/3	3/3	5/5	1/3	1/4	4/4	2/3	0.5/4	1/3	2/4	1/3	1/4

Only in a few countries are there recommendations applicable to primary education, on the teaching time allocation for citizenship education as a separate compulsory subject. The average annual allocation is greatest in Sweden (95 hours). More than 800 hours over 9 years of compulsory schooling are foreseen in this country for citizenship education. Their distribution over this whole period is however at the discretion of the school.

Wherever a calculation is possible in secondary education, the average annual time allocation varies enormously. At lower secondary level, it is again greatest in Sweden (95 hours). In Estonia, Greece, Cyprus, Latvia, Lithuania and Romania, the average recommended annual number of hours is less than 20. In these countries, the subject is taught separately only for one or two years of lower secondary education.

This variation applies also to upper secondary education. In Sweden, citizenship education is taught for approximately 90 hours. In other countries, the average recommended annual number of hours never exceeds 40, except in Austria, in which citizenship education is taught as a separate subject for four years.

In most countries and within the flexible part of the curriculum which schools are free to determine as they wish, additional time is allocated to citizenship education as a separate subject over and above the minimum number of compulsory hours shown in Figure 2.3.

2.2. Aims and Content of Citizenship Education

Learning about citizenship is a complex and unending process that begins at a very early age and covers a person's entire lifetime. At primary level, it can provide children with an initial awareness of civic values and prepare them for the later stages of education. As such, it is an important first stage in developing responsible citizens able to play an active part in democratic society. The curriculum for primary education therefore refers explicitly to citizenship education in all countries, except Luxembourg.

The aims of citizenship education are formulated in a variety of ways from one country to the next, in accordance with the national context, traditions and cultural background. They may be defined in general or more detailed terms, partly depending on the extent to which responsibility for management has been decentralised to autonomous local authorities. The precise aims also vary from one level of education to the next.

In primary education in the majority of countries, the aims associated with the promotion of responsible citizenship are presented so as to be meaningful to very young children, in a way that differs from the approach adopted at secondary level. For example, there is greater emphasis at primary school on learning the principles governing life in society than on the acquisition of theoretical knowledge. The focus is on the skills required to develop respect in relations with other children and adults, on the basis that everyone belongs to the same school, local, national and international community. Children are also taught how to act or react in a variety of situations that they might encounter both inside and outside school.

The aims themselves are described in various official documents, including educational legislation, decrees, national core curricula, and more detailed documents specifying curricular content for each subject or discipline, etc. Depending on the approach adopted by a particular country for teaching civic values at school, the aims may be strictly subject-related (when citizenship education is a separate subject) or 'horizontal' (when it is dealt with as a cross-curricular theme or integrated within several subjects).

By examining the aims of citizenship education as set out in official documents, a very wide range of expressions and terms for including it in the curriculum may be identified. Also apparent however are more explicit references to certain concepts such as human rights, cultural diversity, tolerance, commitment and values, etc. These concepts have been grouped together in three main 'categories' of objectives (see also the General Introduction), in accordance with the degree of active involvement expected on the part of pupils:

- aims concerned with developing the **political literacy** of pupils (as they learn the theory of human rights and democracy, become familiar with how political and social institutions function and appreciate cultural and historical diversity, etc.);
- aims concerned with developing the **attitudes** and **values** needed to become responsible citizens (learning self-respect and respect for others, listening and resolving conflicts peacefully, contributing to harmonious coexistence among people, developing values consistent with a pluralist society, building a positive self-image, etc.);
- aims concerned with stimulating the **active participation** of pupils by enabling them to become involved in the life of the school and local community, and to acquire the skills needed to make a responsible and constructively critical contribution to public life. Pupils should be given the opportunity to experiment practically with democratic principles. Their capacity to act on each other's behalf and engage in other appropriate initiatives should also be encouraged.

These three categories of objectives are interdependent and correspond to a continuous logical sequence in terms of how far aspects of learning are formally specified and the degree to which pupils are involved in them. The first category relates to the formal acquisition of theoretical knowledge. It thus calls for essentially passive understanding on the part of pupils. The second category requires greater involvement by them in terms of opinions and attitudes. In the third, they are expected to mobilise for action and play a full part in the political, social and cultural life of the community.

More specifically, aims concerned with the acquisition of knowledge and with developing political literacy focus mainly on the transmission of information and knowledge regarding the history and geography of the country concerned, the underlying principles of its constitution, and its main organisational patterns and political system. The attainment of pupils in these areas is easily measurable on the basis of tests or written or oral examinations.

The second category seeks to develop the awareness and attitudes needed for young people to engage in action within society as well-informed and responsible citizens. The same objectives are also associated with the personal aptitudes of pupils and with a value system accepted and shared by society. The aims are thus less 'neutral' and harder to measure than the acquisition of formally defined knowledge.

Aims in the third and last category encompass a broader conception of education in active citizenship. They seek to provide pupils with opportunities to develop their commitment to civic behaviour during work in the classroom or outside it, and encourage them to take different forms of initiative. Their

ultimate purpose, therefore, is to encourage pupils to exploit proactively what they have learned in the two previous stages. The information they have at their disposal is meant to help them to understand and improve their capacity for active participation of this kind. The values and attitudes they have acquired are intended as a frame of reference for responsible involvement based on the rights and duties of citizenship.

The explicit or implicit inclusion of each of these categories of objectives in curricula in European countries is illustrated in Figure 2.4.

Figure 2.4: Aims of citizenship education as specified in official documents relating to primary, general lower and upper secondary education, 2004/05

		BE fr	BE de	BE nl	CZ	DK	DE	EE	EL	ES	FR	IE	IT	CY	LV	LT	LU	HU	MT	
Political literacy	Primary	●	●	●	●	●	○	●	●	●	●	●	●	●	●	●	○	●	●	
	Lower/upper secondary	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Attitudes/values	Primary	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	○	●	●
	Lower/upper secondary	●	●	●	◐	●	○	●	●	●	●	●	●	●	●	●	●	●	●	●
Active participation	Primary	●	●	●	○	●	○	●	●	●	●	●	●	●	●	●	●	○	○	●
	Lower/upper secondary	●	●	●	○	●	●	◐	●	●	●	●	●	◐	●	●	●	○	○	●
		NL	AT	PL	PT	SI	SK	FI	SE	UK-ENG	UK-WLS	UK-NIR	UK-SCT	IS	LI	NO	BG	RO		
Political literacy	Primary	●	●	●	●	●	●	○	○	○	●	●	●	○	●	●	○	●		
	Lower/upper secondary	◐	●	●	●	●	●	●	●	●	●	●	●	●	●	●	○	●		
Attitudes/values	Primary	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		
	Lower/upper secondary	◐	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		
Active participation	Primary	●	●	●	●	○	●	●	●	○	●	●	●	○	●	●	●	●		
	Lower/upper secondary	◐	●	●	●	●	●	●	●	●	●	●	●	○	●	●	●	●		

● Explicit reference ◐ Implicit reference ○ No reference Lower secondary ◐ Upper secondary

Source: Eurydice.

Additional notes

Czech Republic: Curricular reform undertaken since 2004 attaches importance to the development of skills associated with critical thinking, decision-making and participation as well as social and communication skills.

Estonia: Syllabuses for basic education and upper secondary education will be approved in 2007 and 2008 respectively, and come into effect in 2008/09 and 2009/10. It is planned that changes in citizenship education should cut back on theoretical provision to concentrate more on practical aspects and active methods. Teaching materials will also be brought up to date.

Italy: A new curriculum for primary and lower secondary levels came into effect in 2004/05 (see section 2.3). As regards the organisation and curricula of upper secondary education, a draft decree for implementation of the law on reform was published in January 2005.

Lithuania: A new curriculum for citizenship education comes into effect in the 2004/05 school year (see section 2.3).

Netherlands: The aims are identified solely in terms of skills that should be achieved (see section 2.3).

United Kingdom (NIR): The curriculum and position of education in citizenship are undergoing review. The new curriculum for primary and secondary education proposes an approach to citizenship that includes active participation.

Norway: The strategy for citizenship education is found in the core curriculum and the Education Act. A government policy called 'active citizenship' aims at promoting awareness of citizenship issues and active participation among young people.

Explanatory note

Explicit reference: Aims are clearly stated in relation to the category concerned, in the curriculum or other official documents.

Implicit reference: No aims are specified as such but they are referred to in the content or activities included in the curriculum or other official documents.

No reference: The official curriculum contains no reference to this kind of aim in relation to citizenship education.

Overall, it may be concluded that these three major categories of objectives are referred to explicitly in official documents in most countries. Those objectives concerned with developing political literacy and attitudes and values are clearly very important and feature prominently in the curricula or other official documents of almost all countries, whether explicitly or in implicit references. A few countries are exceptions to this, namely Germany, Finland, Sweden, the United Kingdom (England) and Iceland at primary level and Bulgaria at all levels of school education. Curricula make no reference to aims associated with political culture. In just two countries, namely Germany (lower and upper secondary education) and the Netherlands (upper secondary education), the development of attitudes and values relevant to citizenship have not been referred to in official documents in 2004/05. In the Czech Republic, Luxembourg, Hungary and Iceland, the active participation of pupils in community life is not referred to in curricula at any level of education. In Germany, Slovakia and the United Kingdom (England), these aims are apparent in secondary education but not in primary education. In Italy and the Netherlands, the active involvement of pupils is not specified as an educational objective in upper secondary education. In Liechtenstein on the other hand, this category of objective is to be found solely in upper secondary education.

Some countries attach greater importance to one or other 'category' of objectives, or particular aims within a given category.

In **Germany**, those aims corresponding to the 'political literacy' category are more in evidence in curricula than those concerned with active participation and development of the values and attitudes needed for good practical citizenship. However in **Finland**, the reverse is the case with far more weight given to participation, attitudes and values than to the development of political literacy. In **Ireland**, the focus at lower secondary level is on active participatory citizenship while adopting a concept-based approach.

In **Iceland** and **Norway**, the main focus of citizenship education is the personal growth of pupils and the development among them of the attitudes, skills and values needed to become 'independent' and 'strong' individuals, well-equipped to take their future place in society.

Certain specific fields, such as ecology, are sometimes specified. For example, Germany, Hungary, Finland and the United Kingdom (Wales) are concerned to emphasise the protection of the natural environment and sustainable development.

In four countries of central Europe (the Czech Republic, Poland, Slovakia and Romania), patriotism appears alongside other aims as a value to be adopted by responsible citizens.

2.3. Competencies to be Acquired

In most education systems in Europe, the official cross-curricular and subject-based aims of education in citizenship make reference to the development of competencies that pupils should have acquired on completing their year, stage or level of education. In most cases, **these skills are an integral part of educational objectives**. However, in the official documents of 11 countries, namely Belgium (the French and German-speaking Communities), the Czech Republic, Estonia, Spain, France, Malta, the Netherlands, Poland, Slovenia, the United Kingdom (England, Wales and Northern Ireland) and Bulgaria, the skills that pupils are meant to master in the context of citizenship education are very clearly distinguished from educational objectives. Indeed, occasionally only the skills are specified. They are often closely linked to the aims set for separate subjects, or the one or more cross-curricular themes related to citizenship and adjusted in accordance with the age, maturity and ability of pupils.

In the **French Community of Belgium**, the competence and knowledge required of all pupils in compulsory education have been identified in accordance with the general aims set out in the 'Missions' Decree. In the **German-speaking Community of Belgium**, an official document of 2003 describes separately – in addition to key subject-based competence – interdisciplinary skills that should be nurtured in several fields up to the end of lower secondary education and, in particular, skills relevant to citizenship education. In **Estonia**, the skills that pupils in primary and secondary education are meant to acquire from 'education in civics' have been identified and include understanding of the mechanisms by which society functions, the development of an attitude conducive to personal and well-reasoned judgements regarding aspects of life in society, and acquisition of the skills required for active participation in it. In **Italy**, a new curriculum for primary and lower secondary levels came into effect in the 2004/05 school year. It draws attention to desirable pupil skills in the area of citizenship. The document entitled *Profilo Educativo, Culturale e Professionale del primo ciclo di Istruzione (6-14 anni)*, attached to the legislative decree of February 2004, contains a description of these skills as they relate to compulsory education. It indicates what each 'pupil aged 14 should know and do in order to be a citizen'. It describes the cultural and social skills, as well as the knowledge, that are relevant to citizenship and that pupils should have acquired on completion of lower secondary education. In **Lithuania**, a new curriculum in citizenship comes into effect in the 2004/05 school year. It envisages that the aims of citizenship should concentrate more on the development of skills. Four types of skill are identified, namely cognitive, social and practical ability and the know-how required to coexist with others. Furthermore, in the description of desirable skill levels, a distinction is drawn between cognitive and practical ability. In **Malta**, the skills associated with citizenship education in the national curriculum are also among those singled out for various school subjects and may be grouped into the following three categories: listening, communicating and the ability to engage in critical discussion; organising, planning and working with others; and taking decisions and action to bring about change. In the **Netherlands**, aims are set in terms of the skills that pupils should acquire and which include aspects of education in citizenship. Schools and teachers are free to determine the content involved. In the **United Kingdom (England)**, skills to be acquired through citizenship education are specified for the *key stages* and contain descriptions of the types and range of performance vis-à-vis knowledge, skills and understanding that the majority of pupils should demonstrate at the end of each *key stage* in the area of citizenship.

Reforms of the curriculum or syllabuses, which are under way or have already been approved but not yet implemented, attach greater importance to desirable skills in the area of citizenship.

In the **Czech Republic**, the new curricular reform is to lay significant emphasis on pupil skills in the area of citizenship. They should be based on the fundamental principles of a democratic society, and on notions of tolerance and respect for human rights, and contribute to the national and European identity of pupils.

CHAPTER 3

SCHOOL CULTURE AND PARTICIPATION IN COMMUNITY LIFE

As citizenship education is meant to prepare young people for an active and positive contribution to society, it should not only convey theoretical knowledge, but also the skills, practice and experience required for being a proactive and responsible citizen.

Such education, therefore, also covers a much broader field than formal learning. It has much to do with how all members of the school community, including teachers, pupils, parents and other local players interact daily, as well as with school hierarchies and methods of participation. However, the drive to educate young people so that they develop into responsible citizens cannot be limited to school premises. On the contrary, schools nowadays also try to encourage active involvement on the part of pupils in the life of the local community and society at large.

Schools may be described as the microcosm in which active citizenship is learnt and practised. However, this can only occur if school heads, teachers and other staff give pupils the opportunity to engage with the concept daily.

Citizenship education should not therefore be provided solely via the formal curriculum. It should also form a natural part of the daily life of schools and the way they are organised. This principle raises several questions to be dealt with in turn:

- How are **school organisation and its 'culture'** meant to contribute to the development of citizenship among pupils?
- How do **schools involve pupils** in contributing to a secure, democratic and respectful learning environment? For example, are pupils involved in consultative and decision-making bodies inside or outside their school?
- What formal or informal arrangements are there for **parents to become involved** in developing a secure, democratic and respectful learning environment in schools?
- How do **schools contribute to society**? More particularly, do they pursue aims that enable pupils to engage with the local community, and reinforce their sense of belonging to it and sharing its values?

3.1. Daily Life at School

School culture – also known as the ‘ethos’ or ‘general atmosphere’ or ‘climate’ of a school – may be defined as its system of attitudes, values, norms, beliefs, daily practices, principles, rules, teaching methods and organisational arrangements. This culture conditions the behaviour of the entire school community, including pupils, teachers, non-teaching staff and parents. It also has a bearing on how schools interact with their local or wider community and solve problems or implement reforms and new ideas.

In its publication *Charting our Education Future. White Paper on Education 1995*, the Department of Education and Science in **Ireland** gave the following statement in this respect: *It is important to emphasise that the ethos of a school is an organic element, arising, first and foremost, from the actual practices which are carried on in that school on a daily, weekly and yearly basis.*

In the **United Kingdom (England)**, a special Advisory Group drew attention in its 1998 report, *Education for Citizenship and the Teaching of Democracy in Schools*, to the important contribution that the ethos of the school can make to citizenship education: *There is increasing recognition that the ethos, organisation, structures and daily practices of schools, including whole-school activities and assemblies have a significant impact on the effectiveness of citizenship education. (...) Schools need to consider how far their ethos, organisation and daily practices are consistent with the aim and purpose of citizenship education and affirm and extend the development of pupils into active citizens.*

In their educational legislation or other official documents, most European countries highlight the importance of promoting a **participatory school culture** that encourages young people to become active and responsible citizens. Essentially, the idea is that this culture should be **shaped by democratic values**, including respect for others, tolerance, mutual trust, solidarity, and cooperation.

In general, countries maintain that democratic arrangements should always be established and preserved within the whole school system to complement the teaching of citizenship.

In the **Czech Republic**, for example, the cross-curricula principle of *Výchova demokratického občana* (education of a democratic citizen) is intended to permeate all aspects of school life in primary and lower secondary education and thus have a positive influence on school climate, school practices, teaching styles and the content of teacher education.

In April 2002 in **Germany**, the *Bund-Länder-Kommission für Bildungsplanung und Forschungsförderung* (Bund-Länder Commission for Educational Planning and the Promotion of Research) started a pilot project known as *Demokratie lernen & leben* (Live and Learn Democracy), in which 13 of the 16 *Länder* take part. The project has two main goals, namely ‘learning democracy’ through the promotion of democratic and civic expertise, and ‘living democracy’ by developing a democratic culture at school⁽¹⁾.

During the reform of the **Lithuanian** education system, it was decided that education in citizenship should not only involve the inclusion of relevant issues in the syllabus, but also the *democratic development of the school community and the functioning of self-regulation in schools*.

In **Iceland**, pupils are given the opportunity to cooperate and play an active part in school life by exercising influence and responsibility. It is considered that these principles should be reflected in how schools are organised. Reykjavík, the capital and largest municipality, has formed a task group to examine how to increase democracy in school organisation. There are also plans to select certain schools providing compulsory education (called ‘mother schools’), which then promote democratic working methods while taking on special development work and offering guidance to other schools in this area.

(1) The results of this five-year pilot project will be available in the summer of 2007. For further information see: <<http://www.blk-demokratie.de>>.

All countries support the idea of a '**democratic school**' in which every player is involved in management and decision-making, and democratic teaching methods prevail. In most countries, the focus is on **pupil rights**, including the right to express one's opinion freely or the general right to a secure learning environment.

However, in some countries, the concept of pupil rights is supplemented by introducing **duties and obligations** which, in return, have to be met by the pupils. For example, the German-speaking Community of Belgium, Germany, Spain, France, Italy, Luxembourg, Poland, Iceland, Norway and Romania explicitly emphasise that pupils have duties as well as rights. They include the obligation to attend courses regularly, study assiduously, comply with school regulations, obey instructions from teachers, and take care of school equipment.

As far as democratic and participatory school culture is concerned, the new EU Member States in central and eastern Europe find themselves in a rather special situation. Since the fall of communism, school management and organisation have changed radically. The whole education system has had to be restructured, while pupils have had to be incorporated into school decision-making more openly and democratically. However, the greatest challenge has been the sudden obligation on teachers to learn and teach civic values and then apply them in practice to create a democratic educational environment. Some of the central and eastern European countries explicitly refer to this challenge.

In **Hungary**, for example, it seems that the vast majority of educational institutions still lack a real teacher/pupil partnership given the persistent influence of the Prussian-type school system. While attempts are made to involve pupils as partners in school life, this mainly leads to a *laissez-faire* approach, as neither teachers nor pupils comply with reciprocally acknowledged social rules and conduct on a regular democratic basis.

3.2. Participatory Initiatives in Schools

Citizenship education is also concerned with the need for young people to take part in and contribute to the development and well-being of society as a whole. At school level, this corresponds to active participation on the part of pupils and, to some extent, parents in shaping everyday school life. Such participation is mainly of a formal nature and usually occurs through firm organisational arrangements, including membership of formal school bodies.

3.2.1. Pupil Participation

At school level, active citizenship can be nurtured among pupils by encouraging them to take part in the work of formally established bodies. In all European countries, there is legislation recommending that schools should encourage pupils to represent their interests in an organised fashion and become involved in consultative or decision-making school bodies. This may occur at different organisational levels (those of the class or an entire school year, the whole school, the city, municipality, region or country) and with various degrees of involvement (ranging from a purely consultative role to full participation in the decision-making process). In addition, participation may be restricted to certain levels of education (e.g. in some countries to pupils who are in lower or upper secondary education).

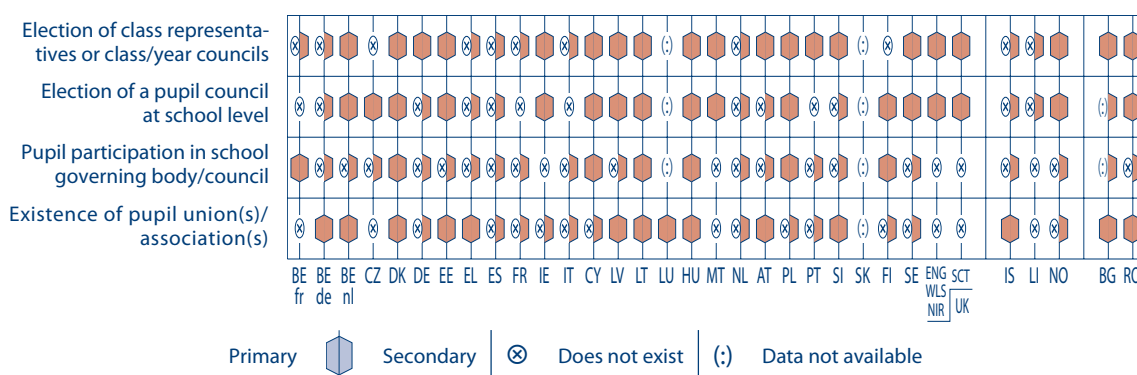
Pupil participation may assume a variety of forms as far as organisational levels are concerned:

- Each single class (or year) may elect one or more **class representatives** (usually between one and three) who represent the whole class in its relations with teachers.

- All class representatives from a single school may be members of a **pupil council** or **pupil parliament** representing the interests of pupils vis-à-vis the school as a whole.
- Pupil representatives (elected mainly from those members of pupil councils who attend secondary education) may exercise participatory rights in **school governing bodies** such as school councils or management boards, alongside other members of the school community (teachers, parents, etc.). These bodies are responsible for the general organisation of teaching and school activities, and may also approve the school annual report, approve the budget and monitor the work of the school.
- At a higher level, pupils can come together in **pupil unions** or **associations** which are regional or national federations representing all pupils.

Figure 3.1 illustrates how pupils in Europe may be involved in consultative or decision-making school bodies in accordance with these four categories of pupil participation.

Figure 3.1: Official recommendations regarding pupil participation in formal school bodies, primary and general secondary education, 2004/05



Source: Eurydice.

Additional notes

Belgium (BE fr): The election of class delegates is very widespread in secondary education. Under certain circumstances, the school council may include pupil delegates from primary education on a permanent or ad hoc basis.

Belgium (BE nl): In primary education, a school is obliged to establish a pupil council at the request of at least 10 % of the pupils aged 11-13. In secondary education, a pupil council is compulsory in all cases.

Denmark: If a school offers education at year 5 or higher, pupils are entitled to set up a pupil council. Pupils in any year may be members of this council.

Germany: A recommendation for primary schools (for children aged between 6 and 10) advocates preparing pupils for the work and tasks of participation in schools.

Spain: Pupils may take part in the work of the school council from the third year of compulsory education onwards. However, from the third stage of primary education (year 5) onwards, they may be allowed to participate subject to certain conditions established by the education authorities.

Finland: There are no national recommendations on the election of class representatives or class/year councils. However, internal school regulations may include procedures for electing 'class presidents'. In upper secondary schools, the establishment of pupil councils and the participation of pupils in the work of the school management board are regulated by law. The situation varies in basic education (primary and lower secondary levels), because education providers (municipalities) are autonomous.

United Kingdom (ENG): Under the *School Governance Regulations* (2003), school governing bodies are able to appoint pupils as 'associate members'. The English Secondary Students' Association was established in February 2005.

Iceland: Class representatives or class/year councils exist in lower secondary education only. Pupils participate in school councils at upper secondary level only.

Norway: Each class in primary school normally has a class council consisting of all pupils in the class concerned. Each primary school has a pupil council with one representative per class for stages 5-7 and 8-10. In upper secondary school, there is normally a pupil council with at least one representative for every 20 pupils in the school.

Two European countries have explicitly allocated a share of teaching time to pupil or class councils.

In **Slovenia**, half-an-hour a week is scheduled for discussions within the elementary school class council. In **Norway**, the curriculum for pupil/class councils is prescribed for grades 8 to 10 with a total of 95 teaching periods.

A multilevel system of pupil representation exists in countries such as Germany, Austria and Slovenia. It ranges from elections of pupil representatives at class (or school year) level to the establishment of pupil councils at school, town, district, regional and national levels.

By taking part in **school governing bodies** such as school councils or boards, pupils may be able to help deal with a variety of issues in their daily school life. They may be involved in all or some of the following:

- contributing to life at school in general (decisions concerning school regulations, transport, uniform or canteen menus);
- preparing the school curriculum and expressing the opinions of pupils on curricular aims, content and requirements;
- cooperation with other schools at national and international levels;
- promoting positive behaviour and preventing bullying and racism;
- disciplinary issues or dealing with pupils who have behavioural difficulties;
- editing and publishing a school newspaper;
- organising cultural projects, educational and sports activities, with school supervision.

Besides opportunities for pupils to take part in the work of formal bodies, other schemes and initiatives are aimed at involving them actively in school life.

In **Germany**, pupils may normally summon their own general assemblies whenever they wish to exchange opinions and discuss issues of direct concern to all those who attend the same school.

In **Malta** and the **United Kingdom**, pupils may become prefects, house or school captains, or head boys/girls, mainly when they are in upper secondary education. Selected by fellow pupils and staff who have been in contact with them during their education, they are supposed to act as role models for younger pupils. They are also responsible for representing the school in the local community, and organising school social events or activities to support charities.

Countries such as Belgium (in the German-speaking Community), the Czech Republic, Italy and Iceland report that it is hard to attract either pupils or teachers into the work of pupil or school councils. This is especially true where such councils are recommended but not obligatory, or not a long-standing institutional arrangement. In such cases, the decision to set up some form of pupil representation often depends solely on the goodwill of the school head, or the motivation of committed teachers.

In **Malta**, for example, it was planned to strengthen the work of pupil councils in this way by establishing a national conference of such councils in the run-up to the 'European Year of Citizenship through Education' to be organised by the Council of Europe in 2005.

Once again, it has become much easier for pupils in the new Member States of the EU to take part in the foregoing kinds of activity in recent years. Freely elected bodies for pupil representation now play a much more substantial role in school decision-making and the right of pupils to participate generally in school life is discussed more openly.

3.2.2. Parental Involvement

Parents (or guardians) are instrumental in helping children to learn and become active citizens. It is therefore important that there should be strong partnerships between parents and schools. Both share responsibility for transmitting appropriate civic behaviour and values to the young. And parents should be active in school life both as role models for their children and in order to develop and consolidate their own civic skills.

Parents can get involved in school activities in several ways. For example, as regards their access to information, they can participate in **all-parent councils** normally held once or twice a year. At these meetings, the school head informs parents about the plans and projected development of the school in the coming year and encourages them to raise any matters of special concern. Another way of informing them about topical school issues is to distribute regular **school newsletters**. Finally, schools can hold **individual consultation meetings** for teachers to inform parents about the conduct and progress of their children and general school-related issues.

In addition to these opportunities, which imply rather 'passive' parental participation, parents can also become more actively involved in collective advisory or decision-making bodies. This may occur either in councils or associations in which parents alone are represented, or in joint forums to which other members of the school, including teachers and pupils, also contribute.

In many countries, there are school-level **parent councils or associations**. In some countries (Poland, Iceland and Norway), these have been set up in response to a requirement or recommendation of the education authorities. In others, establishing them is a matter for the school and/or the parents. Parent councils mainly assume a consultative role, expressing opinions on the curriculum and school development programmes, discussing complaints from parents, or proposing possible cultural or social activities.

In the **United Kingdom (Scotland)**, parents and teachers may jointly form Parent Teacher Associations (PTAs) in which both groups work in support of the school concerned. PTAs can be represented at national level by the Scottish Parent Teacher Council (SPTC).

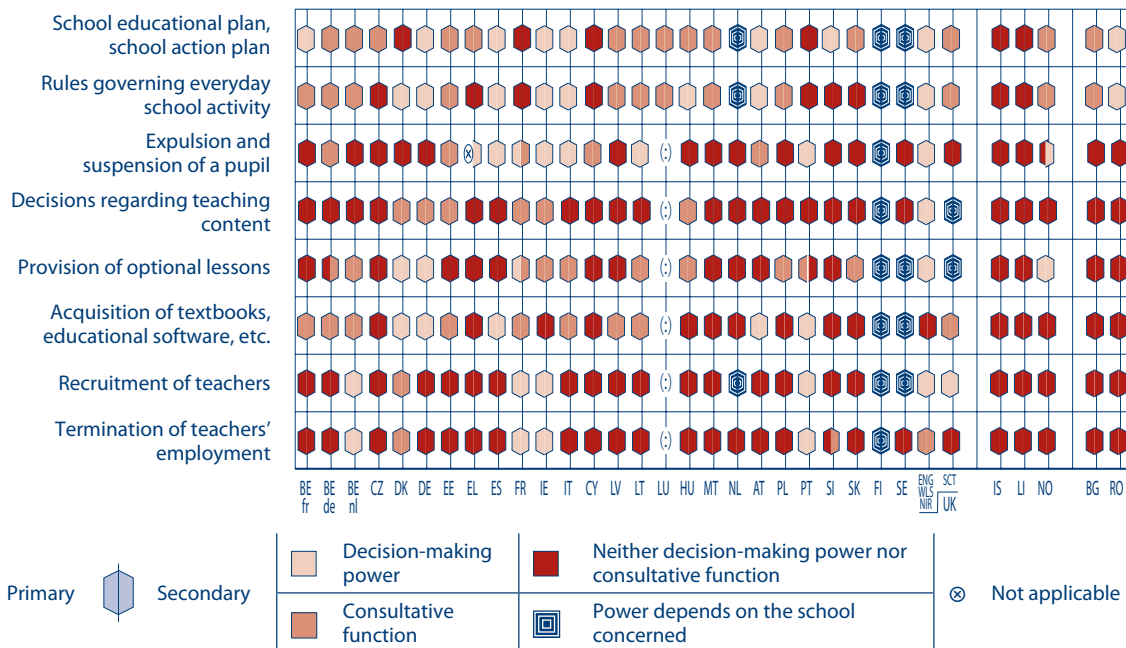
Parents may also become involved at even higher levels. In general, local parent associations are organised in national **confederations** whose work enables them to take part directly in political discussions and innovations implemented at national level, if only on a consultative basis. Finally, the European Parents Association (EPA) embraces most national organisations or confederations of parents, whose purpose is to develop a better home/school partnership.

Moreover, parents may actively contribute to the work of **school governing bodies**, which usually bring together representatives of teachers, pupils and parents. The parents involved are normally either elected by the members of the school parent council or by all parents with children at the school. In some countries, representatives of non-teaching staff and the local community may also take part in the meetings of school councils. School governing bodies provide an official forum for parents to express their views and exercise influence through their elected representatives. Their sphere of influence may vary considerably across a range of areas, in that they may have decision-making power or a consultative role, or in some cases neither (see Figure 3.2).

The Czech Republic, Italy and the United Kingdom (Scotland) report that schools sometimes face difficulties in encouraging parents to participate in the work of their governing bodies. Such passivity is mainly due to a general lack of parental commitment. In future, therefore, parents should be made much more aware of the potential benefits accruing from their active participation in school life to their

children, themselves and society. Alongside teachers, parents are children’s main role models and children who see their parents exercising their own rights to participation will be more likely to do so themselves.

Figure 3.2: Power exercised in eight areas, by school councils/boards with parent representatives, compulsory education, 2002/03



Source: Eurydice.

The present Figure appears as Figure B25 in *Key Data on Education in Europe 2005*. Brussels: Eurydice, 2005.

Additional notes

Belgium (BE nl): Parents on school bodies in the private grant-aided sector do not have decision-making or consultative powers with respect to the recruitment of teachers and the termination of their employment.

Greece: Pupils in primary education may not be expelled or suspended.

Italy: The expulsion and suspension of pupils at secondary level is decided by a school-level body. The participation of parents in this body depends on internal school regulations. At primary level, expulsion and suspension is not regulated and rarely occurs in practice.

Slovenia: Complaints concerning disruptive pupils may be made to the school council, which has decision-making power concerning the transfer of these pupils.

Slovakia: The powers of school councils with at least four parent representatives were extended by Act 596/2003 of the Law Code on state administration and self-government in education which came into force on 1 January 2004.

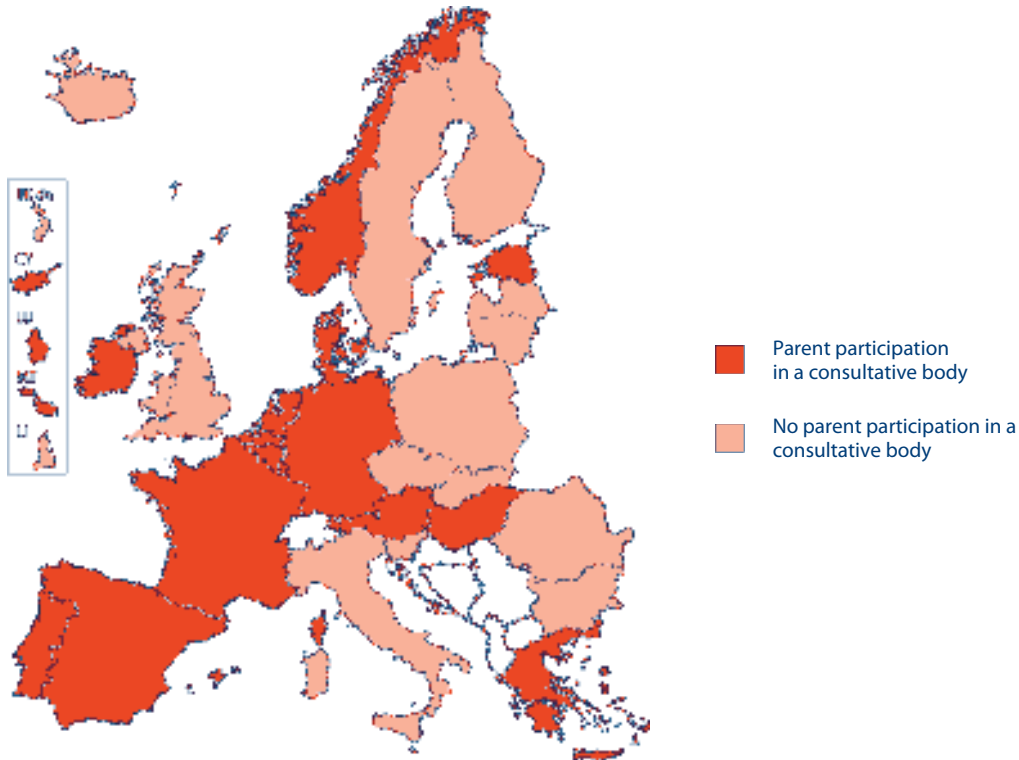
Sweden: As from 2003, schools are no longer obliged to present local school plans.

United Kingdom (ENG/WLS/NIR): The school governing body establishes the general principles for rules governing everyday activity. Such rules are enforced by the headteacher. The decision to suspend or expel a pupil rests with the school head, however the governing body decides whether to uphold it. The governing body has overall responsibility for staffing matters, but normally delegates the recruitment of staff, outside the leadership group, to the school head.

United Kingdom (SCT): The responsibility for appointing senior teachers is shared with the Local Authority.

The Figure 3.3 illustrates the types of body with parental representation that are set up at the central (or top) level.

Figure 3.3: Parent participation in consultative bodies, compulsory education, 2002/03



Source: Eurydice.

The present Figure appears as Figure B26 in *Key Data on Education in Europe 2005*. Brussels: Eurydice, 2005.

Additional notes

Germany: The situation varies from one *Land* to the next. School legislation and administration of the education system are the responsibility of the *Länder*.

Poland: A national council including parents is provided for in the law of 1991 but has not yet been set up.

Explanatory note

Associations consisting solely of parents are not shown.

In most of the 15 EU Member States (prior to May 2004) and Norway, there is at least one national or central participatory body that includes parents alongside representatives of other players in the education system. Where such bodies exist, they often act in a solely consultative capacity on most educational issues. By contrast, in the majority of the new EU member countries, as well as in Bulgaria and Romania, there is no national level council with parental representation. This is also the case in the German-speaking Community of Belgium, Finland, Sweden, the United Kingdom, Iceland and Liechtenstein. In Italy, a consultative body exists at central level but does not include parents.

The following are yet other examples of how parents may be involved in school activity.

In the **French Community of Belgium**, a special Ministry of Education campaign known as *École parents a(d)mis* was organised in 2002 by the federations of parent associations and the *Ligue des familles*. Its aim was to prepare parent representatives for their work in school councils.

In **Latvia**, a cooperation agreement between the Ministry of Education and Science and the non-governmental organisation (NGO) Parents for Education, Cooperation and Growth was signed at the end of 2004. The NGO has developed a project known as 'The Promotion of Parental Involvement in addressing Educational Policy Issues', under which a number of conferences have been organised throughout Latvia. The main action fields of the project are to form and strengthen cooperation and networking, to promote parental involvement in promoting accessibility and quality in education, and to develop a dialogue with politicians and policy-makers regarding the quality of education for young people.

In **Lithuania**, 'contracts' are concluded between pupils, their parents and the individual school.

Parents are officially recognised as school partners in **Luxembourg**.

In the **Netherlands**, parents may be involved in classroom work in primary education or employed as assistant teachers.

In **Poland**, parents can contribute to the work of School European Clubs (see section 6.4.).

3.3. School Participation in Society

One of the most important ways of learning more about responsible citizenship is by taking an active part in society, exercising and performing one's rights and duties. Besides becoming more familiar with democratic principles and organisational arrangements, what has been learnt at school may also be put into practice.

In almost all European countries, schools try to involve their pupils in the activities of society and vice versa. Schools and civil society can link up in two opposite ways: either representatives of the general public may be drawn into school activities or, alternatively, pupils may go beyond the confines of their school to experience aspects of life in society. In society, many different counterparts exist with whom schools can team up to teach pupils behaviour characteristic of responsible citizenship. They include pupils from other schools at national or international level, members of the local community and representatives from institutions, companies or NGOs.

School participation may include a variety of activities, ranging from information initiatives through which pupils gain an insight into social developments, to their real involvement in the everyday life of the local community. Such activities include the following:

- **partnerships and pupil exchanges** with schools from other countries, including pen pal correspondence;
- **open (school) days or fetes** at which the local community is invited to visit schools to find out how they function and meet pupils;
- **visits to neighbourhood institutions or community groups**, including the police, fire brigade, museums, local or national authorities, special vocational guidance centres for graduates, religious institutions, NGOs, homes for children with special needs, elderly people or asylum seekers;
- **mock elections** modelled on national or European Parliament elections and **games** simulating the work of town councils or parliaments;

- **fund-raising** to support charity or solidarity projects, especially for the benefit of children who live in developing countries or are victims of natural disasters;
- **voluntary work**, including help in old people's homes, or with cleaning playgrounds or the local forest;
- **short-term work placements** for pupils in secondary education to introduce them to working life and give them the opportunity to meet prospective employers.

Schools keen to participate in civil society have a wide variety of **potential partners** to support their actions. They include the public authorities, local, national or even international business and industry, cultural, religious or social institutions, youth associations and higher education institutions.

Moreover, schools in all countries may cooperate with NGOs or international organisations. For example, they can take part in the campaigns of NGOs such as Greenpeace or Amnesty International, the work of charities or aid organisations (e.g. Unicef, UNDP, the Red Cross), or the projects of international organisations such as the UN (e.g. through the Associated Schools Project Network).

It appears that, in the central and eastern European countries in particular, many NGOs have invested considerable effort in implementing citizenship education programmes since the beginning of the 1990s.

In **Poland**, for example, the *Centrum Edukacji Obywatelskiej* (Civic Education Centre) has been promoting several educational initiatives concerned with citizenship education since its foundation in 1994. Furthermore, Polish schools may also cooperate with the *Fundacja Rozwoju Demokracji Lokalnej* (Foundation for Local Democracy) established in 1989, in order to facilitate their contacts with the local community.

In **Slovenia**, the *Zveza prijateljev mladine Slovenije* (Friends of Youth Association) whose main aims are to improve the quality of children's lives and protect their rights, organises a children's parliament at state level in which the elected school representatives can take part.

Furthermore, the Soros Open Society Institute has been supporting a variety of open society activities through its Foundation network, including those directly linked to citizenship education in schools in all new EU Member States in central and eastern Europe (except Slovenia).

In some countries also, the local social, artistic, scientific, cultural or economic sectors may be involved in the work of school management councils, as in the French Community of Belgium, the Czech Republic, Germany, Lithuania, Luxembourg, Portugal and the United Kingdom (England, Wales and Northern Ireland).

Schools in many European countries also celebrate special event days on which pupils are given the opportunity to leave school and make some form of contribution to civil society. The days selected may be national holidays (such as Constitution day in Norway, or the anniversary of the proclamation of the Republic in Estonia), or special **Citizenship days** during which young people can meet members of parliament and local government officials.

Since 1996, schools in **France** have annually celebrated the *Journée Nationale des Droits de l'Enfant* (National Day of Children's Rights) on 20 November. This day is intended to promote thought and discussion about the *Convention of Children's Rights* adopted by the UN in 1989.

Schools in **Latvia**, for example, celebrate an annual commemoration day for the victims of totalitarian regimes.

In **Lithuania**, there are so-called action days on which urban authorities entrust young people with official powers.

In **Finland**, a Hunger Day campaign is organised annually. Its aim is to raise awareness and to show that poverty and hunger still are serious issues in Africa and other developing countries.

In **Sweden** and **Norway**, an action day known as, respectively, *Operation Dagsverke* and *Operasjon Dagsverk* ('Give a Day's Work', or Operation Day) has been organised annually for the last 40 years. Pupils try to collect as much money as possible for a solidarity cause that they themselves choose beforehand. In Norway, Operation Day is usually preceded by the International Week, which aims at providing information on international questions and more specifically on the specific project for which the funds are being raised.

Finally, it should be noted that some countries have launched long-term action plans or schemes to promote young people's involvement in civil society.

In **Estonia**, an action plan entitled *Implementation of the Estonian Civil Society Development Concept in 2004-2006* has been drawn up. Its aims include improved cooperation between various organisations and initiatives active in developing responsible citizenship. Particular attention is also devoted to the enhancement of school education in civics.

In **Ireland**, the National Children's Office supports the *Dáil na nÓg* (Youth Parliament) which represents the children and young people of Ireland at national level and *Comhairle Na nÓg* (Youth County Councils). There are a total of 34 *Comhairle Na nÓg* which are organised by the City/County Development Boards in each local area. Their objective is to give young people a voice at community level.

In **Finland**, a Youth Participation Project is being organised as part of the Government's Civil Participation Policy Programme from 2003 to 2007. The project is aimed at developing practices and operational models to promote participation by young people in civil society.

In **Bulgaria**, a project known as 'The Art of Synergy' was started in 1999. Its aims are to raise awareness of the need for tolerance, human rights and justice, to stimulate critical thinking and to promote constructive forms of conflict resolution.

In conclusion, it has become clear that one of the most important tasks of citizenship education is to prepare pupils for their future role as active citizens who contribute to social well-being. The most effective way of doing this is to give them an opportunity to experience directly what responsible civic action means, by bridging the gap between school as a miniature paradigm for society on the one hand, and society in the real world beyond it on the other. Thus while young people should be given opportunities to become involved in the daily functioning of the local community, it is no less important for them to have assumed prior responsibilities within the structure and organisation of their school. Only if schools act out what they teach will they persuade pupils that their commitment to citizenship should be serious. And perhaps the most convincing way they can do so is by fostering a participatory and democratic ethos that involves both pupils and parents – their main role models – in school decision-making processes.

CHAPTER 4

EVALUATION OF CITIZENSHIP EDUCATION

Each country develops the resources needed to measure pupil attainment and constantly improve the quality of its education. Evaluation may be concerned with different aspects of educational provision and assume a variety of forms. It may examine the functioning of the education system as a whole, its management and administration by the local authorities, the tasks undertaken by schools, or the performance of pupils.

Citizenship education is an integral part of the curriculum and related educational aims have been drawn up in all countries covered by the present survey (see Chapter 2). The implementation of measures for evaluation in this field is a major concern of policy-makers in Europe. Nearly all of them stress the importance of devising reliable measures for assessing and improving the quality of education in citizenship. Depending on the particular country, these arrangements may be concerned with the knowledge, attitudes and behaviour of pupils, with the atmosphere and 'civic culture' of schools, with the competence of teachers, or with the involvement of those responsible for developing policies in this field.

This chapter considers more particularly two key questions concerned with citizenship education:

- Are **pupils assessed specifically** in this area? In other words, are their attainment, progress and skills in this area subject to measurement?
- Are **schools evaluated** as regards implementation of the curriculum and whether school culture supports the development of citizenship?

As far as evaluation is concerned, some countries, namely Belgium (the German-speaking Community), Spain, Lithuania, Poland and Iceland draw attention from the outset to the lack of objective methods or the unreliability of evaluation that has to go beyond simply measuring the theoretical knowledge acquired by pupils. They emphasise that aims such as the development of practical and social skills, appropriate attitudes on the part of pupils, an increasing awareness of values, and a good general and working atmosphere at school are hard to measure and cannot be formally evaluated. Only knowledge or learning in the field of citizenship are amenable to assessment in the same way as in any other area of learning. Furthermore, Poland points out that the cross-curricular approach to citizenship education is a recent feature of the basic national curriculum (1999) and that teachers have not yet had time to become fully familiar with this type of approach or develop appropriate methods for assessing the pupils concerned.

In a few countries, ad hoc thematic inspection, surveys, pilot projects, or similar initiatives have been carried out or are being pursued at national level. Their findings are already providing a basis for decision-making, identifying future policy or initiating debate on the subject of evaluation.

In the **Czech Republic**, a thematic inspection on introducing human rights concepts into education was carried out in 2001/02, and involved 31 634 pupils. The concepts included the respect of teachers for pupils' convictions or conscientiously held beliefs, mutual respect among pupils themselves, and understanding of the Convention on the Rights of the Child. In **Lithuania**, a survey was conducted in 2003 to assess the attainment of eighth-year pupils (lower secondary education) in the area of citizenship. Pupils had to reply to questions on the subject content of 'the basics of civil society' and prepare dissertations to assess their knowledge of rights and obligations in civil society. In 2002, the *Zentrum für Schulentwicklung* (Centre for School Development) in **Austria** carried out a study on democracy at school entitled *Monitoring zur Schuldemokratie*. Its report contained the results of replies to questionnaires sent to representatives of pupil and parent councils or associations. The study sought to measure the sense of democracy apparent in internal school councils of this kind. In **Sweden**, universities are currently conducting research in this area.

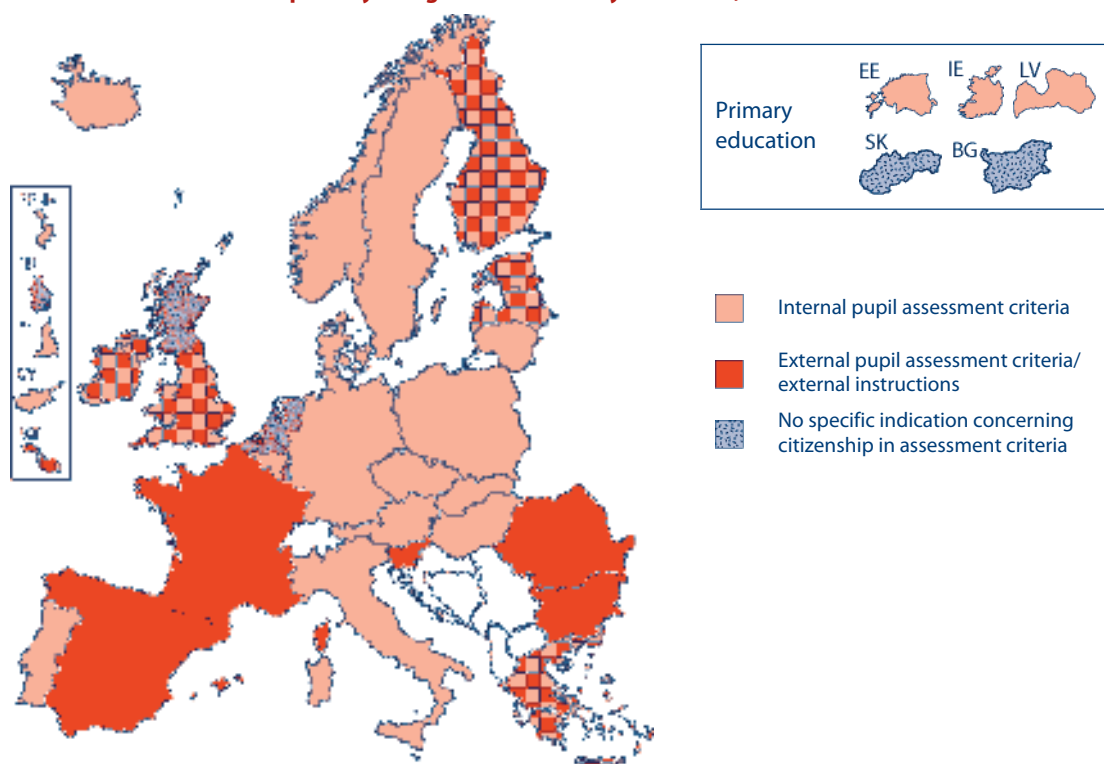
4.1. Pupil Assessment

In most education systems in Europe, the criteria and methods for assessing pupils in the area of citizenship are fixed at school level by the teachers (or school head).

There are exceptions in the case of a few countries that offer recommendations, instructions or special standard criteria for assessing the knowledge, attitudes or skills that should have been achieved at the end of a given year, level or stage of education. These criteria are generally made available to the teachers, who are responsible for assessment.

For example, the national curriculum in **Greece** includes criteria for evaluating the knowledge pupils have of separate subjects which are related to citizenship and taught at the three levels of education. In **Spain** and **Malta**, general instructions for evaluating aspects of citizenship are set out in official documents for each level of education and school subject relevant to work on the cross-curricular theme. In **Slovenia**, the basic national curriculum (primary and secondary education) contains a description of the types and levels of performance that pupils should demonstrate at the end of the year in the case of each curricular unit for the subject relevant to education in citizenship. Assessment against national standards became a compulsory requirement in secondary schools in the **United Kingdom (England)** in 2004, following the introduction of citizenship as a compulsory subject in 2002. At the end of key stage 3 (for pupils aged 14), teachers are required to assess each pupil's attainment in citizenship against a description of the types and range of performance that the majority of pupils should characteristically demonstrate. When pupils are aged 16, schools decide for themselves on the most appropriate methods of assessing their progress and achievement. This can include use of the new national qualification in citizenship (the GCSE short course) and other accreditation schemes for citizenship-related achievement such as the Duke of Edinburgh's Award Scheme. In **Romania**, pupils are assessed in accordance with standards fixed by the basic curriculum for the separate school subject (civics in primary education and civic culture in lower secondary education).

Figure 4.1: Existence of internal and/or external pupil assessment criteria in the field of citizenship in primary and general secondary education, 2004/05



Source: Eurydice.

Additional notes

Luxembourg: Information not verified at national level.

Netherlands: In secondary education, attainment levels defined in the curriculum, as well as examinations, provide for overall assessment of the civic 'consciousness' of pupils. However, there are no formally specified evaluation procedures.

Poland: Teachers assess pupil attainment in citizenship solely when teaching the separate subject. No criteria for assessing pupil skills are specified in the basic national curriculum, which has introduced citizenship as a cross-curricular approach.

Sweden: The National Agency for Education has prepared an instrument for evaluating skills and matters relevant to democracy and to the values with which citizenship education is concerned.

United Kingdom (ENG/WLS/NIR): At the age of 16, external qualifications and accreditation are available but not mandatory. At the age of 14, pupils in England must be assessed by their teacher against external criteria from 2004 onwards. At primary level, there are no external assessment criteria in Wales or Northern Ireland, but draft criteria were made available for optional use by schools in England in February 2005.

Evaluation of pupil attainment following citizenship education may focus on their theoretical knowledge or on their attitudes and civic conduct. It may take various forms (written and oral examinations, practical work or classroom observation) and, in most cases, the teacher concerned decides what its content should be and how it should be organised. Theoretical knowledge may be evaluated on the basis of continuous pupil assessment performed by teachers while working in the classroom and/or take the form of written or oral examinations drawn up by the school or the external authorities. Figure 4.2 below illustrates how the assessment of pupils may take account of their theoretical knowledge, as well as their civic attitudes and conduct.

Figure 4.2: Aspects taken into account when assessing pupils in the field of citizenship in primary, general lower and upper secondary education, 2004/05

		BE fr	BE de	BE nl	CZ	DK	DE	EE	EL	ES	FR	IE	IT	CY	LV	LT	LU	HU	MT		
Theoretical knowledge	Special examinations	⊗	⊗	⊗	⊗	⊗	⊗	●	●	⊗	●	●	⊗	⊗	●	⊗	⊗	⊗	●		
	Continuous assessment	●	●	⊗	●	●	●	●	●	●	●	●	●	●	●	●	●	⊗	●	●	
Pupil attitudes/participation/conduct		○	●	○	○	●	●	●	●	●	●	●	●	●	●	●	○	●	●		
		NL	AT	PL	PT	SI	SK	FI	SE	UK-ENG/NIR/WLS	UK-SCT				IS	LI	NO			BG	RO
Theoretical knowledge	Special examinations	●	⊗	●	⊗	⊗	⊗	⊗	⊗	●	⊗				⊗	⊗	●			●	⊗
	Continuous assessment	⊗	●	●	●	●	●	●	●	●	⊗				●	●	●			●	●
Pupil attitudes/participation/conduct		●	○	●	●	●	○	●	●	●	○				●	●	●			●	●

- Aspect assessed at all levels of education
- Aspect assessed at lower secondary and/or upper secondary levels
- ⊗ No continuous assessment or special examinations
- Aspect not assessed

Source: Eurydice.

Additional notes

Belgium (BE de): Until 2005/06, annual examinations in civics may be organised by schools in the last four years of primary education. After that, civics will no longer be a separate subject but will become a cross-curricular theme. Pupil attitudes are taken into account solely during formative assessment.

Belgium (BE nl): Schools are not obliged to assess pupils on cross-curricular themes such as citizenship education. However they may do so in accordance with their own methods.

Czech Republic: With effect from 2007/08, an optional topic *obcanský základ* (the basics of civics) will be included in the final national examination and cover all aspects related to citizenship education that are taught in the various subjects concerned (the basics of social sciences, history, geography, etc.).

Italy: Continuous assessment of theoretical knowledge occurs solely in upper secondary education.

Lithuania: Assessment of pupil attitudes, participation and conduct occurs solely in lower secondary education.

Luxembourg: Information not verified at national level.

Poland and Bulgaria: A special examination on theoretical knowledge is taken solely in upper secondary education.

United Kingdom (ENG/WLS/NIR): At the age of 16, there are external qualifications and accreditation schemes for schools to use if they wish, but these are not mandatory. They include a GCSE short course in Citizenship Studies (England) and a (pilot) GCSE in Learning for Life and Work (Northern Ireland), both of which set an external written examination to assess pupils' knowledge, skills and understanding of citizenship.

United Kingdom (SCT): To obtain the national qualification in 'modern studies' (upper secondary education), pupils may take an examination and demonstrate that they have adequate knowledge of (at least) the British political system.

Explanatory note

Only internal or external examinations concerned specifically with citizenship education are considered here. Examinations in other subjects, such as history, which include topics relevant to education for citizenship are not taken into account. Continuous assessment of theoretical knowledge involves written work or projects undertaken by pupils, with a bearing on citizenship education.

In all countries that assess pupils in the field of citizenship education, this assessment focuses at least partly on their theoretical knowledge and is administered on a continuous basis, generally at the three levels of school education, except in Italy and Slovakia (in which it occurs solely at secondary level).

In around 10 countries, (internal or external) examinations have also been introduced for the specific purpose of assessing the theoretical knowledge or even the attitudes of pupils in relation to citizenship.

They are organised when citizenship education is offered as a separate subject (except in Malta and the Netherlands). Where they exist, they are administered at secondary level, except in Greece in which they are also held at primary level.

Since 2001 in **Estonia**, a sample of (ninth-year) pupils completing compulsory education who are identified annually by the National Examination and Qualification Centre have to take an external national test (a standard written paper prepared by the Centre), and pupils completing upper secondary education may choose to take a national school leaving examination in civics. Both the test and the examination assess learning outcomes with respect to the aims of education in citizenship. Pupils have to demonstrate on the basis of case studies their ability to use information they have received about society. The results of the test and examination are published for consultation by all schools. In **Ireland**, a state examination (involving a written paper and practical action project) on the subject of *Civic Social and Political Education* is held at the end of lower secondary education. At the end of upper secondary education, the *Leaving Certificate Examination* covers (among other things) matters particularly relevant to citizenship in subjects such as geography and history. It consists of written papers together with a research study report. In **Poland**, it is possible to pass a *matura* (final examination) in civic education at the end of upper secondary education. In the **United Kingdom (England)**, the GCSE short course may be used by schools to accredit attainment in citizenship studies, although it is not compulsory. This qualification has three equally-weighted assessment objectives in all, one of which assesses knowledge and understanding of events of current interest; roles, rights and responsibilities; communities and identities; democracy and government within individual, local, national and global contexts. Pupils' knowledge and understanding is assessed by a combination of an externally marked examination at the end of the course and an internally assessed component. At the end of upper secondary education in **Norway**, pupils may sit a final examination in social studies (a separate subject devoted to education in citizenship). Furthermore, pupils at the end of their 10th year may take an oral examination (individually, or in pairs or groups) covering the various aspects of citizenship (cooperation with other pupils, etc.). They are assessed by their own teacher as well as by an external teacher. In **Bulgaria**, an examination is organised by schools at the end of upper secondary education, which covers the cross-curricular theme of 'social sciences and civics'.

In several countries, external or internal examinations not specifically devoted to citizenship education include questions on the subject.

For example, in secondary education in the **German-speaking Community of Belgium**, examinations in subjects related to citizenship education are organised annually by schools. In **Lithuania**, the only examination subject relevant to citizenship is concerned with theoretical knowledge of the country's constitutional system (included in the history curriculum), which is assessed in the examination taken on completion of upper secondary education. In **Finland**, citizenship education is part of social studies, and the matriculation examination held at the end of upper secondary education includes optional questions on this subject. In **Liechtenstein**, the upper secondary school leaving examination has questions on citizenship in subjects in which the latter is included, such as history, economics and law.

In all countries in which instructions and external assessment criteria for citizenship education are issued to teachers, both aspects – theoretical knowledge, and attitudes or active involvement – are taken into account.

In **Greece**, teachers assess the capacity of pupils to cooperate in class, to take part in debate and express opinions, etc. They also organise examinations for pupils in separate subjects in citizenship at the three levels of school education and, in secondary education, in subjects that include citizenship. Assessment of pupil attainment in relation to aims associated with citizenship education is included in these examinations. In **Spain**, evaluation criteria specified in the basic national curriculum take account, for example, of the involvement of pupils in group activities, their compliance with rules of conduct, how they communicate to solve problems, etc. (primary education), their respect for the values of other

peoples, and their knowledge and appreciation of various moral and cultural aspects of modern societies, etc. (secondary education). In **Malta** (at primary and secondary levels), the personal qualities of pupils, such as their sense of leadership, respect for others, curiosity and a critical outlook are taken into consideration when they are assessed. Their knowledge of democratic systems and rights, as well as their civic competence, is assessed by means of written tests. Summative assessment in subjects concerned with citizenship occurs at the end of secondary education and in a *Secondary School Education Certificate Examination* organised by the University of Malta. **Slovenia** emphasises the major importance of assessing pupils to monitor their progress in the area of citizenship. Skills in this area that pupils should achieve in terms of knowledge, ability and understanding are specified, and then assessed by teachers. In **Finland**, the National Board of Education fixes special criteria for assessing the theoretical knowledge of pupils along with their work at school in general. The same criteria also apply to the area of citizenship as part of social studies. Behavioural assessment is directed at how the pupil takes other people and the environment into consideration and complies with regulations.

Finally, in many countries in which schools develop their own criteria for assessing pupils in the area of citizenship, importance is also attached to the working methods of pupils, their level of initiative, spirit of cooperation and active involvement in discussion and group work, and civic conduct at school, etc.

In some *Länder* in **Germany**, the 'social' conduct of pupils (punctuality, diligence, group work, cooperation, etc.), as well as their active involvement in school life, are appraised by teachers between the second and tenth year at school. In other *Länder*, pupils occupying an 'important' position vis-à-vis their peers, for example as pupil representatives or in helping the youngest pupils with their work, etc., may obtain a certificate testifying to their activity, as a supplement to their final qualification. In many schools in **Hungary**, pupils who are especially active and involved in school life are publicly rewarded in the presence of the entire school community, teachers and parents, at the end of the school year. In **Norway**, pupil behaviour at school in general, as well as their conduct towards others, is the subject of assessment in the sixth school year. Special ratings (for example, 'orderly' or 'punctual') are used for this purpose.

4.2. Evaluation of Schools

In the majority of European countries, the development by schools of curricula and activities associated with education in citizenship are taken into account in existing methods of evaluation.

External evaluation

In the external evaluation of schools, aspects of citizenship are taken into account and explicitly evaluated to a greater or lesser extent depending on the country concerned. In most cases, inspectorates are responsible for evaluating the implementation of curricula for citizenship education. They may also investigate other aspects such as the implementation of measures to foster civic conduct and positive attitudes among pupils, as well as initiatives to stimulate their active involvement in community life and participation by parents in school management (see Chapter 3), etc.

As regards civic education in the **Czech Republic**, inspectors evaluate not just aspects of teaching as such but the atmosphere of schools, including scope for pupils and parents to participate in school affairs. In **Denmark**, citizenship education is one of the main aims of primary and secondary education and thus evaluated by the Danish Evaluation Institute. In **Spain** and **Luxembourg** (secondary education) and in **Romania**, some aspects of external inspection deal with the development of citizenship at school. In **Cyprus**, schools are not evaluated specifically in their provision of citizenship education but the whole ethos and atmosphere of a school, as well as the democratic interaction of pupils, parents and teachers, are considered to be both a prerequisite and outcome of citizenship education. School inspection in the **Netherlands** covers the area concerned with the social role of schools and with citizenship (for example, safety and security at school). In **Latvia**, the atmosphere of the school is evaluated in the course of inspection. In **Slovenia**, external evaluation in the area of citizenship education includes observation of classroom teaching and focuses on the subjects taught, the planning of lessons, the classroom materials used, pupil assessment, the qualifications of staff who teach citizenship education and their in-service training. In the **United Kingdom (England and Wales)**, all school inspections (of both primary and secondary schools) must, by law, report on the spiritual, moral, social and cultural development of pupils. In **Northern Ireland** and **Scotland**, the ethos of the school, i.e. its atmosphere or climate, is one of the aspects evaluated in the course of inspection. In primary schools in **England**, inspectors also report on the implementation of the curriculum for *Personal, Social and Health Education (PSHE) and Citizenship*. In secondary schools, inspectors evaluate the implementation of National Curriculum requirements for education in citizenship with due regard for considerations relating to the needs of pupils and the community. In **Wales**, inspectors evaluate the provision made for personal and social education and pupils' understanding of sustainable development and global citizenship.

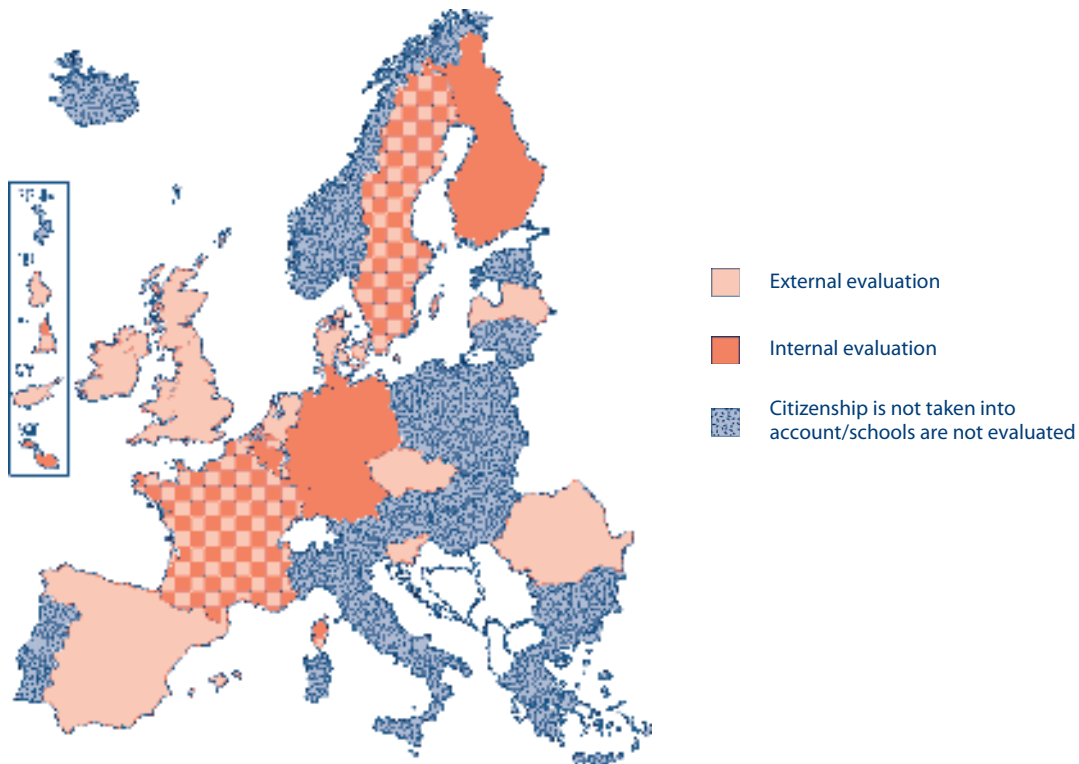
Internal evaluation

In some countries, internal evaluation (which may be carried out by various players in the school, such as the school head, teachers and pupils, etc.) pays due regard to the achievement of aims set out in the curriculum, or to the development of other aspects of citizenship such as the democratic atmosphere, security or culture of the school, etc.

In the **French Community of Belgium**, the annual report on activity (drafted by the school head or, in grant-aided education, by the educational provider) is forwarded to a supervisory committee. The report includes an appraisal of action taken in the area of education in citizenship. In *Länder* in which internal evaluation takes place in **Germany**, it focuses, among other things, on the implementation of programmes and on measures for participation. In **Malta**, an internal evaluation mechanism known as *School Development Plans* enables the curricular content, teaching and culture of schools, including aspects associated with citizenship, to be monitored. In **Finland**, the National Board of Education

provides tools for self-evaluation, including various questionnaires on the views of pupils concerning the atmosphere at their school. In **Sweden**, schools conduct their own surveys and prepare questionnaires to evaluate the general atmosphere at school as perceived by pupils and find out whether they like their school and exercise any influence, or whether there is abusive behaviour, etc.

Figure 4.3: Inclusion of aspects of citizenship in the evaluation of schools for primary and general secondary education, 2004/05



Source: Eurydice.

Additional notes

Belgium (BE de): Internal and external evaluation of schools will be introduced as soon as the relevant articles of the 31 August 1998 basic decree have been implemented.

Cyprus: The content of external evaluation encourages schools to take their atmosphere and the interaction within them into account in the course of self-evaluation.

Lithuania: Some schools are trying to develop methods of evaluating the curriculum, teaching processes, school ethos (the environment and general atmosphere of schools), and school management all as part of self-evaluation.

Luxembourg: Information not verified at national level.

Slovakia: Certain aspects related to citizenship were taken into account in the 2002/03 school inspectorate report.

United Kingdom (SCT): The education authorities have to publish annual reports on progress within established national educational priorities, which include values and citizenship.

Norway: Schools are not specifically evaluated regarding citizenship education. Counties are asked to report yearly on certain aspects of education within their schools that may relate to citizenship. Pupils may take part in an online survey in which they can evaluate and express opinions regarding their schools.

CHAPTER 5

TEACHER COMPETENCIES AND SUPPORT

Teachers have an important role to play in transforming the aims of policies for citizenship education into effective practice. The different approaches discussed in Chapter 2.1 mean that virtually all teachers have to consider it in one way or another, whether as specialists who teach it as a subject in its own right or integrated within the subjects for which they are normally responsible, or as those who work on citizenship as a cross-curricular topic. How teachers are prepared for work on citizenship in schools and supported in this activity is therefore of crucial importance. From this standpoint, the following questions are raised in the present chapter:

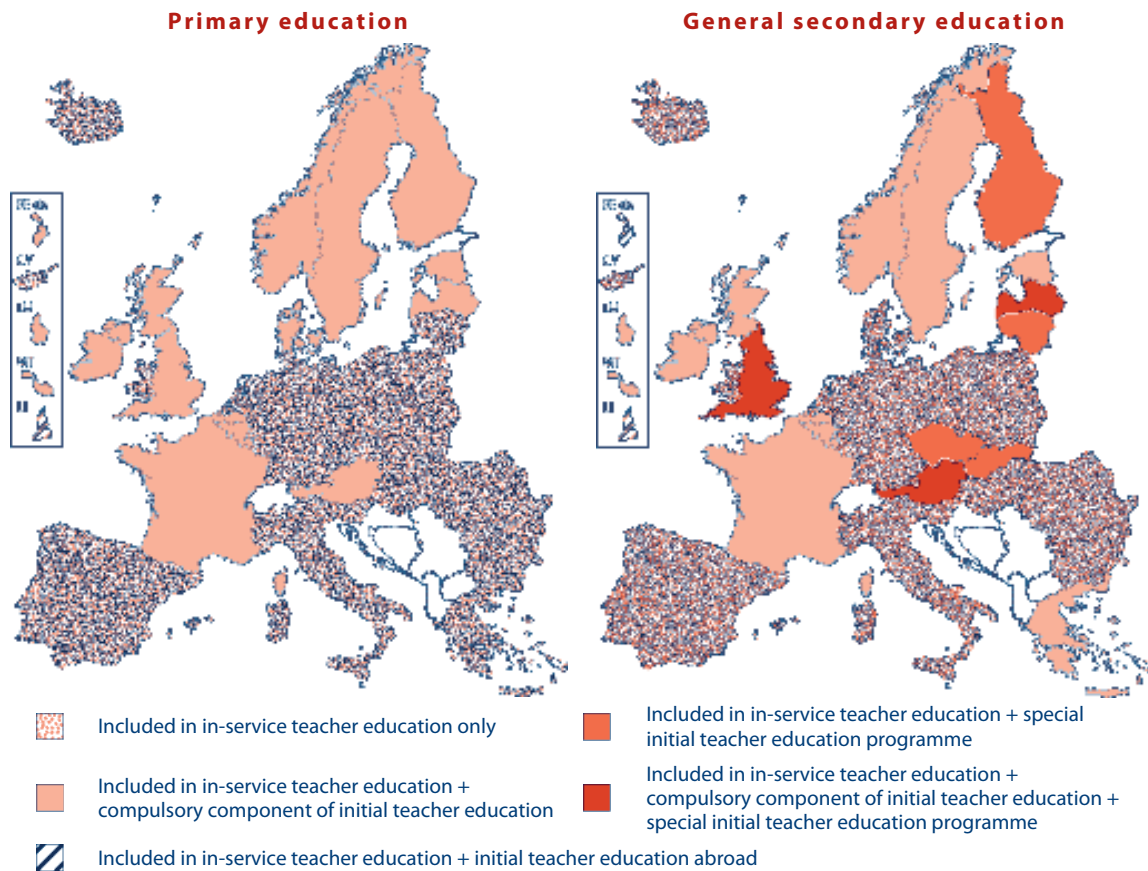
- What **requirements have to be met** by those who **teach and promote** the theory and practice of citizenship?
- How are these requirements reflected in initial and in-service **teacher education**?
- Are there any arrangements for offering **support** to teachers of citizenship, such as assistance from support staff or specialist advisers, or the provision of guides or handbooks intended specifically for teaching in this field?

5.1. Teacher Education

In all countries, those providing citizenship education in primary and secondary education must have the same general qualifications as are required of any other teacher at these levels. This means that they will have satisfactorily completed tertiary education, in many cases at university level, and in general lasting between four and five years.

In most countries, teachers in primary education are general (non-specialist) teachers who may cover all subjects. This is not normally the case in secondary education in which teachers in the majority of countries are specialists qualified to teach one, two or, at most, three subjects. The same pattern also applies to citizenship education. At primary level, aspects of citizenship are taught mainly by general teachers whereas, at secondary level, citizenship education is the preserve of those who have specialised, though not necessarily in citizenship itself. In fact, only few countries offer an initial teacher education programme focusing specifically on citizenship education (Figure 5.1). In countries in which such a programme does not exist, the topic is most commonly covered by teachers who have specialised in the social sciences, history, philosophy or ethics.

Figure 5.1: Training in citizenship education for teachers in primary and general secondary education, 2004/05



Source: Eurydice.

Additional notes

Luxembourg: Information not verified at national level.

Austria: Since 2003, there has been a special compulsory curriculum for those wishing to teach 'history, social studies and civics' in upper secondary education.

Finland: A development project is under way to enhance the status of active citizenship in initial education of primary teachers.

United Kingdom (WLS): New qualified teacher status standards, which parallel those in force in England, are under consultation. The proposed implementation date is September 2005.

Liechtenstein: In-service training in citizenship education is compulsory for new teachers.

As far as the inclusion of citizenship education in teacher education is concerned, three distinct approaches are apparent. The acquisition of competence or skills relevant to citizenship may be (1) included in the initial education of all teachers, (2) a special programme taken only by those intending to teach citizenship education, or (3) included solely in in-service teacher education.

In 14 countries or regions, the minimum qualification requirements for all those who have completed initial teacher education, whether they are intending to work in primary or secondary education, include aspects of citizenship education. The countries concerned are Belgium (the French and Flemish Communities), Estonia, Greece (in the case of secondary level only), France, Ireland, Latvia, Luxembourg, Malta, Austria, Finland (primary level only), Sweden, the United Kingdom and Norway.

There is a special initial teacher education programme for citizenship education in the Czech Republic, Latvia, Lithuania, Austria, Slovakia, Finland and the United Kingdom (England). In these countries, therefore, student teachers may acquire a specialist qualification in this area. In these countries also, citizenship education is required as a separate subject in the school curriculum.

By contrast, initial teacher education in **Romania** includes no special programme focusing on citizenship. However, the competitive examinations for teaching posts involving work in the field of citizenship education are based on a special curriculum and include the assessment of relevant competence and skills.

Finally, all countries offer training for teaching citizenship in the framework of in-service teacher education. In many of them, citizenship education is exclusively part of in-service teacher education.

All three foregoing approaches to teacher training for citizenship education coexist solely in Latvia, Austria and the United Kingdom (England).

5.2. Support

The Council of Europe recommendations on *Education for Democratic Citizenship* (2002) refer explicitly to the importance of developing methodological resources and advice centres for all those involved in teaching education for citizenship ⁽¹⁾.

However, in most European countries, support for those who teach citizenship education is not provided on a formally defined basis. Among the players involved in offering help in a variety of ways are education authorities at national, regional or local level, public or private centres for continuing professional development, institutes for curriculum development or other educational research centres, and non-governmental organisations (NGOs).

Support provided by the ministry or other decision-making authorities in education matters may include the following: the funding or organisation of specific in-service training activities for school heads as well as teachers, which are related to aspects of citizenship; financial support for external expertise offered to schools; and information on education in citizenship contained in printed guidelines and handbooks or in electronic form.

In **Finland**, the association of history and citizenship teachers offers curricular advice and teaching material for teachers of citizenship and arranges training for its members. A similar service is provided in **Germany** by the Federal Agency for Civic Education.

In **Belgium** (the **French Community**), the association known as *Démocratie ou Barbarie* ('democracy or barbarity') coordinates questions concerning citizenship education in secondary education.

⁽¹⁾ Council of Europe, Committee of Ministers, Recommendation Rec (2002)12 of the Committee of Ministers to member states on education for democratic citizenship (Adopted by the Committee of Ministers on 16 October 2002 at the 812th meeting of the Ministers' Deputies).

Some countries have launched initiatives to promote the implementation of citizenship education.

As part of a pilot-project known as 'Learning and Living Democracy' in **Germany**, a special training programme was initiated in 2004 for persons involved in promoting citizenship education. Its main aim is to impart knowledge and competence in the area of democratic pedagogy for teachers, social workers or psychologists who work in schools.

In **Estonia**, the so-called Integration Board has developed citizenship education programmes targeted at Russian-speaking teachers. The Board has also published additional materials for use in citizenship education for all teachers of the subject.

In **Spain**, parent associations promote teaching materials that provide a means of thinking about and working on the issues of participation and democracy.

A national training and research/action project entitled 'Education for Citizenship and Solidarity: human rights culture' is now under way in **Italy**. The aim of the project is to involve school networks, together with institutions, agencies and area-based authorities, in thought and discussion about solidarity, community issues and human rights. The project is intended for all teachers of human sciences and school class council coordinators at all educational levels.

In **Lithuania**, an expert committee for social and moral education addresses problems related to the strategy, policies and practical implementation of citizenship education in schools and makes appropriate recommendations. It also assesses the quality of textbooks and proposed teaching methods or materials.

Since 2002 in **Sweden**, advisers known as 'equality guides' have been supporting teachers at local level. The **United Kingdom (England)** has funded teaching posts specifically for the support of citizenship in schools. The role of the teachers concerned is to raise standards in the planning, teaching, learning and assessment of citizenship education in their own schools and, to some extent, others. In the **United Kingdom (Scotland)** a network of advisers has also been established at local level since 2001/02.

In **Bulgaria**, the School Association for Global Education (SAGE) has prepared a pilot project that focuses on citizenship education in schools, including the professional development for teachers and school heads in this area.

Non-governmental organisations, particularly those working in the area of human rights, democracy and the promotion of peace, are instrumental in the provision of teaching materials and practical advice to help teachers and develop new approaches to their work on citizenship.

However, as most of the support for teachers is provided as part of their continuing professional development, it is important to bear in mind that in-service teacher training is organised in different ways. Access to various training programmes may not be automatic, as financial or organisational aspects may make it difficult for teachers to participate.

CHAPTER 6

THE EUROPEAN DIMENSION OF CITIZENSHIP EDUCATION

Citizenship always has an area-based connotation, whatever its scale and limits. In their education policy, all countries take account of the fact that future citizens identify with different entities, whether local, regional, national, European, international or global. The European dimension is often a part of the other geo-political dimensions of citizenship. Furthermore, while most curricula do refer clearly to Europe, a few refer solely to the international or world dimension in which Europe is included. For this reason, it is important to broaden the concept and take in the international dimension.

The joint interim report ⁽¹⁾ of the Council and the European Commission on the situation regarding the education and training objectives set for 2010 restated the importance of the European dimension in education: *School has a fundamental role to play allowing everyone to be informed and understand the meaning of European integration. All education systems should ensure that their pupils have by the end of their secondary education the knowledge and competences they need to prepare them for their role as a future citizen in Europe. This entails (...) strengthening the European dimension in the training of teachers and in the primary and secondary level curriculum.*

The European dimension of education in citizenship relates to many aspects of school curricula and activities and its position in national education policy is not easy to determine.

All knowledge concerning Europe (historical, political, cultural or language-related, etc.), which is included in curricula, is liable to belong to what may be regarded as the European dimension in citizenship education. Extra-curricular activities involving mobility within the European Union are also an essential aspect of developing European citizenship. Finally, development of the European dimension in education presupposes that the teachers involved should be appropriately trained.

The present chapter considers the following issues related to the European dimension:

- How is it reflected in **curricula**?
- What position does it occupy in **initial teacher education** and **in-service teacher training**?
- What relevant **activities** are organised in the wider school context?
- What forms of **support** are available for teachers?

⁽¹⁾ 'Education & Training 2010' - The success of the Lisbon strategy hinges on urgent reforms. Joint interim report of the Council and the Commission on the implementation of the detailed work programme on the follow-up of the objectives of education and training systems in Europe, *EDUC 43 6905/04*. Brussels: Council of the European Union, 2004. - 42 p.

6.1. The Curriculum

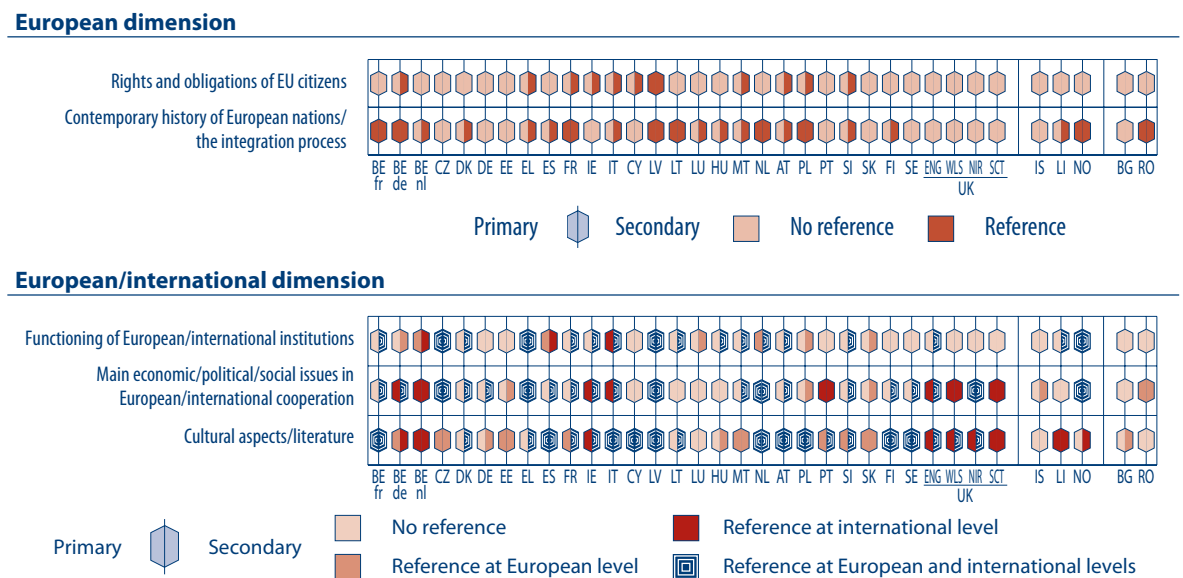
In the majority of countries, reference to the European dimension is made within the overarching general aims of the curriculum. It generally takes the form of promoting a sense of belonging to Europe and of involvement. The Flemish Community of Belgium, the Netherlands, Sweden, the United Kingdom and Norway refer to the international or global dimension, rather than the European dimension specifically, even though the specific content of some subjects may include references to Europe. In Iceland, the sole reference to the European dimension is concerned with issues arising from cooperation with the European Union, which are considered in the 10th year of compulsory education.

In general, the international or European dimension is apparent in the curriculum for the two levels of education considered here but to a substantially greater extent in secondary education. In Germany, Luxembourg and Hungary, it is only included from this level onwards. In Latvia, all aspects of the European dimension examined here are covered at primary and secondary levels. The European dimension appears in subjects focused on citizenship and in several others – most frequently history, geography, the political and social sciences, the environment, literature, music and art. Furthermore, many countries attach special importance to foreign language teaching, as a means of both engaging with modern socio-cultural diversity and communicating with others in Europe. Proficiency in languages other than the mother tongue is now regarded as essential if people are to fully assume their role as European citizens.

Courses focusing specifically on the European dimension are offered in very few countries.

In **Estonia**, there is an optional course on the European dimension for pupils in upper secondary education. Since 2004/05 in **Slovenia**, it has been possible within a pilot project to undertake studies comprising several courses related to the European and international dimension, in 14 schools for upper secondary education. In secondary schools in the **United Kingdom (Scotland)**, a growing number of pupils take optional courses in European studies.

Figure 6.1: Main content of the European/international dimension of education in citizenship in the official guidelines and/or curriculum for primary and general secondary education, 2004/05



Source: Eurydice.

Additional notes (Figure 6.1)

Belgium (BE fr): The Figure relates to current legislation and to curricula determined by different education providers.

Denmark: The Figure relates solely to upper secondary education. The curriculum for primary and lower secondary education is mainly determined at local level. However, aims established at central level refer to awareness by pupils of the main issues in international cooperation.

Finland: Curricula established by local authorities may include rights and obligations of EU citizens and the functioning of European/international institutions. The new national curricula for basic education and for upper secondary education, which will come into effect by August 2006 and in August 2005 respectively, both contain a cross-curricular component intended to teach pupils the essence of European culture or European values. The new upper secondary curriculum also provides for a specialist course on European citizenship and the functioning of the European Union.

Slovenia: 'Rights and obligations of European citizens', 'Main economic/political/social issues in international cooperation' and 'Cultural aspects/literature analysed at international level' are taught as an optional course in European studies offered within a pilot project.

United Kingdom (NIR): 'Local and global citizenship' will become a statutory requirement for secondary schools from September 2006.

From analysing official curricular content with a bearing on the European dimension of citizenship education, it is clear that there is some degree of variation in the aspects covered from one country to the next. As the European and international dimensions are sometimes closely intertwined (with some countries referring solely to the international dimension while inclusion of European aspects is implicit), both possibilities are shown in Figure 6.1. in the case of certain items.

The specifically European issues of people's rights and duties as European citizens and the history of the EU integration process are part of the curriculum in around 10 and 20 countries respectively, mainly in secondary education. The rights and obligations of citizens are taught from primary level onwards in Latvia only, while the history of European nations and the process of European integration are covered at this level in eight countries.

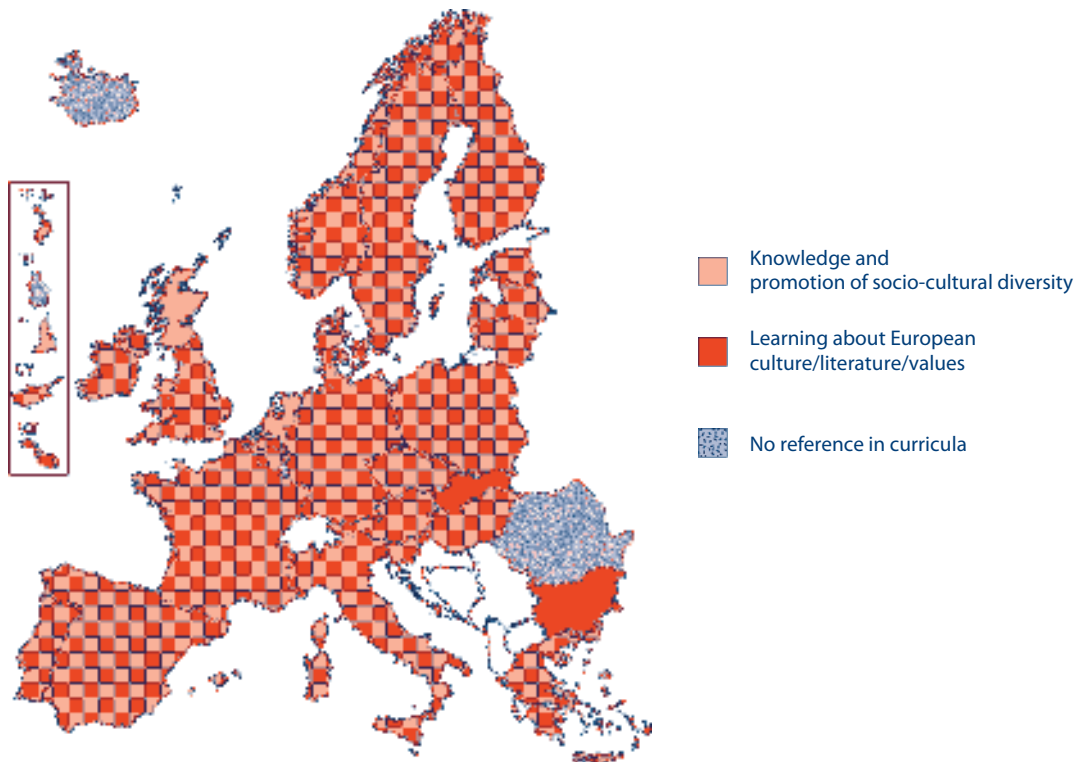
Courses on the history of European nations and the process of European integration are often concerned with the role of a particular nation within the EU and with the consequences of European integration at national level.

The functioning of European and/or international institutions and the major issues associated with cooperation at European and international levels are also studied in around 20 countries.

The major concerns of cooperation may relate, for example, to the main political or economic legislation affecting Europe, or to the economic, social, ecological or political problems that are bound up with globalisation, as well as appropriate European or international solutions to them. This whole subject area raises questions of major importance to society, which should enable pupils to acquire their own perspective on concepts such as social justice, the redistribution of wealth, the well-being of the greatest number and the importance of reconciling economic and social objectives, etc. In Austria, the question of the joint security and defence policy is considered.

As illustrated in Figure 6.2, two kinds of emphasis are attached to cultural aspects, which are taught almost everywhere.

Figure 6.2: Emphasis in the teaching of cultural matters related to the European/international dimension in primary and general secondary education, 2004/05



Source: Eurydice.

Additional note

Denmark: The Figure relates solely to upper secondary education. The curriculum for primary and lower secondary education is mainly determined at local level.

Where the first kind of emphasis is present, the aim is to analyse and understand the basic features and common aspects of different European cultures. In the case of the second, it is to promote the socio-cultural diversity characteristic of modern society. In the Czech Republic, Germany, Estonia, Spain, Greece, Cyprus, Hungary, Malta, the Netherlands and Austria, the curriculum refers explicitly to the cultural diversity that exists in Europe.

In conclusion it may be assumed that, in the curriculum, the European dimension of education in citizenship aims both to transmit formal knowledge (of the major stages of European integration, the rights and duties of citizens and the functioning of the European institutions), and to develop attitudes and values on the part of future citizens (learning to be capable of relating to major European and international issues and to promote tolerance vis-à-vis socio-cultural diversity, etc.).

6.2. Teacher Education

In 19 countries, the European dimension of citizenship education is taken into account in the provision of in-service teacher training. In eight of these countries, the official guidelines for initial teacher education recommend that the institutions providing it should take account of the European dimension of education.

Figure 6.3: Teacher training in the European dimension of citizenship education for primary and general secondary education, 2004/05

	BE fr	BE de	BE nl	CZ	DK	DE	EE	EL	ES	FR	IE	IT	CY	LV	LT	LU	HU	MT	
Initial teacher education	○	●	●	○	○	●	○	○	●	●	○	○	●	●	○	○	○	○	●
In-service training	○	○	●	●	○	●	○	●	●	●	●	●	●	●	●	○	●	●	
	NL	AT	PL	PT	SI	SK	FI	SE	UK-ENG/ WLS/NIR	UK- SCT		IS	LI	NO		BG	RO		
Initial teacher education	○	●	○	○	○	○	○	○	○	○		○	(-)	○		○	○		
In-service training	○	●	●	●	●	○	○	○	●	○		○	○	○		○	●		
Initial teacher education										In-service training									
Recommendation on the inclusion of the European dimension in official guidelines							●	The European dimension is included in the existing provision											
No recommendation on the inclusion of the European dimension in official guidelines							○	The European dimension is not included in the existing provision											
Training occurs abroad							(-)												

Additional notes

Belgium (BE fr): The lack of in-service training modules concerned specifically with the European dimension does not prevent the topic from being included in other training activities.

Belgium (BE de): Initial teacher education is only provided for primary education.

Belgium (BE nl): Initial teacher education has to match the content of the compulsory core curriculum for primary and secondary education, which covers topics related to the European and international dimension of citizenship.

Greece: In-service training, in which the European dimension of citizenship is included, is compulsory for new teachers.

Slovakia: Universities (education faculties) are currently undertaking research into the inclusion of the European dimension of citizenship in programmes for initial teacher education and in-service training.

Finland: The in-service teacher training development programme launched by the Ministry of Education in 2001 includes the acquisition of skills relevant to participation in international cooperation and multicultural relations.

Sweden: The international dimension is part of the curriculum in most institutions for initial teacher education.

United Kingdom (SCT): Some local education authorities have made it a priority to promote internationalism among teachers during their in-service training. A pilot-project to embed teaching and learning for global citizenship in initial teacher education is currently under way in the University of Glasgow.

In Germany, Spain, France, Latvia, Malta and Austria, the European dimension is included in the training of some teachers in secondary education, who give lessons in subjects in which citizenship is included or in subjects devoted specifically to citizenship (see Annexe 2).

In **Germany** and **Latvia**, initial teacher education for subjects such as the social sciences, politics, citizenship and history includes a European dimension. In **Latvia**, for example, study of the consequences for Latvian government institutions of joining the European Union is part of the curriculum for prospective teachers of the social sciences. In **Spain**, subjects such as community education policy, citizenship in Europe in the 21st century, and the status of citizenship in the European Union are included in the training of some teachers for secondary education (those who specialise in economics, law, etc.). In secondary education in **France**, only teachers of civics and history/geography are obliged to undertake special initial training that includes the European dimension. Teachers of

other subjects may study it on an optional basis. In **Malta**, the European dimension is included in teacher education for prospective social studies teachers. In **Austria**, aspects of the European dimension are included in teacher training for upper secondary education in different subjects, such as 'history, social studies and civics'.

Inclusion of the European dimension is mandatory in the initial training of all teachers in the German-speaking Community of Belgium (for work at primary level), Spain (primary level), France (primary level) and Austria (compulsory education).

In teacher training for primary education in **Spain**, topics such as civics and the teaching of values are related to the European dimension. In **France**, initial teacher education for work at primary level includes civics, which takes account of the European dimension. In **Austria**, citizenship education is included in teacher training for compulsory education and aspects of the European dimension are included in it.

The European dimension of citizenship education may also be included in teacher education programmes as an optional subject (Cyprus and Malta), or because the institutions concerned wish to include it, as often occurs in the French Community of Belgium, Czech Republic, Lithuania, Hungary, Poland and Finland.

In the **Czech Republic**, the European dimension of citizenship education is generally included in training for prospective teachers of economics, political science, law and contemporary history. In **Cyprus**, optional courses on the content and critical analysis of the European dimension in education are offered to prospective teachers in primary education. For prospective teachers in primary education in **Malta**, the European dimension is included in courses dealing with civics, which are not compulsory. This provision focuses, among other things, on the concept, status and role of the European citizen, the democratic ideal and European values, basic skills for initiating and taking part in exchange programmes for young people, and teaching approaches conducive to cultural understanding among young Europeans.

The majority of countries offer in-service training concerned with the European dimension. In Spain, Italy, Hungary and Poland, the central (top-level) education authorities have recently taken action in this field.

Since 2000/01 in **Spain**, the Autonomous Communities have used in-service training to promote a conception of citizenship in which solidarity, intercultural understanding and cultural diversity constitute a rich asset for European society. In 2005 in **Italy**, the Ministry of Education has become involved in launching two training projects on the topic of European citizenship, the first of which is for all teachers and the second for teachers in upper secondary education and school heads. Several accredited in-service training programmes that were introduced in **Hungary** in 2001 are concerned with citizenship education and its European dimension. Since 2001, the main in-service training centre in **Poland** has provided special training on the European Union for the benefit of rural schools. Furthermore, 2 500 teachers have been trained in the management of European clubs.

In many other countries, the public authorities support in-service training on the European dimension in different ways.

For example, in the **Flemish Community of Belgium**, some in-service training courses focusing on the European dimension are partly financed by the government. In **France**, the *recteurs d'académie* organise in-service training on the European dimension. In **Cyprus**, optional courses on the European dimension are provided for teachers in service by the institution for initial teacher education. In **Latvia**, various in-service training courses coordinated by the Centre for Educational Content and Examinations include a European dimension. Following incorporation of citizenship education into school curricula in **Lithuania** in 1998-2000, special in-service training including a European dimension

was organised for 3 000 teachers by the Ministry of Education and Science. Moreover, a network of European information centres funded by the municipalities are currently organising training seminars for teachers. In **Slovenia**, the national in-service training programme includes workshops on the European dimension in education and its content in the curriculum for primary education. In the **United Kingdom (England and Wales)**, the *British Council* education and training department offers training on teaching about the European dimension in schools.

Alongside initial and in-service training programmes, teachers in a large majority of countries take part in a series of exchanges and study visits abroad under the European programmes. These activities contribute very substantially to improving their knowledge and proficiency vis-à-vis the European dimension.

For example, in **Italy**, participation by a growing number of schools in European programmes on education in European citizenship offer training opportunities for teachers. In the **Netherlands**, the PLATO programme (*Promotie Lerarenmobiliteit voor Arbeidservaring en Training in het Buitenlandse Onderwijs*), which promotes the mobility of teachers enabling them to gain professional experience and training in the teaching of other countries, encourages them to undertake study visits to other EU Member States, including visits to schools and participation in in-service training schemes.

6.3. Support for Teachers and Teaching Materials

Teacher support measures relevant to the European dimension of citizenship education exist in a wide variety of forms and different bodies are responsible for them. They may be devised by the education authorities of a particular country, public research institutes, institutions for teacher education, associations and NGOs as well as by a variety of European institutions, such as the European Commission or the Council of Europe. They may involve materials or facilities intended directly for teachers, or information materials on the European Union for the general public.

In the Czech Republic, Greece and Poland, school textbooks contain information on teaching about the European dimension. In Germany, Estonia, Spain, Lithuania, Latvia, Hungary, Poland and the United Kingdom, the education authorities support teachers by making available publications and teaching materials relevant to the European dimension.

Schools in Lithuania and Poland are also able to consult specialist advisers on European matters. In Slovenia, the preparation of teaching materials progressively got under way as the country became involved in the pre-accession process and joined the European Union in May 2004.

In Finland and in Norway, the education authorities supply teachers with educational materials that focus on teaching of the international dimension and cover European issues.

In one country, methodological or practical aspects of teaching about the European dimension in schools are the focus of research whose findings should enable them to be offered appropriate forms of support.

In **Hungary**, the research centre at the National Institute of Public Education and the Institute for Research into Education study the theory and methodology of teaching on the European dimension. They also support the production of textbooks on the subject.

6.4. Activities in the Wider School Context

Learning about the European dimension of citizenship means acquiring formal knowledge and developing awareness about a set of societal and political issues (see section 6.1). However, this learning process also requires above all that pupils should be able to gain experience of a practical nature as in mock political participation or cultural exchanges.

This type of activity depends on the commitment of schools, teachers and pupils. The range of activities or projects enabling pupils to develop a sense of European citizenship is considerable at both European and national levels.

Several countries organise bilateral exchanges for their pupils and teachers. This is especially widespread among the Nordic and Baltic countries. There are also national or local schemes for promoting the European dimension in schools through a variety of activities, sometimes associated with the most recent stage of European Union enlargement.

For example in **Greece**, meetings with Greek Members of the European Parliament are arranged for pupils. In **Italy**, the government agency for non-profit organisations of social utility, ministerial partners of this agency and other partners have launched a scheme for education in active and loyal European citizenship, which includes the development in schools of voluntary civil service workshops. Since 1997/98 in **Latvia**, some schools have organised a special week in which information sessions on Europe are held and pupils are able to carry out work assignments on European issues. The office for naturalisation has organised information days and exhibitions in schools. In **Lithuania**, an NGO has organised model sessions of the Council of the European Union and simulations of the negotiations for the country's EU membership. In **Slovenia**, student exchanges are included in European studies offered as an optional subject in a pilot project (see section 6.1). In the **United Kingdom**, the education authorities recommend that their schools should develop the European and international dimensions through a set of activities extending beyond the normal school timetable. In **Bulgaria**, pupil clubs at several schools have worked on the production of a guide to European integration.

Schools that so wish may also take part in various projects and activities on offer at European level. Among the most widespread are those involving a study visit or an exchange as in the Socrates-Comenius programme, or in school twinning. The annual *Europe at School Competition* focusing on the artistic and literary fields takes place in many countries. It is also fairly common for schools to celebrate commemorative dates in the construction of the European Union (such as 9 May) or European Heritage Day (in September). Mock European level political activity such as the *European Parliament Youth Project* appears to be less widespread.

Another way in which Europe may be brought closer to the classroom is via **School European Clubs**. Organised by teachers on a voluntary basis, the clubs are arranged at all school levels as an after-school or lunchtime activity for pupils interested in European languages, politics, history, geography, peoples and culture. The idea of the clubs was originally developed in Portugal thanks to a Council of Europe initiative. It gradually spread elsewhere at the beginning of the 1990s, and clubs are now firmly established in the Czech Republic, Latvia, Poland and Slovakia.

CONCLUSIONS

In recent years, fostering social cohesion and more active participation by citizens in social and political life has become a key issue in all European countries. Citizenship education is seen as one means of facing up to the challenges of the 21st century. The present survey by the Eurydice Network on the provision of citizenship education in schools in 30 European countries has highlighted the following points.

The Concept of 'Responsible Citizenship' in Education Policies

Many European countries perceive the term 'responsible citizenship' as relating to certain **civic values** such as democracy, equality, participation, solidarity, tolerance of diversity and social justice, as well as the knowledge and exercise of **rights and responsibilities** (section 1.1). However, this term would not actually be used in daily life in all countries. The main reason for this is that, in several, the term 'citizenship' still mainly denotes a legal status and judicial relationship between the citizen and the State. Other countries avoid using the term in the context of citizenship education because their population consists of a significant minority of 'non-citizens', i.e. people who were born in the country or have been residing there for a considerable time but have not acquired its nationality.

When referring to citizenship education, it therefore seems necessary to detach the term 'citizenship' as far as possible from its legal connotation and adopt a more comprehensive approach. Citizenship education has to be conceived as embracing all members of a given society, regardless of their nationality, sex, or racial, social or educational background. 'Responsible citizenship' is to be seen as a universal concept included, in one way or another, in the education policies of all European countries covered by the Eurydice survey. In fact, it may be said that one of the main objectives of providing children and young people with school education is to give them the knowledge, values and skills they require to participate in society and contribute to their own and society's well-being.

Citizenship Education in Schools – Similar Aims, Different Approaches

All European countries generally agree on the need to include citizenship education in the formal school curriculum in one way or another. However, the way it is developed and provided varies considerably from one country to the next. It would appear that, as yet, there is no single prevailing general approach adopted by most countries.

Approaches to citizenship education are of three main possible kinds. It may be offered as a **separate subject** (often compulsory), or may be **integrated into conventional subjects** (such as history, social studies, geography or philosophy) or be conceived as a **cross-curricular theme** (section 2.1). In primary education, most countries tend to offer citizenship education as either integrated into other subjects or treated as a cross-curricular theme. By contrast, in secondary education (or at certain stages of it), nearly half of all European countries have established a separate subject for teaching pupils citizenship.

It is clear that citizenship education is not just concerned with imparting theoretical knowledge to pupils to enhance their **political literacy** in issues such as democracy, human rights and the functioning of political institutions. In general, there is agreement in all European countries that **positive civic attitudes and values** should also be developed. Finally, almost all countries put increased emphasis on the **promotion of active participation by pupils** – be it at school level or in society at large (section 2.2).

School Culture and the Practice of Responsible Citizenship at School Level

The idea that schools have their own ‘culture’ has gained momentum in recent years. School culture refers to the system of values, norms, daily practices and organisational arrangements that exist in a given school. It thus influences how the different school partners, i.e. pupils, teachers, other staff, parents and other members of the community, think, behave and interact with each other. While each school has its own unique culture, it may be influenced to a certain extent by official national regulations and guidelines.

Most countries explicitly acknowledge the importance of a positive school culture, and refer to its impact on the relations of all school partners concerned (section 3.1). They support the idea of a ‘**democratic school**’ in which democratic values and teaching methods prevail and in which all those concerned, especially teachers, parents and pupils, are involved in school management and decision-making. One important feature of the ‘democratic school’ is the promotion of active and responsible **pupil participation** in daily school life (section 3.2). Only if a democratic approach to citizenship is applied at school will pupils be able to learn active civic behaviour. One way of doing this is to provide them with an opportunity to set up or become involved in school consultative or governing bodies.

Another important aspect linked to school culture is the fact that schools in an increasing number of countries try to develop an active ‘**learning by doing**’ approach to citizenship education. Many schools help pupils to experience and practise responsible civic behaviour not only in daily school life but also in the wider community (section 3.3). In this respect, various extra-curricular activities may help to engage pupils in civil society. Examples of these activities are exchanges with other schools, information visits to local institutions such as the town hall or homes for old people, work placements, fund-raising events to support charities, mock parliamentary elections or games simulating parliamentary debate.

Measuring the ‘Success’ of Citizenship Education

Assessing pupil attainment in citizenship education and evaluating school provision for it seem to be two of the main challenges for the future (Chapter 4). Indeed, the **assessment of pupils** is a difficult and complex issue. While assessing knowledge of theoretical issues related to citizenship education may be relatively easy, measuring achievement as regards its other two ‘non-theoretical’ aims – the adoption of positive civic attitudes and values and active participation or, in other words, the actual behaviour of pupils – is likely to be much harder.

The same applies to the **evaluation of schools** as regards their effectiveness in providing citizenship education. It is the practical dimension of this provision that makes it especially difficult to identify methods of evaluating the teaching of citizenship education objectively. Given the range of different approaches to citizenship education in schools, it is not easy to set up general guidelines for evaluation. In fact, several countries confirm that they lack objective methods for evaluating the provision of citizenship education.

However, some European countries have started research into the evaluation of both the foregoing aspects of citizenship (assessment of pupils and evaluation of schools), or recently introduced pilot projects or new methods for evaluating them.

Teachers – the Basis for Successful Citizenship Education at School

In the survey, it also became very clear that teacher education in citizenship and the measures on offer to support teaching will represent another significant challenge (Chapter 5). Until now, citizenship education in schools is in most countries either taught by general, i.e. non-specialist teachers (in primary education) or by teachers who have specialised in the social sciences, history, philosophy or ethics (in secondary education).

But what is the pattern of **teacher education** for those concerned in the different European countries? In many of them, teacher education in citizenship corresponds to no more than just a part of in-service teacher training. However, others have also included it as a compulsory component in initial teacher education. In secondary education, a few countries in which citizenship education is offered as a separate subject in the school curriculum have established a special initial teacher education programme for teachers of the subject.

In most European countries, **support** for those who teach citizenship education is not provided on a formally defined basis. The support offered to teachers ranges from specific in-service training activities to financial support for special projects or external expertise, and general information material on citizenship education (printed textbooks, brochures, guidelines or electronic support in the form of CD-ROMs). The players involved in offering advice in citizenship education are education authorities, public or private foundations, educational research centres, and non-governmental organisations working in the field of human rights, democracy and peace education.

It seems that the content and methods of citizenship education in schools vary considerably from one European country to another, depending on how teacher education is organised, and whether support for teachers relates to the national, regional or local level and is offered on an official basis or not.

The European/International Dimension as Part of Citizenship Education

While concerns relevant to citizenship education are primarily related to a particular national context and associated with the need to strengthen democracy or the participation of certain social groups, membership of the European Union also calls for its own form of civic awareness. The need for knowledge regarding Europe is covered in **school curricula** by a very wide variety of disparate elements (section 6.1).

This may mean teaching 'basic' knowledge of the European Union (the functioning of its institutions, the various entitlements of its citizens, or important stages in the process of integration). Alternatively, teaching may focus on matters more concerned with European identity (the foundations of a common European culture, the position of one's own country in the EU), on subjects for discussion related to society (the main issues in European cooperation), or on learning values (understanding and promotion of present-day socio-cultural diversity). These various aspects are not taught everywhere. In certain countries, the European dimension is not referred to as such in the general aims of education, but included in the international dimension.

Alongside school lessons per se, many **activities** and **projects** offered to schools at national or European levels, or initiated by schools themselves, such as travel exchanges, school twinning, participation in competitions organised by the EU, etc., enable pupils to experiment directly with the European dimension (section 6.4). In most cases, this type of activity seeks to improve pupil skills in intercultural relations as well as their language proficiency. The way they are organised depends partly on the

commitment of school management, teachers and pupils. As far as these aims and possible restrictions are concerned, European school clubs appear to have been successful.

Implementation of the European dimension in courses and extra-curricular activities is also dependent on the **skills of teachers** (section 6.2.). Almost all countries include the European dimension in teacher education. However, it is more often provided in continuing professional development than in initial teacher education.

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* *

The present Eurydice survey set out to consider how citizenship education at primary and general secondary levels of public-sector education, and/or government-dependent provision, was organised in the reference year 2004/05. It became clear that, in most countries, providing citizenship education in schools has gained ground increasingly in recent years. Several countries have changed their curriculum to include it or have raised its visibility, while others are planning to do so in the years ahead. However, it would seem that, although all countries agree on the positive impact citizenship education can have in helping to bring up young people so that they become active and responsible citizens, the approaches adopted vary considerably from one country to the next. Further research is therefore needed to develop greater insight into the methods of teaching citizenship education, its precise outcomes and how it should be evaluated and monitored. These issues remain the central challenge for the immediate future.

GLOSSARY

Country codes

EU	European Union	PT	Portugal
BE	Belgium	SI	Slovenia
BE fr	Belgium – French Community	SK	Slovakia
BE de	Belgium – German-speaking Community	FI	Finland
BE nl	Belgium – Flemish Community	SE	Sweden
CZ	Czech Republic	UK	United Kingdom
DK	Denmark	UK-ENG	England
DE	Germany	UK-WLS	Wales
EE	Estonia	UK-NIR	Northern Ireland
EL	Greece	UK-SCT	Scotland
ES	Spain		
FR	France		
IE	Ireland	EFTA/EEA	The three countries of the European Free Trade
IT	Italy	countries	Association which are members of the European
CY	Cyprus		Economic Area
LV	Latvia	IS	Iceland
LT	Lithuania	LI	Liechtenstein
LU	Luxembourg	NO	Norway
HU	Hungary		
MT	Malta	Candidate countries	
NL	Netherlands	BG	Bulgaria
AT	Austria	RO	Romania
PL	Poland		

ANNEXES

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ANNEXE 1 (CHAPTER 1)

National terms for 'citizenship'

Country	Term in the national language	Explanation of its meaning
BE fr	<i>Citoyenneté</i>	Article 6 of the 'Missions Decree' of 24 July 1997 gives substance to the concept of responsible citizenship, defining it as synonymous with <i>citizens capable of contributing to the development of a democratic society which displays solidarity and is pluralist and open to other cultures.</i>
BE nl	<i>Burgerschap</i>	Being open to the political, economic, social and cultural life of the society of which one forms a part and being willing to participate in it. Citizenship therefore assumes insight into the above four aspects, as well as into the basic rules which form the basis of our legal order and of our democratic system.
BE de	<i>Bürgerkunde or aktiver Bürgersinn</i>	Learning and knowledge consistent with the basic principles underlying the rights and responsibilities of citizens, and with attitudes and civic conduct that comply with those principles.
CZ	<i>Občanství</i>	Expresses the judicial relationship between the citizen and the State. This relationship implies that citizens have both rights and responsibilities.
DK	<i>Statsborgerskab or medborgerskab</i>	<i>Statsborgerskab</i> refers to the legal and political status of the individual, while <i>medborgerskab</i> refers to the individual's perception of his or her own identity and affiliation ⁽¹⁾ .
DE	<i>Staatsbürgerschaft or Staatsangehörigkeit</i>	<i>Grundgesetz</i> (Basic Law), Art. 33.I: <i>Every German in every Land has the same civil rights and duties.</i> <i>Grundgesetz</i> , Art. 33.II: <i>Every German has equal access to every public duty, in accordance with his or her ability, qualifications and professional achievement.</i>
EE	<i>Kodakondsus</i>	Being a citizen of a state. Constitution of the Republic of Estonia, § 8: <i>Every child at least one of whose parents is an Estonian citizen has the right to Estonian citizenship by birth.</i> Constitution of the Republic of Estonia, § 9: <i>The rights, freedoms and duties of each and every person, as set out in the Constitution, shall be equal for Estonian citizens and for citizens of foreign states and stateless persons in Estonia.</i>
EL	<i>Idiotita tou Politi</i>	A legal and political status by which the citizen acquires some rights as an individual (civil, political, social) and some duties with respect to a political group. Citizenship is based on an attribute acknowledged or conferred to citizens by the state and rests on the supposition that citizens share some values and rules of behaviour enabling coexistence among them and providing them with a specific collective identity.
ES	<i>Ciudadania</i>	A legal and political status which confers on citizens certain civil, political, social rights as individuals, and certain duties with respect to a political group.
FR	(:)	(:)
IE	<i>Saoránach</i>	Article 9, section 2 of the Constitution of Ireland states that <i>fidelity to the nation and loyalty to the State are fundamental political duties of all citizens.</i>

⁽¹⁾ Ove Korsgaard. Hvorfor master i medborgerskab? In: *Uddannelse Nr. 8/02.*

Country	Term in the national language	Explanation of its meaning
IT	<i>Cittadinanza</i>	Italian Constitution, Art. 2: <i>The Republic recognises and guarantees the inviolable rights of man, as an individual and in the social learning in which his personality develops, and requires the fulfilment of inalienable rights of political, economic and social solidarity.</i> Italian Constitution, Art. 3: <i>All citizens have the same social dignity and are equal before the law, without distinction of sex, race, language, religion, political opinions and personal and social conditions.</i>
CY	<i>Politiotita, Politotita</i>	From the Greek words <i>Politeia</i> (state) and <i>Polis</i> (city). No general explanation/definition available.
LV	<i>Latvijas pilsonība</i>	'Latvian citizenship'. No general explanation/definition available.
LT	<i>Sąmoningas pilietis</i>	A responsible citizen is a person who is aware of his or her duties and rights, and capable of participating constructively in the public life of society.
LU	<i>Citoyenneté</i>	(:)
HU	<i>Állampolgárság</i>	According to the Act on Hungarian Citizenship (1993/LV), <i>citizenship as a legal institution embodies a natural person's primarily legal bond to a particular state but not without some emotional elements.</i> The status of citizenship provides the individual with the total set of rights and duties guaranteed by the Constitution and other legal sources.
MT	<i>Cittadinanza or Hajja civika or tkun cittaadin responsabbli</i>	Citizenship is referred to as a status in terms of civic roles and functions.
NL	<i>Burgerschap</i>	No general explanation/definition available.
AT	<i>Staatsbürgerschaft or Staatsangehörigkeit</i>	'Nationality' (e.g. Citizen of the Republic of Austria) includes the right to vote at all national elections.
PL	<i>Obywatelstwo</i>	'Nationality'. No general explanation/definition available.
PT	<i>Cidadania</i>	Refers to a person who is free and responsible as well as independent, and who expresses solidarity with others and possesses a democratic and pluralistic spirit.
SI	<i>Državljanstvo</i>	Legal affiliation to a particular state.
SK	(:)	(:)
FI	<i>Kansalaisuus</i>	Nationality Act (359/2003): <i>Citizenship means a legislative bond between an individual and the State, defining the individual's status in the State as well as the basic rights and duties existing between the individual and the State.</i> Constitution of Finland (731/1999): <i>The powers of the State in Finland are vested in the people, who are represented by the Parliament. Democracy entails the right of the individual to participate in and influence the development of society and his or her living conditions.</i>
SE	<i>Medborgare or Aktivt medborgarskap</i>	The term has three aspects: political (the right to vote and to participate in society); legal (equal rights before the law); and social (the right to material and cultural resources in order to attain a decent standard of living).

Country	Term in the national language	Explanation of its meaning
UK-ENG/WLS/NIR	<i>Citizenship</i>	The United Kingdom has no written national constitution setting out the fundamental principles on which the rights and responsibilities of citizens are derived. However, the Human Rights Act (1998) incorporates into law nearly all the rights contained in the European Convention on Human Rights and gives citizens a clear legal statement of their basic rights and fundamental freedoms.
UK-SCT	<i>Citizenship</i>	Involves enjoying rights and exercising responsibilities and political participation by members of a democratic state. It also includes the more general notion that citizenship embraces a range of participatory activities, not all overtly political, that affect the welfare of communities.
IS	<i>Borgaravitund</i>	No general explanation/definition available.
LI	<i>Staatsbürgerschaft or Staatsangehörigkeit</i>	Liechtenstein nationality includes several rights and duties. Explicit duties are participation in elections, plebiscites and referenda; rights are the right to initiate laws and referenda.
NO	<i>Aktivt medborgerskap</i>	Enjoying rights and responsibilities. Taking an active part in society and caring for others.
BG	<i>Гражданско образование</i>	National Education Act of the Republic of Bulgaria: <i>The creation of a free, moral and active individual, obeying the laws and respecting the rights, culture, custom and religion of others.</i> State Education Requirements: <i>The young person as a citizen, as a free and competent individual, knowing his or her rights and responsibilities and respecting the rights of others.</i>
RO	<i>Cetățenia Română</i>	'Romanian citizenship'. No general explanation/definition available.

(;) Data not available.

ANNEXE 2 (CHAPTER 2)

Formal curriculum provisions 2004/05 ⁽¹⁾

Country	Educational level	Terminology	Approach	Time allocation
BE fr	primary and secondary	religious and moral education, foreign languages, geography, history, natural sciences, social sciences	integrated and cross-curricular theme	not prescribed
	References Ministère de la Communauté française (1999). <i>Socles de compétences. Enseignement fondamental et premier degré de l'enseignement secondaire</i> . Bruxelles: Ministère de la Communauté française, Administration générale de l'enseignement et de la recherche scientifique. The 'Final competencies and required know-what and know-how' of the different subjects.			
BE de	primary	civic education (<i>Bürgerkunde</i>)	separate subject (cross-curricular theme from 2006/07 onwards)	1 lesson per week in years 3-6
	lower and upper secondary	religious and moral education, foreign languages, geography, history, social sciences	integrated	not prescribed
References Primary: Subjects and curricula for primary education (p. 71). Lower and upper secondary: The different curricula of the subjects concerned.				
BE nl	primary	world orientation	integrated	not prescribed
	lower and upper secondary	education for citizenship	cross-curricular theme	
References Primary: 15 juli 1997 – <i>Decreet tot bekrachtiging van de ontwikkelingsdoelen en de eindtermen van het gewoon basisonderwijs</i> . Lower and upper secondary: <ul style="list-style-type: none"> • 24 juli 1996 - <i>Decreet tot bekrachtiging van de eindtermen en de ontwikkelingsdoelen van de eerste graad van het gewoon secundair onderwijs</i>. (B.S. 14/08/1996). • 18 januari 2002 - <i>Decreet tot bekrachtiging van de eindtermen van de tweede en derde graad van het gewoon secundair onderwijs</i>. (B.S. 19/04/2002). 				

⁽¹⁾ This table was originally taken from Appendix II: Formal curriculum provisions for EDC in Europe, *All-European Study on Policies for Education for Democratic Citizenship (EDC) – A Synthesis*, pp. 34-42. Strasbourg: Council of Europe, 2003. It has been updated and enriched by Eurydice.

Country	Educational level	Terminology	Approach	Time allocation
CZ	primary (grades 1-3) (programme <i>Základní škola</i>)	local environment (<i>prvouka</i>)	integrated	not prescribed
	primary (grades 4-5) (programme <i>Základní škola</i>)	national history and geography (<i>vlastivěda</i>)	integrated	
	lower secondary (grades 6-9) (programme <i>Základní škola</i>)	civic education (<i>občanská výchova</i>)	separate subject	1 lesson per week
	upper secondary (grades 1-4)	basics of social sciences (<i>základy společenských věd</i>)	integrated	not prescribed
References Primary and lower secondary: <i>Vzdělávací program Základní škola</i> . (Educational programme Basic School) Prague 1996. Upper secondary (grades 1-4): <i>Učební dokumenty pro gymnázia</i> . (Curricular documents for <i>gymnázia</i>) Prague 1999.				
DK	primary, lower and upper secondary		cross-curricular theme	not prescribed
	References Primary, lower and upper secondary: <i>Folkeskole (Consolidation) Act & Executive Order on the Act on the Gymnasium</i> (both 2003)			
DE	primary	regional geography and basic scientific and technical instruction (<i>Heimat- und Sachkundeunterricht</i>)	integrated	not prescribed
	lower and upper secondary	social studies/politics (<i>Sozialkunde/Politik</i>)	integrated	
References Primary: 'Recommendations on primary education' adopted by the Standing Conference of the Ministries of Education and Cultural Affairs of the <i>Länder</i> , 5-6 May 1994. Lower and upper secondary: Curricular Plan for the <i>Gymnasium</i> .				
EE	primary	social education, human study	separate subject and integrated	1 lesson a week
	lower and upper secondary	social education, history, geography	separate subject and integrated	2 lessons a week
References State Gazette Part I, No. 20. The national curriculum for basic schools and upper secondary schools. 22 February 2002				

Country	Educational level	Terminology	Approach	Time allocation
EL	primary	social and civic education	separate subject and cross-curricular theme	1 lesson a week in years five and six
	lower secondary	social and civic education	separate subject and integrated	2 lessons a week in the third year
	upper secondary	ancient and modern Greek literature, history, psychology, civic law and political institutions, sociology, history and social sciences, European civilization and roots, environmental sciences introduction to the law and civic institutions subjects in which it is integrated: see lower secondary	separate subject and integrated	2 lessons a week in the second year
References Article 16 of the Greek Constitution; Law 1566/85, Articles 1, 28,37,45-47; National Curricular Plan for Primary and Secondary Education.				
ES	primary	natural, social and cultural environment, foreign language, Spanish language and literature	integrated and cross-curricular theme	not prescribed
	lower secondary (first and second cycles)	ethics, social sciences, geography and history; foreign languages	integrated and cross-curricular theme	
	upper secondary	philosophy, history, foreign languages, contemporary world history (social sciences track); Latin (humanities track); economy (social sciences track)	integrated and cross-curricular theme	
References Primary: June 14 Royal Decree 1006/1991 on the establishment of the common core curriculum of Primary Education. Lower secondary: December 29 Royal Decree 3473/2000, modifying the June 14 Royal Decree 1007/1991 on the establishment of the common core curriculum of Compulsory Secondary Education. Upper secondary education: December 29 Royal Decree 3474/2000, modifying the November 29 Royal Decree 1700/1991 on the establishment of the structure of Baccalaureate, and the October 2 Royal Decree 1178/1992 on the establishment of the common core curriculum of Baccalaureate. General document: May 5 Royal Decree 732/1995 on the establishment of the rights and duties of pupils and the rules for coexistence of educational establishments.				

Country	Educational level	Terminology	Approach	Time allocation
FR	primary		cross-curricular theme	1 hour distributed on all subjects in years 3 to 5
	lower secondary	history, geography	integrated	½ hour per week in year six within history and geography
	upper secondary	<i>éducation civique, juridique et sociale</i>	separate subject and integrated	1 hour per week
	References Primary: <i>Arrêté du 25 janvier 2002</i> (for the curricula for primary education) Lower secondary: <ul style="list-style-type: none"> • <i>Arrêté du 29 mai 1996 modifié relatif à l'organisation des enseignements dans les classes de Sixième de collège.</i> • <i>Arrêté du 26 décembre 1996 modifié relatif à l'organisation des enseignements du cycle central de collège (classes de Cinquième et de Quatrième).</i> • <i>Arrêté du 26 décembre 1996 modifié relatif à l'organisation des enseignements du cycle d'orientation de collège (classe de Troisième).</i> Upper secondary: <ul style="list-style-type: none"> • <i>Arrêté du 18 mars 1999 modifié relatif à l'organisation et aux horaires de la classe de Seconde des lycées d'enseignement général et technologique et des lycées d'enseignement général et technologique agricole.</i> • <i>Arrêté du 18 mars 1999 modifié relatif à l'organisation et aux horaires des enseignements des classes de Première et Terminale des lycées, sanctionnés par le baccalauréat général.</i> 			
IE	primary	social, environmental and scientific education geography, history; social, personal and health education	integrated	not prescribed
	lower secondary	civic, social and political education (CSPE)	separate subject and integrated	70 hours
	upper secondary	history, geography and home economics scientific & social	integrated	not prescribed
References Secondary: Rules and Programmes for Secondary Schools, 2002, DES.				
IT	primary and lower secondary	education for civil cohabitation (<i>educazione alla convivenza civile</i>)	cross-curricular theme	not prescribed
	upper secondary	history/civic education (<i>storia/educazione civica</i>)	separate subject	2 lessons per week
References Primary and lower secondary: <i>Decreto Legislativo n.59/2004</i> .				

Country	Educational level	Terminology	Approach	Time allocation
CY	primary (grades 1-6)		cross-curricular theme	not prescribed
	lower secondary (grades 7-9)	civic education (<i>politiki agogi</i>)	separate subject and integrated	1 lesson per week in grade 9
	upper secondary	civic education (<i>politiki agogi</i>)	separate subject and integrated	1 lesson per week in grade 12
References Primary (grades 1-6): Ministry of Education, Primary School Curriculum, 2003. Lower secondary (grades 7-9): Records of the Ministry of Education,(2002) Civic Education in Gymnasium. Nicosia: Ministry of Education. Upper secondary: Ministry of Education, The Comprehensive School Curriculum, 2003. Nicosia: Ministry of Education.				
LV	primary	social knowledge	integrated and cross-curricular theme	not prescribed
	lower secondary	history, health education, geography, ethics, introduction to economics, civic education (<i>civilzinibas</i>)	separate subject and integrated	1-2 lessons per week
	upper secondary	politics and rights, history, geography, philosophy, basics of economics	integrated	not prescribed
References Primary: Civic education. The Standard of Basic Education. Centre for Curriculum Development and Examination, Riga, 1997. Upper secondary: Standard of Upper Secondary education.				
LT	primary	ethics, geography, history, social sciences basics of civic society (will be changed to 'basics of citizenship')	integrated	not prescribed
	lower secondary		separate subject and integrated	1 lesson a week in years 8 and 10
	upper secondary		integrated	
References The General Programme of Citizenship Education (<i>Bendroji pilietinio ugdymo programa</i>) (2004).				

Country	Educational level	Terminology	Approach	Time allocation
LU	primary	moral, religious and social education, introduction to the world of science (social domain)	integrated	not prescribed
	lower and upper secondary	moral and religious and social education, geography, history, foreign languages; civic education (<i>cours d'instruction civique</i>)	separate subject and integrated	1 lesson per week
References Guidelines of the programme, regulation of the Grand Duchy, 10 August 1991.				
HU	primary	environmental studies, literature, history	integrated	not prescribed
	lower and upper secondary	human studies and ethics, social studies	integrated	not prescribed
References National Core Curriculum (NCC). Government decree 243/2003 (XII. 17.).				
MT	primary and secondary	education for democratic citizenship and learning democracy	cross-curricular theme	each school has to develop its own curriculum based on National Minimum Curriculum
	References National Minimum Curriculum (NMC), 2000.			
NL	primary	geography, history, society, environment self-reliance and healthy behaviour	integrated	not prescribed
	lower and upper secondary	social studies, foreign languages, geography, history and politics, economics	cross-curricular theme	
References Recommendation on 'Education and Citizenship', December 2003 (Educational Council of the Netherlands).				
AT	primary	civics education	cross-curricular theme	not prescribed
	lower secondary	civics education	cross-curricular theme	
	upper secondary	history, social studies and civics	separate subject	1 lesson per week in year 9; 2 lessons per week in years 10,11,12
References Primary and lower secondary: <i>Schulorganisationsgesetz</i> . Upper secondary: 77th Federal Act modifying the School Organisation Act and the 12th amendment of the School Organisation Act, § 39 paragraph 1, 1).				

Country	Educational level	Terminology	Approach	Time allocation
PL	primary (grades 4-6)	education for life in the society, history and society	integrated	not prescribed
	lower secondary	regional education- cultural heritage of the region, European education, polish culture in the context of Mediterranean civilisation, knowledge about society (civic education)	separate subject and integrated	1 lesson per week in a period of 3 years
	upper secondary	regional education- cultural heritage of the region, European education, polish culture in the context of Mediterranean civilisation, knowledge about society (civic education)	separate subject, integrated and cross-curricular theme	1 lesson per week in a period of 2 years
References Regulation by the Minister of National Education and Sport of 6 November 2003 changing the regulation on core curricula for pre-primary education and general education in particular types of schools.				
PT	primary	civic education (<i>formação cívica</i>)	separate subject and cross-curricular theme	1 lesson per week (grade 5-9)
	lower secondary	civic education (<i>formação cívica</i>)	separate subject and cross-curricular theme	1 lesson per week (grade 5-9)
	upper secondary	citizenship education (<i>educação para a cidadania</i>)	cross-curricular theme	not prescribed
References <i>Currículo Nacional do Ensino Básico – Competências essenciais, DEB, 2001.</i>				
SI	primary	history, geography, Slovene language, foreign language, society, environmental education	integrated	not prescribed
	lower secondary	history, geography, Slovene language, foreign language, society, environmental education religions and ethics, civic education and ethics; civic culture	separate subject and integrated	1 lesson per week in years 7 and 8 (35 hours per school year) 1 lesson per week in years 9 (32 hours per school year)
	upper secondary	civic culture	separate subject	15 lessons per year in one grade of <i>gimnazija</i> , determined by the school schedule.

Country	Educational level	Terminology	Approach	Time allocation
SI	References Primary: Elementary school curricular documents; syllabi for common subjects (1998). Lower secondary: <ul style="list-style-type: none"> Elementary school curricular documents; syllabi for common subjects; syllabus for religions and ethics (1998). Elementary school curricular documents; syllabi for common subjects, (1998). Upper secondary: <i>Gimnazija</i> Curricular documents; syllabi for compulsory and optional subject contents, (1998).			
SK	primary	homeland	integrated	not prescribed
	lower secondary	civics	separate subject	1 lesson a week
	upper secondary	science of society	integrated	not prescribed
	References Ministry of Education. <i>Občianska výchova. Učebné osnovy</i> . (Civic Education. Curriculum). Bratislava 1997.			
FI	primary (grades 1-6)	environmental and natural studies (<i>ympäristö- ja luonnontieto</i>)	integrated	not prescribed
	lower secondary (grades 7-9)	history and social studies (<i>historia ja yhteiskuntaoppi</i>)	integrated and cross-curricular	not prescribed
	upper secondary	history and social studies (<i>historia ja yhteiskuntaoppi</i>)	integrated and cross-curricular	38 lessons are clearly reserved for citizenship education
	References Primary and lower secondary: Framework curriculum for the comprehensive school (1994). Upper secondary: Framework curriculum for the senior secondary school (1994).			
SE	primary (grades 1-6) and lower secondary (grades 7-9)	social studies/civics (<i>samhällskunskap</i>), religion	separate subject and cross-curricular theme	855 lessons over 9 years of compulsory schooling
	upper secondary	social studies/civics, history	separate subject and cross-curricular theme	not prescribed
	References Primary and lower secondary: Curriculum for compulsory education, Lpo 94. Upper secondary: Curriculum for upper secondary education, Lpf 94.			

Country	Educational level	Terminology	Approach	Time allocation
UK (ENG)	primary	PSHE, citizenship	integrated	not prescribed
	lower and upper secondary	citizenship	separate subject	not prescribed
References Primary: National Curriculum: Handbook for primary teachers (DfEE and QCA, 1999). Lower and upper secondary: National Curriculum: Handbook for secondary teachers (DfEE and QCA, 1999).				
UK (WLS)	primary and secondary education	Personal and Social Education (PSE)	integrated	not prescribed
	References Personal and Social Education Framework Key Stages 1 to 4; (ACCAC, 2000).			
UK (NIR)	primary and secondary education		cross-curricular theme	not prescribed
	References Education for Mutual Understanding and Cultural Heritage: Cross-Curricular Guidance Materials (CCEA 1997).			
UK (SCT)	primary	personal and social development, religious and moral education	integrated and cross-curricular theme	not prescribed
	lower secondary	personal and social development, social subjects	integrated and cross-curricular theme	
	upper secondary	social subjects	integrated and cross-curricular theme	
References A Curriculum for Excellence, November 2004 (http://www.scotland.gov.uk/library5/education/cerv-00.asp).				
LI	primary and lower secondary	realities (<i>Realien, Lebenskunde</i>)	integrated	not prescribed
	upper secondary	history, ethics, economy and law		
References Primary and lower secondary: <i>Lehrplan für das Fürstentum Liechtenstein</i> . Amtlicher Lehrmittelverlag Vaduz, 1999. Upper secondary: <i>Lehrplan für das Liechtensteinische Gymnasium</i> .				

Country	Educational level	Terminology	Approach	Time allocation
IS	primary and secondary	life skills (<i>lifsleikni</i>)	integrated	not prescribed
	References Ministry of Education, Science and Culture, National Curriculum Guidelines for pre-schools, compulsory and upper secondary education, 1999.			
NO	primary (grades 1-7)	history, geography and social studies	integrated and cross-curricular	not prescribed
	lower secondary (grades 8-10)	history, geography, social studies	integrated and cross-curricular	
	upper secondary	civics	separate subject	2 lessons a week in year 12
References Primary: Curriculum for the 10 year compulsory school in Norway (L97). Upper secondary: Social studies curriculum for upper secondary school (R04).				
BG	primary and secondary (grades 1-11)	social sciences, civic education and religion	cross-curricular theme	not prescribed
	upper secondary (year 12)	the world and the individual	separate subject	1 lesson per week
References primary and secondary (grades 1-11): Bulgarian curriculum structure for civic education. Ordinance 2 of May 18 th , 2000. upper secondary (year 12): Bulgarian curriculum structure for civic education. Ordinance 2 of May 18 th , 2000.				
RO	primary	civic education (<i>educație civică</i>)	separate subject	1-2 lessons per week
	lower secondary	civic culture (<i>cultură civică</i>)	separate subject and integrated	1-2 lessons per week (grades 7-8)
	upper secondary (grades 9-12)	counselling and guidance (<i>consiliere și orientare</i>)	integrated	not prescribed
References Curriculum Framework for classes I-VII, Ministerial Order No. 4686/2003. Curriculum Framework for classes IX-XII/XIII, Ministerial Order No. 4686/2003.				

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Production

Printing: Imprimerie Guyot, Braine-le-Château, Belgium

Citizenship Education at School in Europe.

Eurydice

Brussels: Eurydice

2005 - 90 p.

(Eurydice Survey)

ISBN 92-894-9467-0

Descriptors: Civics, Terminology, Curriculum, Aims of education, Educational legislation, Student participation, Parent participation, School-community relationship, Evaluation, Pupil, Educational institution, Teacher education, Initial training, Further training, Methodology, Teaching aid, European dimension, School exchange, Primary education, Secondary education, Lower secondary, Upper Secondary, Bulgaria, Romania, EFTA, European Union

