

3. EDUCATION FOR DEMOCRATIC CITIZENSHIP IN SOCCER PARTNER COUNTRIES

3.1. What does it mean? – Some brief working definitions:

a) Democracy

It is known that the word democracy derives from the ancient Greek *demokratia*, formed from the roots *demos*, which mean people, and *kratos*, which means rule. The concept of democracy came from the Ancient Greek political and philosophical thought. The philosopher Plato contrasted democracy, the system of rule by the governed, with the alternative systems of monarchy (rule by one individual), oligarchy (rule by a small elite class) and timarchy (rule by one race or nationality over another).

Democracy is nowadays in Europe a complex concept. Under a strict notion, it is a system of government in which citizens give to teams of political leaders the right to rule in periodic elections. However, if citizens are supposed to rule the destinies of their own nation or region (by choosing their representatives) it supposes that, on most issues and most of the time, they have access to information and to a clear view about their representative's ideas or about the issues under discussion. Information and education are fundamental elements in an advanced democratic society.

On the other hand, a political activity and a popular participation not only socialize and educate citizens, but it also can check powerful elites. Democracy's role is to make visible and to challenge hierarchical power relations in the decision-making processes. In fact, democracy is government by discussion and deliberative democrats contend that laws and policies should be based upon reasons that all citizens can accept. The political arena should be one in which leaders and citizens make arguments, listen, and change their minds.

Democracy or a democratic system is a concept under development because it supposes that citizens actively participate in the society and in the political decision-making.

b) Citizenship and Active Citizenship

Since the beginning of SOCCER project, all partners recognize that terms such as 'citizen' and 'citizenship' are neither stable nor limited to a single definition. That's why it is important to clarify these concepts.

From the analyses of the development of democracy and the growing of Welfare States in Western countries, Thomas Marshall (1967: 66) distinguished different rights of citizenship, that he called civil rights and political rights and social rights:

- Civil rights include individual freedom of each individual; freedom of expression or of choice a religion; equality under the law or the forbidden of any form of discrimination based on gender, ethnic origin or racial basis.
- Political rights relates with the right to vote, political participation or association or the access to information.

- Social rights relates to the right to access of citizens, in equal opportunities, to health care, to the educational system, to labour market or to an economic and social welfare.

According to Stephen Castles (2000: 23-41) globalization phenomena and international migrations had an impact in the increasing of ethnic and cultural diversity. For this reason, in the Nation-States, cultural rights start to constitute an integrant part of citizenship concept. For Castles, cultural rights include the right to maintain different cultures and mother languages, facilitating total access to culture and to dominant language, and the right to intercultural communication.

Stephen Castles (2000: 22) defined **citizenship** as a “*societal situation allowing full participation in political, economic, social and cultural relations*”. In this definition, there are groups of rights, which according to the author presuppose equality of opportunities in the citizen’s access. In a strict sense, the concept shows a social and political condition related to the belonging to a State, where citizen enjoy his political, economic, social and cultural rights. It involves issues relating to rights and duties, but also ideas of equality, diversity and social justice. Besides the act of voting, citizenship also includes the range of actions exercised by each one and respective affect in the life of the community (local, national regional and international) and as such requires a public space where individuals act together.

According to the council of Europe¹ citizenship has both a passive and an active notion. In its passive notion, citizenship is a form of governance or a political system based on the rather limited role of citizens as voters, in a confined Nation-State. In its active notion, there is the challenge to move the concept beyond the confines of the Nation-State to the concept of community, which embraces, the local, the national, regional and the international contexts that individual live in. From this second notion, we have the concept of active citizenship.

Active citizenship involves the idea of participation. In the advanced democracies, each of us must participate, with equal opportunities in the democratic process, both in the regional, national and international agenda. This participation may assume numerous ways, like searching information; participating in (local) media, in web blogs, with NGO’s, in social campaigns, through volunteering, etc. In fact, the world is day after day becoming much more complex and it is very important to be able to choose between different solutions when issues or problems arise and to be able to have the freedom to do so.

c) Education for democratic citizenship (EDC)

The concept **Education for democratic citizenship** is used to define a set of practices and activities developed to help pupils and trainees, young people and adults

¹ http://www.coe.int/T/E/Cultural_Co-operation/education/E.D.C/What_is_education_for_democratic_citizenship/Glossary_%20Key_terms.asp#TopOfPage, consulted at 04-04-2006

to participate actively and responsibly in the decision-making processes in their communities. The role of education for democratic citizenship is to encourage the participation, viewed as the key of promotion and strengthening of a democratic culture, based on awareness and commitment to shared fundamental values, such as Human rights and freedoms, equality of difference and the rule of law. EDC focuses on providing life-long opportunities for acquiring, applying and disseminating knowledge, values and skills linked to democratic principles and procedures in a broad range of formal, non-formal and informal teaching and learning environments.

EDC touch complex, delicate and political issues related with pluralism and multiculturalism, ethnic and cultural heritage and diversity, tolerance, social cohesion, collective and individual rights and responsibilities. EDC is facing a number of challenges related with the rapid movement of people within and across national boundaries and the growing recognition of the rights of minorities; the changing role of women in society; the impact of global economy and changing patterns of work; or the effect of changing' in information and communication technologies. These social shifting has been demanding new competences to citizens. The risk of unemployment is increasing the risks of exclusion and the access of full citizenship. At the same time the more individualistic society and the democratic deficit threatens the democratic atmosphere that EDC should promote.

For all those reasons, citizenship education is highly topical in many European countries² and there is a general concern to prepare young people for the challenges and uncertainties of life in a rapidly changing world. However, the complex and contested nature of the citizenship concept leads to a broad range of interpretations. Comparative studies on citizenship, civics and education for democracy (Torney-Purta et al., 1999; Hahn, 1998; Ichilov, 1998; Kennedy, 1997) show that these different interpretations conduct to many different ways in which citizenship education can be defined and approached³.

David Kerr (1999: 16) wrote about “*maximal interpretations*” of Citizenship Education which are characterized by a broad definition of citizenship and lead to a broad mixture of formal and informal approaches⁴. It includes the content and knowledge

² All across the SOCCER partner countries, the area of citizenship education is covered by a wide range of terms and comprises many subjects. These terms include citizenship, civics, social sciences, social studies, world studies or moral education. The area also has links to curriculum subjects and options, including history, geography, economics, law, politics, environmental studies, values education, religion studies, languages and sciences.

³ International Review of Curriculum and Assessment Frameworks (known as INCA and referred by Kerr, 1999) and other literature sources reveals a number of broad contextual factors which influence the definition of and approaches to citizenship education in many countries. The main contextual factors are historical tradition (how citizenship rights have developed over decades), geographical position (influence of neighbours), socio-political structure (size of the country, type of government, national identity or social cohesion issues), economic system (economic cohesion, migrations, existence of supranational trading blocs, etc.) and global trends.

⁴ David Kerr (1999: 11) distinguished three strands in EDC: **Education about citizenship**, **education through citizenship** and an **education for citizenship**. The first one focus on providing students with sufficient knowledge and understanding of national history and the structures and processes of government and political life. Education through citizenship involves students learning by doing, through active, participative experiences in the school or local community and beyond. Education for citizenship encompasses the other two stands and involves equipping students with a set of tools. The researcher shows that “*Countries in the central and eastern European Union (Poland, Hungary, Romania) are currently attempting to move from a formal (education about) to a more participate (education through) approach to citizenship education*” (Kerr, 1999: 11).

components of minimal interpretations, but actively encourages investigation and interpretation of the many different ways in which these components (including the rights and responsibilities of citizens) are determined and carried out. The primary aim is not only to inform, but also to use that information to help students to understand and to enhance their capacity to participate. It lends itself to a broad mixture of teaching and learning approaches, both inside and outside the classroom. Structured opportunities are created for students' interaction through discussion and debate, and encouragement is given to students to use their interactive through project work, other forms of independent learning and participative experiences. Because it involves not only the acquisition of knowledge and understanding, but also the development of values and dispositions, skills and attitudes, it is much more difficult to measure how successfully these outcomes are achieved.

3.2. Different situations of Citizenship learning:

- a) Formal learning
- b) Informal learning
- c) Non-formal learning

3.3. Citizenship learning in the SOCCER countries

Next lines are just an attempt to describe citizenship learning not only in the formal curriculum, but also giving an approach to non-formal and informal ways of learning. In fact, for all SOCCER partners citizenship learning is broader than the formal curriculum, involving the hidden curriculum, the whole school and extra-curricular activities, as well as students and trainees' everyday experiences of life. In this sense, we will use the concept citizenship learning in spite of citizenship education.

Most of the next information came from interviews to SOCCER partners representatives, during the five transnational meetings, from two European seminars⁵, and the consulting of numerous papers and European research reports and web-sites.

3.3.1. Ways of integration of citizenship in the national education system

a) The places of citizenship in the formal and informal learning

Political, historical and social differences between European countries and its cultural heritage affects each national policies concerning to the aims of education and citizenship learning. Most of countries are recognising the need of the encouragement of an active and participatory learning in citizenship education through formal structures and policies. All SOCCER European countries are concerned with

⁵ It was the Congress "European Year of Citizenship Through Education: National Experiences – European Challenges", organized by NECE – Networking European Citizenship Education, in Berlin from December, 2-4 and the network seminar "Changing Relationships between the State, Civil Society and the Citizen: Implication for adult education and adult learning", organized by European Society for Research on the Education of Adults (ESREA), that happened in Braga, Portugal, between 14 and 16 th June, 2007.

citizenship learning, but they are using different policies concerning to its integration in the national formal and non-formal curriculum.

In France, sixteen years' old students who follow the « regular » school system have compulsory citizenship classes at *collège*. From 16 years old up to the end of Secondary School's studies or, up to the year of the Baccalauréat (equivalent to A levels in the U.K.) pupils also benefit from compulsory citizenship classes. Second chance school's trainees also get information and citizenship training, similar to the training received by 16 to 18 years old following the "regular" school system. However, they also get the opportunity to apply the knowledge that they have gained in concrete actions.

In Holland, integrating citizenship education properly throughout the Dutch educational system is ranked highly on the national agenda. Because of this, a lot of attention is paid by the national government, the local government and regional training institutes to integrate citizenship education in the curriculum of vocational training and adult education programmes, including second chance education. This is directed at educating students that graduated from secondary school⁶, adults without a secondary school degree, but also aimed at educating immigrants. In Holland, citizenship education does not necessarily need to be seen as a separate course within the vocational education curriculum or adult education curriculum, but more as a natural returning part integrated in almost every course⁷. The Dutch vocational educational system is shifting towards a competence based learning system. Implying that the vocational training is centred on the development of students' competences (knowledge, skills and competences) that are highly valuable in their future profession. Social competences and citizenship skills are part of those competences, which students need to master in order to function professionally in their future job.

In the Flemish part of the neighbour Belgium, citizenship education is not also a real teaching subject with a certain amount of hours that schools can spend to reach the goals. Citizenship education is more a task for every teacher, in all lessons.

In Spain, the socialist government has presented a draft of a law of a course project named "Education towards citizenship" which will be taught on a national basis and will address all the features of citizenship. The course is mandatory for both primary school and secondary education. The law should be approved soon. In Spain, the label "citizenship" is used in several courses that cover some specific aspects of the concept. For example, in Majorca courses about ecological attitudes like how to recycle paper and glass recycling are taught under the label "citizenship".

In Holland, France or Spain, immigrants also have citizenship learning sessions, but in separated courses. Integrated in a «*contrat d'accueil et d'intégration*» non-European legal immigrants in France have to follow a one day training course during which they

⁶ In the Netherlands there is a move in upper secondary schools to a 'study house' concept, where students are encouraged to move away from traditional teaching methods and organise other forms of working.

⁷ For instance, through Dutch language courses (speaking, listening, writing and reading), social/communication skills courses, basic computer skills courses and maths courses, which are all directed at developing a self-managing attitude in their common daily functioning in society as well as on their professional functioning.

are informed about French institutions and the values of the French Republic, and also about their rights and duties on the French territory. Immigrants also follow 6 hours of training about uses and customs in France.

In the Dutch society, since January of 2007, immigrants are obliged by law to pass a so-called “*social integration exam*” in order to get a residence permit in The Netherlands. In order to prepare for this social integration exam, immigrants have the possibility given by the local government to attend social integration training programmes/Dutch citizenship courses at regional vocational trainings and adult education institutes, re-integration service organisations or private language schools. These social integration programmes have two main goals: developing knowledge about the Dutch society and developing Dutch language skills. Sometimes the possibility exists to combine this social integration program with a vocational training. The social integration course focuses on 10 subjects: Health care; Public transport; Education; Living in the Netherlands; Local environment; Leisure time; Shopping; Working in the Netherlands; Finance; and Mail.

In Holland, the social integration exam consists on a central part and a practical part. The central part contents knowledge based information about all kind of subjects concerning citizenship in the Netherlands. The knowledge of this is tested through written exams.

In the practical part, the immigrant has to prove (in a portfolio or by means of an assessment) that he or she is able to cope with a substantial number of specific crucial situations in daily life. Citizenship education courses are designed in such a way that immigrants are taught, guided and coached to meet those objectives. Due to integration problems within the Dutch society, social integration courses are given to second and third generation immigrants on a voluntary basis as well.

Also in the Flemish part of Belgium, since January 1st 2007, the new law (“*Vlaams Decreet*”) on integration dictates that all immigrants can follow an integration route, organised and subsidised by the Flemish government. Some categories of immigrants as non-European immigrants, refugees or everyone who wants to get a house from the Flemish Housing companies are obliged to learn Dutch – in order to communicate with the neighbours and to participate in society - and follow such an integration route. Basic language training, orientation in Flemish society, orientation towards the labour market, are supposed to lead to equal opportunities to participate as an active citizen. An integration tutor guides people, who follow such an integration route.

In a similar manner in Catalonia, some courses to learn Catalan addressed to immigrants have also the label “citizenship”. Those courses are only addressed to specific parts of the concept and do not treat the subject as a whole. They are mostly based on cultural and identity issues, like why Catalans do not just speak Spanish but have another language as well, and describe specific cultural characteristics of Catalan culture.

In Romania, a non-formal Curriculum is proposed by different educational institutions in order to supplement the formal curriculum. Its role is very important because it is a supplementary instrument necessary in developing the responsibility of being a citizen

within a community (Bîrzea, 2000). The most frequent extra scholar activities from the perspective of citizenship education are activities of participation to taking decisions within the class /school/community (school boards, students' boards, children' parliament, etc.); civic activities within the community (visits, excursions, school exchanges, activities supplied for marginalised people; volunteer activities; information campaigns , etc); and leisure activities within a group (clubs , associations; interest groups and pressure groups). In Romania, there are a big variety of non-formal curricula for civic education coming from several NGO's.

In the French training centres for low-qualified youngsters, there are different kinds of actions aiming the acquirement of basic knowledge and attitudes concerning citizenship. As examples, we can point practices as internet group researches⁸, realization of information documents⁹, meeting with local deputies or realisation of civic actions and solidarity contribution.

b) Numbers of hours of citizenship training

Concerning to the number of hours of citizenship training there are several differences across the countries in secondary school and on second chance schools.

In secondary schools the number of citizenship training classes varies from 80-160 hours annually in Holland and an average of 36 hours per year in the French "collège" (18 hours per year in "lycée") or 35 hours in Spain.

In Adult Education courses, the number of hours may assume an enormous variety as well. In Holland, citizenship learning happens in integration courses 6 hours per week (240 hours annually) which is 40% of the course¹⁰. In adult education for deprived groups (literacy courses, self-management trainings etc.) there are lots of projects to implement in the training programs. These are similar to the subjects in the integration courses.

In France, as regards immigrants and the "contrat d'accueil et d'intégration", immigrants benefit from one day training during which they are informed about French institutions and the values of the republic as well as from up to 6 hours training about French customs.

c) Subjects and competences in the citizenship curricula

All over the analysed countries, citizenship competences under development where related with citizenship skills (related with autonomy, ability to argument one's choices,

⁸ Trainees can identify different levels of political authorities or understand and resume their main attributions and competence areas.

⁹ Like comparative attributions grids, simplified list of services, presentation of the Councils members (with pictures, "trombinoscope"...)

¹⁰ Citizenship education is then combined with language training. Usually it consists on 3 hours of theoretical preparation (research, debate, presentations, subject-related language) and 3 hours of practical training (excursions, assignments, visits etc.).

evaluate given information, responsibility and social participation) and interpersonal and inter-cultural relations competences. In order to develop those skills the subjects included in the curriculum covered many social, cultural and political questions.

In Holland, subjects in the citizenship curriculum vary from political orientation, employment laws, social theme's like drugs, gender issues, discrimination, multi-culturally, dialogue between young and old, social involvement and responsible citizenship. In Spain, the contents that will be taught in secondary school include some common matters directed to the acquisition of procedures, social skills and basic attitudes towards the development of a good coexistence ("*convivencia*").

In France the citizenship covered more theoretical topics, like knowledge about the V Republic and its institutions, Human rights, justice, freedom, European Union, the role of various NGOs and of the United Nation, international conventions and children rights or about information and media's influence.

3.3.2. National practices of measuring and recognition of citizenship.

a) Measuring citizenship

Concerning to measuring citizenship, in the analysed European countries there are different practices and policies and Holland is the most oriented to assess the development of those knowledge and competences. As we noticed before, the Dutch model is more and more oriented to the development of skills. In the beginning of their vocational training programme, students' competences are assessed and teachers look what competences they already master and what competences need to be further developed. This holds for social competences and citizenship competences as well. In Holland, citizenship skills of immigrants are measured and accredited in several ways. As mentioned before, the social integration exam consists of two parts, a theoretical part and a practical part. By means of these examinations, their citizenship skills are assessed. In the practical part of the social integration exam, the immigrant has to prove (in a portfolio or by means an assessment) that he or she is able to cope with a substantial number of specific crucial situations in daily life. In this case, citizenship skills and social competences are proved, by showing the self-managing attitude of the immigrant in a number of situations. These situations can be recorded with a camera and inserted in a digital portfolio.

In Flanders citizenship education is seen as a task for every teacher, and there aren't any official orientations concerning to measure individual citizenship skills or competences. As the whole school community is responsible, the measuring is focussed on the consistence of lesson plans, participation rates, theoretical approach linked on practical realisation.

In French formal education, citizenship learning is more knowledge evaluation oriented and pupils take exams at the end of the year. Those exams testify the level that has been reached.

The Immigration Integration Law of the 24th of July 2006, specifies the duties (as regards citizenship¹¹) of a migrant wishing to stay permanently in the French territory¹¹:

¹¹ If the migrant refuses any of the above points, the French Prefect can refuse to issue a "carte de séjour" or "une carte de résident". It's not the level of French (even after training) but the fact that the person refuses to go on training that creates the exclusion.

1. having signed with the French state “un contrat d’accueil et d’intégration”,
2. agreeing to go on civic training (compulsory, lasts one day, is translated in the migrant’s mother’s tongue),
3. agreeing to take part in a training session which theme is ‘getting information about life in France”,
4. if the level of French (spoken and written) is not sufficient, agreeing to go on French course (400 hours maximum). At the end of the training, a Diplôme Initial de Langue Française (D.I.F.L.) (Basic French Diploma) will be delivered.

after their training they are evaluated as regard their level of knowledge of French and of citizenship. If they pass, they get a diploma and a title enabling them to stay 10 years in France. If the level is not sufficient, they do however get the ten years title.

In the second chance school of Marseille, trainees do not have to take exams. However, trainees are assessed through their change of behaviour and the increase in self-confidence for instance as regards their way of relating to their peers. This change of behaviour can be observed during break times (informal times) and also measured with such indicators as less regulations asked by teachers for a specific person, less fights in which this person is involved. Another way of measuring is through the observation of initiatives that trainees take as regards collective projects¹². Staffs of the second chance school of Marseille recognize that changes of behaviour may take much more than a few months.

The new Spanish model is still included in the draft of the law, and there is no much information so far, about how the measurements will take place. So far, we know that there will be a formal evaluation, taking into consideration three levels: concepts, procedures and attitudes. According to the Spanish Education Minister, the course is about “*to transmit a body of knowledge which allows to be an active citizen but, mostly to educate in behaviour and attitudes that are proper in the context of citizenship education*”. Therefore the main values to be evaluated seems to be under the performance field, in order to help youngsters, even from small age, to learn to get and work together, to discuss and to accept other persons opinions and basic democratic skills, like learning to choose their own representatives.

Adult vocational training in Romania will function on the basis of a system of transferable credits. By adding up such credits one can prove and certify newly acquired professional competences.

¹² Concerning for instance, improving city life, taking care of the environment, fighting for human rights. In the second chance school of Marseille and in the training centre Adrep Formation, trainees are also encouraged to mention these actions on their CV.

b) Recognizing citizenship

Concerning to recognition of citizenship skills, in Holland, (digital) portfolio¹³ is starting to be introduced in the national practices as a way of evidencing their citizenship learning progress. It needs to be mentioned that e-portfolio is quite often used for formal learning in the Netherlands. For non-formal and informal learning, the role of e-portfolio is still quite small and needs to be further improved. Passing a course, positive teacher evaluations of practical internships and certificates that students obtain when finishing their vocational educational training are forms of recognizing citizenship. In Spain and France, citizenship is mostly recognized through a certificate passed by the Ministry of Education. The residence permit that immigrants get after taking part in the social integration exam is the most common citizenship certification for non-europeans both in Holland and in France.

For Belgium it's a complicated situation. The Belgian government is responsible for the residence permits. To get a permit, people have to be a legal migrant or asylum seeker. The "integration courses" are on the level of the Flemish and Francophone Communities. They both have different politics towards this issue. The Flemish government can't refuse people when the Belgian government gave a residence permit. They even can't oblige to follow the integration courses. If people want to have rights on houses from the Flemish housing companies, they have to prove their knowledge of the Dutch language or to prove that they will learn the language.

In Poland citizenship education is only recognised in formal education on the primary level – year 4th to 6th, lower and upper secondary level as a grade from the subject on the formal school certificate enabling a student to move to the next level of education. However, non-formal citizenship education is carried out in various NGOs working in the environment threatened with exclusion and certificates are issued for different actions but they are not universally recognised.

Regarding measuring and recognition of citizenship, the Dutch Organization Arcus Colleges thinks that the possibility of using practical assessments as evidences of competences should be developed in Holland. The knowledge that assessments instead of written test are very expensive and time-consuming makes that the progress is still marginal. On national level the organisation CINOP is busy developing practical test situations for this purpose. According to Arcus College, there are a lot of good examples and lesson materials available on all aspects of citizenship, but what is missing is a drawn-up-plan for the common use of these materials and projects. Now it depends for a great deal on the interest and the involvement of teachers and trainers. Arcus College is investing in these developments but in the department of Education for Immigrants, the economic situation is leading. While training programs for immigrants are open for bids, nowadays it is very hard to compete with the cheapest price level and for the reason all (important) extras but language and job training are of minor importance.

¹³ Those portfolios collect all kinds of personal documents related to the development of one's citizenship skills and social competences (pictures, video's and self-reflection reports about social and citizenship activities, peer assessment reports, teacher assessment reports). Students can use this (digital) portfolio to show their previous knowledge and experience and reflect on their learning progress.