Transformed Institutions
Transformed Citizenship Education
The Current Situation of Citizenship Education in Southwestern, Southeastern and Eastern Europe

Concepts of Citizenship and Civic Education in European Transformation Countries

Spain

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Bielefeld University. June 8th, 2007
Transforming Institutions – Transforming Citizenship Education

- The current situation in Spain.
- A preliminary analysis

- 1) The institutional framework of civic education
- 2) The concepts of citizenship in civic education and the public debate
- 3) The state of research in citizenship education
- 4) The Conclusions for our Research Project
1. The Institutional Framework of Civic Education
1. Institutional framework of civic education

Our educational systems place great emphasis on the need to generate a sense of citizenship.
1. Institutional framework of civic education

- The word “citizenship” is relatively new to Spanish language
  - 1843: *the Common Dictionary* of the Spanish Royal Academy: “The quality and rights of the citizen”
  - 1970: “Group of citizens of a people or a nation”
  - 2001: “Proper behaviour of a good citizen”
1. Institutional framework of civic education

- The term “citizen” has four meanings, which the Spanish vocabulary has defined at different historical periods:

  a) generic (*Dictionary of Authorities*, 1729)
  b) class-denomination (*Diccionario usual de la lengua castellana*, 1780)
  c) moral (*Diccionario usual de la lengua castellana*, 1783)
  d) political (1852, 1936)
Fostering a sense of citizenship is an aim of the system of education itself:

- It is a constitutional instrument that reflects the society that we defined as desirable throughout the ages.
1. Institutional framework of civic education

- “The objective of education is the full development of the individual respect to the democratic principles of coexistence and basic rights and liberties”

(Constitución Española, Art. 27.2)
1. Institutional framework of civic education

- Spanish governments have undertaken some legislative reforms, which have directly affected the field of citizenship education.

  - 1990: Ley Orgánica de Ordenación General del Sistema Educativo, LOGSE (Law on General Organization of the Education System)
  - 2006: Ley Orgánica de Educación, LOE (Law on Education)
1. Institutional framework of civic education

The LOGSE included moral and civic education as one of its main contributions but it has not achieved the expected results.
1. Institutional framework of civic education

There are several reasons for this:

- The cross-curricular core themes are not clearly defined in the curriculum
- Teachers have little central support or encouragement
- There is a lack of clarity in the implementation of cross-curricular core themes—a wide variety of proposals in schools
- Moral and civic education was inspired by a formal and procedural approach
- There have been several debates regarding building a common project for citizenship because of the multiple environments within Spain
1. Institutional framework of civic education

- The lifestyle of Spanish youths: reflection of the *ethos* of contemporary post-modern societies
- Image of the human being as a microcosm
- Young people take refuge in individual reduced settings
1. Institutional framework of civic education

- In politics
  - The return to private concerns
  - Pragmatic interests
  - Disappointment in the traditional means of political expression
1. Institutional framework of civic education

- The need to strengthen the presence of Citizenship Education within the curriculum

<table>
<thead>
<tr>
<th>Stages of education</th>
<th>Citizenship topics</th>
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<tbody>
<tr>
<td>Third Cycle of primary education (10-12 yrs)</td>
<td>Area of Citizenship Education</td>
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<tr>
<td>One of the first three years of obligatory secondary education (12-15 yrs)</td>
<td>Education for Citizenship and Human Rights</td>
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<td>Fourth year of obligatory secondary education (15-16 yrs)</td>
<td>Ethical and Civic Education</td>
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<td>Bachillerato (16-18 yrs)</td>
<td>Philosophy and Citizenship</td>
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<tr>
<td>Professional training, sports and adult education</td>
<td>Citizenship as an Aim</td>
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*Ley Orgánica de Educación* (LOE)
2. Concepts of citizenship in civic education and the public debate
2. Concepts of citizenship in civic education and the public debate

- The reception of the idea of “citizen” as stated in the current law returns to its moral meaning
- Content of common minimum curriculum:

<table>
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<th>Primary education</th>
<th>One of the first three years of Obligatory Secondary Education</th>
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<tbody>
<tr>
<td>Individuals and interpersonal and group relationships</td>
<td>Civic skills</td>
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<tr>
<td>Life within a community</td>
<td>Personal relationship within a pluralistic context</td>
</tr>
<tr>
<td>Living within society</td>
<td>Systems for the protection of human rights</td>
</tr>
<tr>
<td>Primary education: Classical aspects of Citizenship Education and others regarding new awareness</td>
<td>The structure of the country</td>
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<td>Citizenship in a global world</td>
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In the fourth-year subject: there is also an in-depth analysis of a series of ethical and political issues, with the aim of contributing to “building a moral civic consciousness”
2. Concepts of citizenship in civic education and the public debate

- Some organizations see it as an attempt by the governing party to impose its worldview of life
- Ethic of minimums or ethic of maximums?
2. Concepts of citizenship in civic education and the public debate

- Most teachers (77.8%) consider the introduction of the subject of civics as positive
- Notable gender-based differences (83% women and 59.5% men)
- What does education in values mean?
  - Communicating established values: 40, 9%
  - The opposite: 42, 6%
  - Uninterested: 16.6%
2. Concepts of citizenship in civic education and the public debate

- Analysis of the content of the two main national newspapers: *El País* and *El Mundo*
2. Concepts of citizenship in civic education and the public debate

- The general conclusion to this analysis
  - The curricular model for citizenship education goes further than public opinion does
  - Verification of this conclusion would demand
    - The use of more refined research tools
    - A more precise definition of what can be considered post-conventional values at any given time and place
3. The state of research in citizenship education
### 3) State of the art of research in citizenship education

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<th>Dictatorship</th>
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|              | Education in specific religious content  
|              | Absence from pedagogical research  
| Second half of the 1980s | Research groups at several Spanish universities began looking into the possibilities and means of inserting moral education into the curricula and schools  
| Second half of the 1990s | Research turned towards citizenship and civic education  
|              | Material on ethics  
|              | Theoretical discussion |
3) State of the art of research in citizenship education

- Institutional identity was established
- Critical debate was developed
4. Conclusions for our Research Project
4) Research Project Conclusions

- The need to combine the comparative approach with a greater attention to the historical and local conditions of each country analysed.
- The need to give a more precise definition of some of the concepts used in the research model, such as post-conventional values and pedagogical autonomy.
4) Research Project Conclusions

There are two problems

- a) What justification is there for adopting a certain path towards progress? Why this route and not another?

- b) Should Pedagogy and teachers be responsible for drawing this path? On what authority? Should this path, or, even better, paths, not be drawn by society and personal choice within a common framework for coexistence?