

UNIVERSITY OF BUCHAREST

FACULTY OF SOCIOLOGY AND SOCIAL WORK

RESUME:

“CITIZENSHIP

AND

INTERNATIONAL CITIZENSHIP

EDUCATION”

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ABSTRACT

Real democracies always require active, well informed and responsible citizens who can take responsibilities for themselves and their societies and also participate in the political life. These expectations do not form without any help. They have to be gained or learned during the growing up. Some of these can be attained through daily life experience in the home or at work. If we consider that the world has become a kind of global village and societies are getting more complex and diverse, this process of being an active citizen itself cannot be adequate to be a 'good' citizen. Moreover, societies need more 'active' citizens who truly participate in public life and affairs. To achieve this kind of skills, citizenship education given in the schools is needed. Citizenship education is also important for multicultural societies. It strengthens the relationship among the people with different cultures living in the same society. Individuals know their rights and responsibilities and learn to live together. So intercultural education is a part of citizenship education in multicultural societies.

KEYWORDS: Citizenship, citizenship education, active citizenship, types of citizenship, intercultural education, positive behaviour, anti-social behaviour,

CHAPTER 1: WHAT IS CITIZENSHIP?

HISTORY OF CITIZENSHIP

Citizenship is a form of socio-political identity. It existed for hundreds of years during the human history. Sometimes it was with harmony of other forms, sometimes in competition; sometimes it was dominant form of identity, sometimes it was submerged by others; sometimes it was distinct from other kinds, sometimes subsumed into one or other.

We can define the citizenship as a role of individual in a society that is gained with its purpose, duties, roles, responsibilities. The concept of citizenship developed together with the growth of democracy. Sparta was assumed as the first state to apply a citizenship idea of training for its cadet-citizens. In Ancient Sparta, citizens were considered as the elite defenders of the city-state which was called as *polis*. According to this consideration, citizenship education was just a kind of training of some military duties.

In the Greeks, the meaning of citizenship was focused that the citizens were working for government and government for the citizens. Most of the Greeks thought that democracy was the best system for the common good of the citizens, keeping the order, and defend state. In Greeks, citizenship education was traditionally given in the family. However, as the society was getting bigger and transforming to a state, school were founded and citizenship education started to be given in the schools.

Holding of citizenship concept by certain residents in towns or in city-states continued from the Greek to the eighteen century. These concepts finally resurfaced later during the great political revolutions of the late 1700s and the resulting rebirth of democracy. Modern citizenship concept is a result of important political revolutions in this

period – the English Civil War, the American War of Independence, and the French revolution. These revolutions produced both modern nationalism and citizenship.

Until the eighteenth century the word `nation` had different connotations from those associated with it today. Then it started to become synonymous with `country` or `fatherland`, and the people who inhabited it. So, just as the word `citizen` was being detached from its municipal meaning and attached to the state, so the term `nation` was also becoming attached to the state. Concept of citizenship was slowly replaced by a more comprehensive, democratic, national citizenship, centred on the need of allegiance.

After the French Revolution, England and other European countries like Germany and Italy adopted the onset of revolution in France with some hesitations and differences, and also similar hesitations surfaced in the United States in the nineteenth century. In this period, the ability to read and write, needless to say, presupposed a certain basic command of the language. But if citizenship requires an understanding of the language of the nation-state, the nineteenth-century concept of nationhood / nationalism was also usually understood to have a linguistic basis. But this concept brought some problems, because some of these countries were formed by different nations and cultures on that time.

DEMOCRACY AND CITIZENSHIP

There were three effective political changes that forced the problem of citizenship education to the forefront of government and school policy-making in an increasing number of countries during the nineteenth and twentieth centuries:

- The evolution of parliamentary forms of constitution with a regular enlargement of the franchise,
- The increasing opinions of nationhood and ethnicity, and
- The process of decolonization

The late twentieth century was period of enhanced ethnic awareness and sensitivity in all continents. Demands for rights and/or the institutionalization of different cultural identities exerted great strains on many a so-called 'nation-state'. Strain was sometimes related with a government as the instrument of oppression or homogenization, sometimes between peoples of the state who felt difficult to live together peaceably side by side.

CITIZENSHIP AND MULTICULTURALISM

The relationship between citizenship, nationhood and ethnicity was a complex and contentious topic by the second half of the twentieth century. Multiculturalism as a new term first appeared in Canada and Australia in the 1970s. It was a kind of policy of government to support the management of different ethnics within the national state. In this context, this term was used in the literacy of some countries in which large-scale of immigration started to affect the social and cultural life of the society. For this reason most states had become multicultural.

WHAT IS CITIZENSHIP?

Citizenship is more than a simple subject. Everyone should be acknowledged as being citizen in different senses from the birth through the childhood and then adulthood. Children or young people should be considered as citizens of today rather than citizens of future.

Every individual belongs to different kinds of communities from local to national, from national to global. Citizenship combines rights and responsibilities of people in these different kinds of communities. Young people learn about their responsibilities, duties, and borders of their freedoms, importance of laws, meaning of justice, use of politics and value of democracy. It helps to respect for various nationalities, different cultures and

religious and ethnic identities. They also learn how society changes and how it continues to change in their own countries and the wider world.

Citizenship is related historically with development of the European city, the virtues of civility, the institutions of civil society, and the spread of urban civilization. The word `Citizen` comes from *cite*, *citeseyn*, *citezein*, or *sithezein*. The early references to `citizenship` indicates its limited meaning as simply the inhabitant of a city. Citizens developed as civilized members of urban society in contrast to rural people.

At the end of the World War I, two new opinions were produced: fascism and authoritarian socialism. Both were extremely repressive, needed powerful legitimating ideologies, and did not give any opportunity about the development of civil citizenship.

CONCEPT OF CITIZENSHIP

Citizenship is a contested concept. There is no agreed universal definition. Models of citizenship can differ from country to country and are continuously contested by political parties, academics and pressure groups. Despite differences, all notions of citizenship imply to a greater or lesser degree membership of a political community that is internally defined by rights, duties, participation and identity.

Citizenship is viewed as the most fundamental hedge to overcome in order to be fully included because holding legal citizenship in a society is a gateway for so many other aspects of social life. So citizenship has different dimensions or domains. These domains firstly introduced by T. H. Marshall. He defined three different dimensions: **civil**, **political**, and **social**.

On the basis of these dimensions, we can propose four main types of citizenship:

Political Citizenship: citizens are a part of the decision-making mechanisms that determines about the distribution of scarce goods; this type is related with participation in

formal (voting) and (inter)active ways of political involvement at different levels (neighbourhood, local, regional, national); this type involves political rights and responsibilities, includes the handling of the government bureaucracy.

Social Citizenship: citizens have interactions and relations between each other and they must contribute to society as a whole; this type is about the functioning of a citizen who lives in a certain surroundings, in case of health care and leisure; the involvement for the needs of the community, loyalty and solidarity.

Cultural Citizenship: citizens are introduced in society, they are well educated and civilized and receive the rules, norms and values that are shared in the society they live in; this type of citizenship includes consciousness of a common cultural heritage, the developing of an own identity and the functioning in multicultural society.

Economic Citizenship: citizens are also considered as workers, producers and consumers in a society; this type involves the relationship between a citizen and the working environment and marketing and indicates the right to have a job and citizenship within a company or firm.

CHAPTER 2: CITIZENSHIP EDUCATION

IMPORTANCE OF CITIZENSHIP EDUCATION

Citizenship education is considered to be a matter of individual citizen formation within a democratic and peaceable state and citizenship needs to be understood and studied as a mosaic of identities, duties and rights rather than a unitary concept. As a result of the citizenship education, young people can be introduced into legal, moral and political area of public life. It introduces students to their own society and its components,

and shows how they are related to the whole. Moreover, citizenship education encourages respect for law, justness, public order, and democracy and also supports the good of the community. Concurrently, it promotes independence of thinking and improves skills of expression, interrogation and debate.

In democracy, participation and integration of citizens socially and politically in civil society is very important for the functioning of a democratic society. These active citizens do not learn how to be an active citizen themselves. But they are taught in a socialisation process. This means that democracy has to be learned and needs to be maintained and this is the responsibility of citizenship education, civic and political educators and professional institutions.

EDUCATION FOR DEMOCRATIC CITIZENSHIP

In democracy, citizens should participate in decision-making process. To be done this, democracy should be introduced in all parts of the social life such as workplace, school, etc. Then it can be expected the maximum political participation by the citizens of the society. It is known that citizens cannot be forced to participate in political life in a democratic society. But this participation in decision-making process can be obtained by informing and educating the citizens. Citizens should understand themselves that this participation is important and necessary for their own good.

Voting is an important and minimum level of democratic participation of an individual's as a citizen of that country and it is very sure that young generation should participate in democracy and to vote. In a real democratic society, it is important to make certain that a government follows the will of the people and not the one that force the people to follow it.

Citizens of a democratic country have a power to effect and to change the government. Moreover, they have a chance to influence the local bodies easily. The latter

can happen only by organising some activities in or out of the school with the help of the students. Especially in modern democratic countries, students usually participate for these kinds of activities. These learning activities that are not included in formal citizenship education curriculum in schools, are not formal in which while they are accepted by the school they are considered as non-subjects, low status and value.

We can mention some advantages of democratic citizenship education in school and society as follows:

- **For students:** Democratic citizenship education gives an identity in schools that encourages them to play a role in society actively as dynamic, well-informed, decisive and responsible citizens;
- **For teachers:** Democratic citizenship education encourages and counsels the teachers to make citizenship preparation more consistent by using intellectual and curriculum terms in schools;
- **For schools:** Democratic citizenship education makes a firm base to organize existing teaching and activities, to have relation positively to the society and to improve effective citizenship education in the curriculum for all students;
- **For society:** Democratic citizenship education plays an active and politically-literate people convinced in which citizens can affect government and community issues at all steps

ACTIVE CITIZENSHIP

Recently, many young people care actively about citizenship concept and become aware of situations related with the rights and often actively participate in organizations and activities and demand rights for others. The enactive learning citizenship involves the participation of young people in preparing rights in their own schools and societies, and extending rights to the next generation. Teaching active citizenship is gaining citizenship concept through involving in the understanding and the extension of rights.

Modern citizenship means being an active member of the society which means being an active citizenship. This definition consists of personnel or individual and a common or collective meaning. In other words, it includes being virtuously and existentially self-reliant on the one hand and contributing to the common good and to social cohesion on the other hand. In fact, there is an important difference between a `good citizen` who follows the rules and laws, and an `active citizen` who is a part of civic life and also who is a political citizen.

CHAPTER: 3 – CITIZENSHIP EDUCATION IN ROMANIA

HISTORY OF DEMOCRATIC CITIZENSHIP EDUCATION

In Romania, there was an extraordinary change from a very though totalitarian communist period to a massive social and political system which was completely different and no preparation for this change after 1989. The focus on the social impact of change was too little and the policies for better social conditions and human rights were treated as optional policies because of economical conditions. In fact, social conditions and human rights are more important for the changing of the systems.

Even though these developments were as irregular and patchy as other social and political reforms, some important educational developments about Education for Democratic Citizenship have been made in a short period as a result of the involvements some projects established by Council of Europe at the end of 1990s.

During this period the Romanian Ministry of Education issued some policies and development programmes about Education for Democratic Citizenship. These new projects and documents stated the requirement for a new and effective professional

development programmes to accomplish implementation. As a result of this need, the creation of a network of development workshops and training courses were organized and then trainers spread activities. In fact, it was known that the training of teachers for Citizenship Education was a difficult and long process.

NATIONAL SYLLABUS FOR DEMOCRATIC CITIZENSHIP EDUCATION

The national syllabus has a very important role to implement Democratic Citizenship Education. In 1998–1999 Academic Year, Education for Democratic Citizenship was brought into practice and it was updated periodically. First, it was introduced a curricular area for social studies (Human and Society), covering curricular subjects which are called *Civic Education* for third and fourth grades, and another subject called *Civic Culture* for fifth and eighth grades.

In 2000, the New National Curriculum divided syllabus into two parts:

1. The Core – Syllabus: that contains compulsory subject that must be taught per week in a certain amount of classes.
2. The School – Depended Syllabus: that contains the difference between the number of classes in the core syllabus and the minimum or maximum number of classes depending to the school per week.

IMPORTANCE OF TEACHER TRAINING

A great number of countries have included reforming measures in their education systems, according to the latest social, political and economic changes. It is also important that the teacher training system should match the evolution of the curriculum, of the didactic technology (teaching-learning methods) which teachers should know how to use properly and effectively. In order that the previous aspects can be successfully

implemented, it is necessary that teachers develop new competences. Adapting teachers' competences to the curricular changes within the school system should also take into account the factors determining the reform of the curriculum (science & technology evolution, the way socio-cultural, economic and political changes affect the educational system, labour market dynamics).

ROLES OF THE SCHOOLS

As a result of the changes in the societies, nations and people, the role of school has changed in a few decades. These changes can be underlined as follows:

- The educational role of school has changed to a secondary role because of the plenty of information,
- Diplomas have lost the guarantee of employment,
- Alternative sources of information have become more popular and influential (such as TV, computer, internet etc.),
- Children and young people have learned their rights (more participation to the social life and democratic life in the school).

These changes did not cause the loss of importance of the school in the society. Conversely, expectations from the school became much more important. Because the schools are the only places that the new introduced terms to the society such democratic citizenship education can be taught.

CHAPTER 4: INTERCULTURAL EDUCATION

A NEW TERM IN EDUCATION: INTERCULTURAL EDUCATION

Today`s world, as a result of the widening of the mass media in our daily lives, the development of information technology, serious geo-political changes, and the establishment of the new markets, diversely described as `**globalization**` , `**new economy**` or `**computer-information revolution**` , involve a reduction in distance, stronger ties between different geographical areas, greater mobility, as well as new and diversified migration flows.

Intercultural education is established on the ideals of social justice, opportunity of education, improving the educational experiences. In this system, all young people have possibility to discover their potential as students. According to the intercultural education, schools play an important role to establish the foundation for the transformation of the community and the avoiding from oppression and injustice.

Intercultural education is education which prepares citizens for the social, political, and economic matters that they have to face in a multicultural society. Besides, it gives them the opportunity to develop the necessary skills and critical thinking to live and survive in different socio-cultural environments.

There are mainly two important points at the core of intercultural education:

- It is a part of education that shows respect to each individual, celebrates the similarities between the cultures and recognizes the differences between cultures of people in the same society. It teaches to the students that human beings can naturally have a very different ways of life, customs, cultures, world-views. This diversity enriches to all of our lives in the society.
- It is way of teaching approaches which improves the idea of being equal and human rights, explains the negative effects of discrimination in the society, and shows the ways of building equality between the relations of people.

AIMS OF INTERCULTURAL EDUCATION

Some main objectives of intercultural education can be mentioned as follows:

- To be aware of cultural identities (habits, languages, customs, traditions, tales, dance, myths, songs etc.) of autochthonous people and minor groups (especially in the classroom in which there are students from very different cultures),
- To form a learning atmosphere in which students can have possibilities to experience and shape the cultural differences and values together in a conjunctive activities,
- To stimulate wonder, interest, concern of the students to the different cultures to encourage the importance of cultural unity and diversity,
- To enable students to understand and value cultural, linguistic, and ethnic diversity,
- To encourage the students to understand and respect to the other students from different cultures, languages and backgrounds and to foster commonness by reducing prejudice,
- To understand the importance of bilingualism and multilingualism and to foster using their native languages in the school.

ROLE OF TEACHERS IN INTERCULTURAL EDUCATION

School teachers who are seeking to teach and built intercultural interactions should develop deeper meanings and understandings of culture at three different levels:

1. Being aware of different cultures that are present in the host country of the school and by the students in their classes;
2. Realising culture in the context of the international education;

3. Understanding of fundamental concept of culture, its evolution and its effects.

In culturally diverse schools, teachers interact everyday with several other cultures, and despite good intentions, such contact is often frustrating and fraught with misunderstanding. There is a very important question: `How can people understand one another if they do not share a common cultural experience?`. Generally, people have been dealing with the different ones in three ways:

- avoidance – keep away from them,
- conversion – make them similar to us, or
- destruction – get rid of them.

PROBLEMS OF TEACHERS

We can classify the problems of the teachers into six groups when they deal with the students from different cultures:

- Believing Equality and Similarity of the All Cultures
- Language Problem
- Non-verbal Communication
- Having Prejudices, Discrimination and Stereotypes about Different Cultures and People
- Comparing the Cultures
- Being Very Stressful and Anxious during the Teaching Process

CHAPTER 5: PROMOTING POSITIVE BEHAVIOUR IN SCHOOLS

RELATIONSHIP BETWEEN CITIZENSHIP AND POSITIVE BEHAVIOUR

Behaviour problem in the classroom is a growing crisis that faces pupils and teachers today. Student destructive behaviour, disruption, bullying and academic failure are a problem in schools worldwide. Disciplinary problem of the students is observed as the most important problem faced by all schools.

Main function of schools is to educate pupils for their future lives, and having responsibilities for themselves, families and society living in. If a pupil is expelled because of behaviour problems, there would be no chance to teach these types of responsibilities and it will be meaningless to talk about citizenship or active citizenship or citizenship education. So schools should overcome this problem. One of the ways to solve this problem is to have a positive behaviour policy and then to apply it in the school.

CLASSROOM BEHAVIOUR OF STUDENTS

In many schools, most of the classroom or subject teachers waste their valuable teaching periods or time managing student misbehaviour. This problem is true for both public schools and private schools. The misbehaviour or disruptive behaviour brings about in the lost lesson time and makes the atmosphere of a classroom that is not always suitable for learning and education. One of the solutions to prevent such problems is to promote positive behaviour in the classroom before the problems become more complicated.

Preventing problem behaviour in school and in the classroom requires an approach having many aspects. Effective, responsive curriculum and instruction is the foundation for promoting positive behaviour in schools. Other key approaches include implementation of school wide systems for positive behavioural support,

establishment of a positive school and classroom climate (i.e. comprehensive bullying prevention), intentional environmental design and arrangement.

PREVENTING ANTISOCIAL BEHAVIOUR IN SCHOOLS

Increasing the problems related with adolescent violence among the countries caused increasing concerns for efforts to minimize this important problem. These concerns bring about a number of programmes by school activities, neighbourhood organizations, social and health services. Most of this violence is caused by antisocial adults; and antisocial people generally develop through childhood and youth. These people usually drop out of school and enter into antisocial behaviour. So it is important that children at risk of antisocial behaviour should be identified in early ages.

Antisocial behaviour can be defined as the form of violent behaviour that repeats frequently in a time. It involves aggression, vandalism, hostility, rule breaches, opposition of adult authority, refusing of the social rules and mores of society.

PREVENTION OF ANTISOCIAL BEHAVIOUR

Primary Prevention: This level includes the activities for whole school to prevent the formation and progressing of antisocial behaviour in the school. It contains universal interventions to prevent harm by supporting to all students.

Secondary Prevention: The aim of this level is to prepare and implement more specific activities to prevent antisocial behaviour for students who are at high-level risk group. It gives more intensive interventions to minimize harm.

Tertiary Prevention: Students with multiple risk factors and those who do not give any response to the secondary prevention are identified for tertiary prevention efforts. It focuses on reducing risk.

CONSEQUENCES OF ANTISOCIAL BEHAVIOUR TO STUDENTS

If these antisocial intervention activities do not assist the students and if they continue behaving antisocially, students with antisocial behaviour problems face very negative and damaging results that involve expelling or withdrawing from the school, adaptation problems, use of alcohol and drugs which will be discussed in the next chapter, communication problems with family members and society etc. If these antisocial behaviours start to give damage to other people and the environment, children can have some problems that cause contacting with police. The best that can be done for children and youth with behavioural problems is to prevent withdrawing from the school and to try holding them in the school. Teachers, educators, school psychologist and other supporting staff can help to improve their skills, to support positive behaviour which is discussed in the next section and to prevent disruptive behaviours in the school.

A POSITIVE BEHAVIOUR POLICY IN THE SCHOOLS

One of the most important aims of a positive behaviour is that everyone always behaves with courtesy and consideration to other people to promote a happy, caring and relaxed environment in which to learn. It should be understood that having problems are normal while students are growing, learning and testing the limits of acceptable behaviour. Success of a school is measured not only by the absence of problems but the way of dealing with and solving them. In a school, every student

should be treated as an individual and with politeness, respect and consideration. Having good relationships are important for teaching and learning

A Positive Behaviour Policy is directly related with aims of the school. These aims that are relevant to this policy are given below:

- To help students to understand the world in which they live and the inter-dependence of individuals, groups and nations, and learn to live co-operatively in society, showing consideration and respect for people of all races
- To help students understand the meaning and purpose of religious and moral values with a tolerance of other religions, philosophies and ways of life
- To support students to appreciate human achievements and inspiration.
- To help students to achieve their potential in all areas of development.
- To promote equal opportunities for boys and girls in all aspects of school life.