Theory, Policy and Practice of Moral Education and (Global) Citizenship Education

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Definition Citizenship Education

Education for citizenship is about acquiring the abilities and attitudes necessary to *participate* in political and civic life (on local, national, and global levels);

about *relating to others*, in particular people with different social, cultural, and ethnic backgrounds;

and about *concern* for sustainability of humanity, the planet, and of democracy.

ICCS - Study

Changes in Concept of Citizenship

Deepening of citizenship: political, social, culture, nature

Broadening of citizenship: national, regional, global

Linking moral education and citizenship education: identity development

Learning (Values)

Social-constructive view

Personal process of giving meaning

Dialogical

Three Learning Processes:
- **Reflective (moral criteria)**
- **Dialogical (open)**
- **Democratic (involvement)**

Whole School Approach

Special subject
Integrated in all subjects
Ways of learning and teaching
School culture
Linking school and society

School Culture

Experiencing Values

Interpersonal Relationships

Organisation

Schoolculture

Diversity of students and teachers

Moral exemplar

Different Orientations
Pedagogical goals / Moral values

Adaptation, discipline:
Durkheim, Lickona

Autonomy, critical thinking:
Kohlberg, Giddens

Social orientation, care, empathy, social justice: Noddings, Freire

Types of Citizenship

Adapted **citizenship emphasizes discipline and social orientation, in the own community.**

Individualised **citizenship with a strong focus on autonomy, but with a weak social orientation.**

Critical-democratic **citizenship combines a focus on autonomy and on social concern.**

Different Educational Practices

Adapted: fixed values, transmission of values, focus on norms, teacher-directed

Individualized: autonomy, values are personal choice, technical, independent learning

Critical-democratic: combining autonomy and social concern; joint deliberation of values, cooperative and inquiry-oriented teaching

How Educational Ideologies Are Shaping Global Society

Intergovernmental Organizations, NGOs, and the Decline of the Nation-State

JOEL SPRING

1. **Nationalist: Own country, nation building**

2. **Schooling for a Global Free Market: Competition, technical, IMF.**

3. **Globalizing Morality: Human Rights, Unesco, NGO's.**

4. **Environmental Ideologies, NGO's**

Refraction (Goodson)
International Studies (Pisa, ICCS)

Different types of global citizenship

Open global citizenship is a neo-liberal market ideology of openness.

Moral global citizenship; it is about appreciating diversity, enhancing humanity and taking care of the world.

It is a moral call for a better world.

Social-political global citizenship challenges power relations and asks for social justice.

Framework Global Citizenship Education

1. Open global citizenship
a. *Knowledge about other cultures*
b. *Open attitude to the world and new experiences*

2. **Moral global citizenship**
c. Valuing differences between individuals/groups
d. Stimulating possibilities for human development
e. Taking responsibility for the world and humanity
f. Global and local component

3. **Social-political global citizenship**
g. More equal social and political power relations **(Mouffe)**

Practice of Teachers in Global Citizenship Education (Dutch secondary schools)

Teachers find an open and a moral global citizenship important

Teachers are aware of the fact that values are always embedded in social and political relations

But teachers are reluctant to focus explicitly on political values and in particular on more transformative ideas

My position: Teachers should show that a social political global perspective is one of the perspectives

Goals of Global Citizenship Education

Open

1. I find it important to gain knowledge about different cultures
2. I am open to new cultural experiences
3. I want to meet people from different parts of the world

Moral

4. I feel responsible for our global world and for humanity
5. I want to work on enlarging the opportunities of all human beings
6. I appreciate cultural differences between people

Social-political (Freire)

7. I am aware of social and political power relations in the global world
8. I want to strive for more equal social and political power in the global world
9. I support the struggle of underprivilged people to gain more power
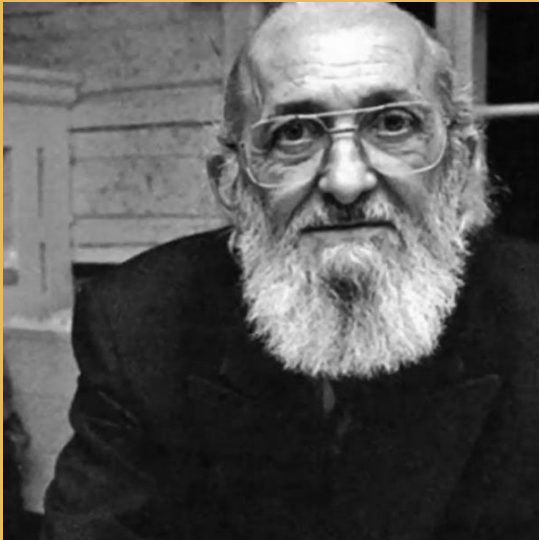
Developments in Citizenship Education: Policy and Practice

- Culture and nature gets more attention than social class and power relations
- Limited idea about democracy
- Inward looking in national citizenship (history, own culture)
- Global citizenship strongly neo-liberal (Torres: competition vs solidarity)
- Inequality
- Less global more sustainable

In theory

Autonomy – social concern

Values/attitudes

Different orientations/perspectives

Non-Western perspectives (Global South)

Diversity

Controversial issues

Higher education

Higher Education

Educational vision on all levels. Lively dialogues

Students become citizen and professional. Professionals contribute to citizenship development (societal role)

'University educated persons have a strong moral responsibility for the common good and a just society'

Teachers should challenge students to develop a citizenship, hopefully a critical-democratic

We should appreciate more the moral/civic role of teachers

A Critical Whole School Approach

- **The teaching and learning of values:**
  - **In a specific subject citizenship education**
  - **Integration in other subjects**
  - **Cross-curricular activities**
- **A dialogical, cooperative and inquiring methodology of teaching and learning**
- **A democratic school culture with active participation of students**
- **Inclusive education bringing together different groups of students and teachers**
- **Collaboration with the wider community.**

A Pedagogical Strategy in a Critical Global Citizenship Education

1. **Showing different perspectives**

2. **Showing that the political is one of the alternatives**

3. **Focus also on the values embedded in social and political power relations. Without taking a strong political stance**

4. **Stimulating openness/dialogue and valuing diversity**

4. **Care about the world, humanity and democracy**

5. **Showing own values, I hope social justice**

MORAL DEVELOPMENT AND CITIZENSHIP EDUCATION

Education for Democratic Intercultural Citizenship

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BRILL | SENSE

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