Annexe   1A

Policy Relevant Questions: in Torney-Purta et al., *(2001) Citizenship and education in twenty-eight countries,* Chapter 1: Introduction, pp 22-25

Some of the policy-relevant questions deal with the *organization of educational programs:*

1. *What is the status of citizenship education as an explicit goal for schools?* There is considerable diversity among countries in the extent to which the preparation of future citizens is thought of as an important responsibility for schools. Phase I indicated that all the participating countries have courses under a variety of titles with specific responsibilities to prepare students for citizenship. The aims of civic education are also addressed throughout the curriculum and the entire school day, as well as through the climate for interaction in the classroom. In many countries, civic education courses and programs do not have a high status, however. Analysis relating to school experience from Phase 2 is relevant to this question (found in Chapters 7 through 9, Torney-Purta *et al*, 2001).

2. *To what extent is there agreement among nations about priorities within formal civic education?* Knowledge of domestic political institutions and traditions is a focus in most of the participating countries. Lowering levels of youth alienation or raising levels of interest in political participation is also important in many. During Phase I a high level of unanimity was identified across participating countries about the major content domains of civic education. These domains encompass democracy and democratic institutions, citizenship, national identity, international or regional organizations and social cohesion and diversity. Items relating to these topics form the core of the Phase 2 test and survey (reported in Chapters 3 through 9, 2001).

3. *Around what instructional principles and through what courses are formal programs of civic education organized?* There is considerable diversity in the extent to which citizenship education is addressed through subjects such as history, through more interdisciplinary programs such as social studies or social science, through courses focused on conduct such as moral education, and through specific courses in civic education or government. There is also variation in the extent to which the community or the school is thought of as an arena in which the student should

practice citizenship. The case studies prepared for Phase I showed agreement among specialists that civics-related courses *should be* participative, interactive, related to life in school and community, conducted in a non-authoritarian environment, cognizant of diversity and co-constructed with parents and the community. Many countries, however, saw difficulties in implementing this kind of civic education because it is not a curriculum-bound subject. Most countries thought that the school had an important role in regard to it, however. The Phase 2 results include data from students about their opportunities for interactive and participatory experience (especially in classroom discussion and in organizations inside and outside the school, reported in Chapters 7 and 8, and from teachers about their methods reported in Chapter 9, 2001).

4. *To what extent does formal education deal with civic identity development in students?* In societies that have recently become independent, national identity is an especially important component of citizenship. Civic education must often balance identities related to the ideal values of democracy with support for the current structure. Phase I of the Civic Education Study indicated the complexity of this issue in many countries. The data from Phase 2 deal with positive feelings about one's nation, with concepts of the role of the good citizen, and with groups that shape identity (reported in Chapters 4 and 5, 2001).

5. *To what extent is civic education intended to contribute to the resolution of conflicts and tensions between societal groups?* Many societies are experiencing such tensions. The information collected during Phase I indicated that this was an area of widespread concern but did not suggest clear-cut directions for program development. Some countries experience diversity primarily in terms of race or ethnicity; others in terms of immigration (often related to diversity in language or religion). Phase 2 assessed attitudes relating to support for opportunities for immigrants (reported in Chapter 5, 2001).

Some policy-relevant questions are focused on *students:*

6. *How do students define and understand the concept of citizenship and related issues?* Students have developed their own ideas about their own political system and society, and about what citizenship means. The Phase I process identified major concepts that

experts in all counties agreed were important. Many country representatives also pointed to substantial gaps between the concepts that schools were trying to foster and what students actually believed. The Phase 2 data provide descriptive information on how students understand citizenship, democracy and government. They also allow an analysis of the extent to which knowledge of civics relates to expected civic engagement. These data are reported in Chapters 3, 4, 6 and 8.

7. *For what rights and responsibilities of participation are students being prepared in their own political system or society?* In democratic societies, participation in the community and political system is vital, although the nature of that participation may vary. Information form Phase I indicated that education often seeks to make students aware of the excitement of politics and the importance of participation. Students, however, often show a general disdain of politics. Some countries are responding by using student-generated projects, while others are encouraging students to assist others in the community. Such programs do not yet exist on a widespread basis across countries. The Phase 2 data describe students' current civic participation and their future expectations of participation (reported in Chapters 6 through 8, 2001).

8. *Do male and female students develop different conceptions of citizenship, and do they develop different potential roles in the political process?* Beliefs about the role of women in politics still vary across countries, even though there have been rapid changes in the past decade. Phase I indicated that most countries did not see gender issues as central in preparation for citizenship, although some did refer to the small proportion of women holding political office as an issue. Phase 2 data indicate the extent to which male and female students see the civic culture and citizenship similarly or differently. A set of items relating to support for women's political rights was included in the instrument. The data are reported in Chapters 3 through 8, 2001.

9. *Are there socio-economic differences in students' understanding of or attitudes to civic-related topics or in the way their civic education is structured?* Research in political socialization and civic education suggests that there are important differences in civic knowledge between students from homes with ample educational and economic resources and those from homes that are less well endowed. The Phase I case studies in a few countries dealt with this concern. The Phase 2 analysis presented in this volume address this

question by looking at the relation between civic education outcomes to a measure of home literacy resources (in Chapters 3 and 8, 2001).

Some policy-relevant questions focus on *teachers and teaching* and on *schools*.

10. *How do teachers deal with civic education in their teaching, and what is the influence of different types of classroom practices?* Research suggests that different types of pedagogies make a difference, particularly in terms of whether discussion is encouraged and how controversy and conflicting beliefs are handled. The Phase I material across countries confirmed that teachers are expected to balance cognitive, attitudinal and behavioural goals in preparing students for citizenship. The relevant Phase 2 data are discussed in the Chapters where students report about their schools and in the chapter about teachers (Chapters 7 and 9, 2001).

11. *How well does the education of teachers prepare them to deal with the different facets of civic education?* Teacher education or training programs often do not address civic education issues explicitly. The Phase I documents showed that, in some countries, teachers who have been prepared to teach another subject have been asked to serve as teachers of civic education. This Phase 2 volume provides data on the extent to which the teachers themselves believe that their training has prepared them adequately to teach topics relevant o civic education (reported in Chapter 9, 2001).

12. *How does the way in which schools are organized influence students' civic education?* The opportunities schools provide for meaningful participation, self-government and respect for rights are among the factors potentially influencing students' attitudes and behaviors. Most countries' Phase I submissions highlighted aspirations to provide students with such experiences but few reported successful concrete initiatives. The idea that schools should be models of democracy is often stated but difficult to put into practice. Participation in the school as a community is covered in Phase 2 (Chapters 7 and 8, 2001).