

# Citizenship education policy and practice in England and the training of teachers: re-imagining the nation

Schools in Immigration Societies: International  
Perspectives from Research and Practice

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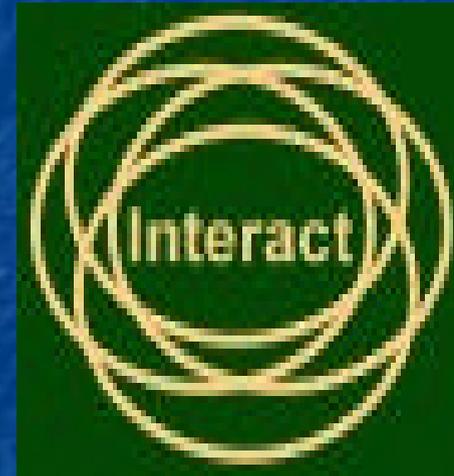
# INTERACT research project

- European Commission funded 3 years 2004 - 2007
- Portugal, Spain, Denmark, UK
- Investigates intercultural active citizenship education
- Examines policies and practice
- European level, national level, comparative



# INTERACT and our research programme

- The INTERACT project in the context of England
- Re-imagining the nation as cosmopolitan
- How education policy constructs the nation
- How teachers conceive their roles
- Challenges to the nation as cosmopolitan



# The INTERACT project in the context of England

- Multicultural not intercultural
- New citizenship education curriculum in 2000
- Europe seen as politically controversial concept
- Debates about whether multiculturalism has 'failed'

# Re-imagining the nation as cosmopolitan

- conceptualizing the global community as cosmopolitan
- re-imagining the nation as cosmopolitan and
- acknowledging this as a strength
- learning to recognize, respect and value diversity at a local level

# Teacher Education: context in England

- One year postgraduate training
- Partnership between university and schools, whereby 'trainees' spend more time in school than in University
- Trainees get Qualified Teacher Status (QTS), after demonstrating they have met national 'standards' and passing tests to conform competence in information technology, literacy and numeracy
- Newly qualified teachers continue to get additional training and support in early career
- New subject of Citizenship: government support for continuing professional development : addresses diversity including questions relating to needs of migrants

# QTS Standards: equality and diversity

- Understand how progress and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences
- Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities
- Know how to take practical account of diversity and promote equality and inclusion in their teaching

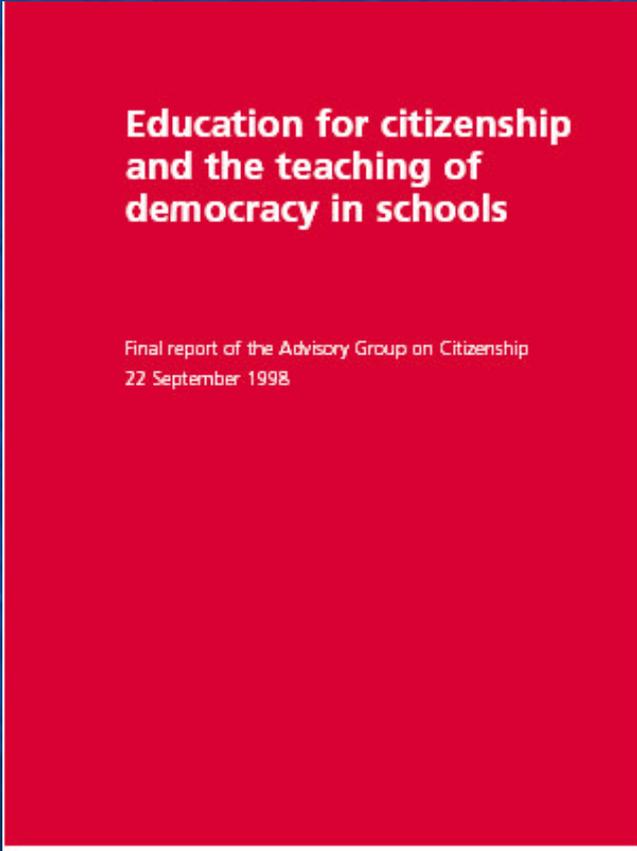
# How education policy constructs the nation: political development and shifting policy discourses

Five recent documents

# Citizenship education for all 5-16

## *Crick Report* (DfES, 1998)

- Traditional definitions of citizenship & nation-state
- Acknowledges 'European context' to knowledge, skills and values
- Does not address European citizenship
- Refers to human rights as key concept and European Convention on Human Rights
- Gives schools freedom to design specific curriculum according to needs



**Education for citizenship  
and the teaching of  
democracy in schools**

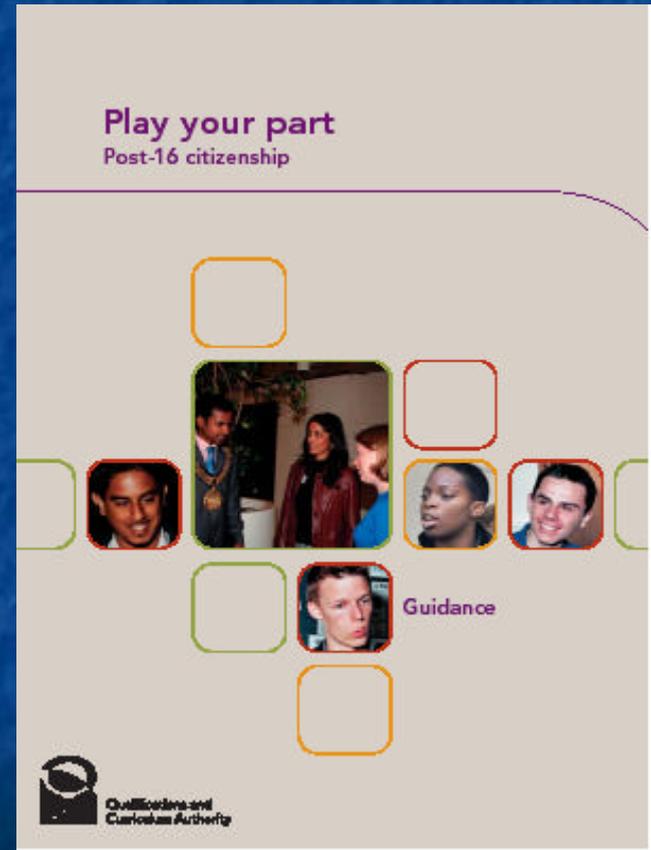
Final report of the Advisory Group on Citizenship  
22 September 1998

# Citizenship education post-16

## *Play your Part post-16 citizenship*

(QCA, 2004)

- Citizenship education a life-long process
- Active and effective participation: focus on activity, not on meanings
- UK's international relations with Europe, the EU



# New citizens: citizenship knowledge and language skills

## *The New and the Old* (Home Office, 2004)

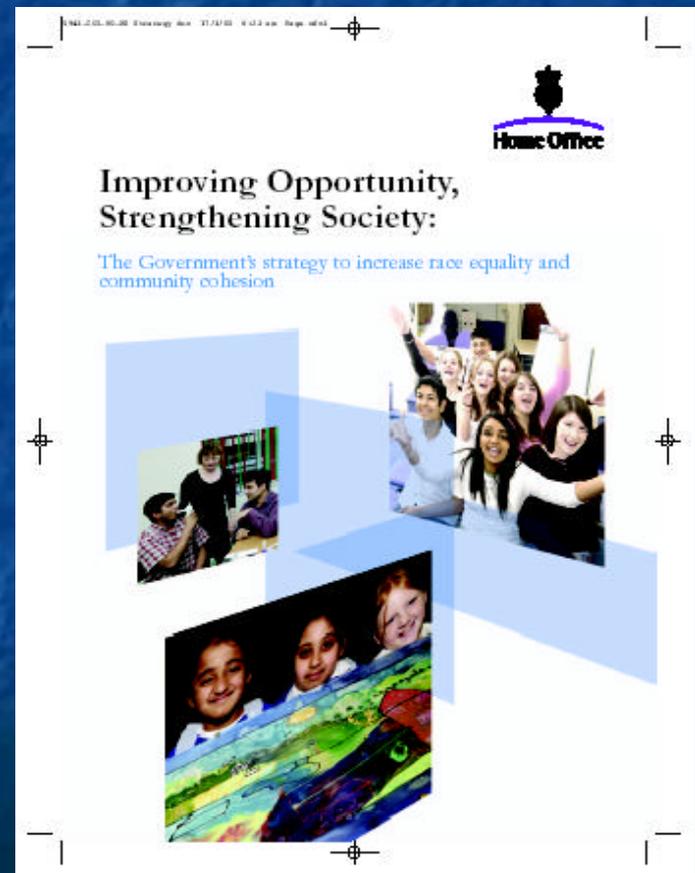
- Proficiency in language: test
- Understanding society and civic institutions: test
- Promotion of common principles
- Increase pride in becoming a citizen (ceremonies introduced)
- Practical studies of British institutions, multicultural society, law employment, information sources, everyday needs
- Mentions 'Britain in Europe'



# Citizenship, race equality and community cohesion

*Improving Opportunity, Strengthening Society: the  
government's strategy to increase race equality and  
community cohesion* (Home Office, 2005)

- Discusses equality, cohesion, belonging
- Civic participation
- Shared European agendas are implicit rather than explicit



# Curriculum Review Diversity and Citizenship

## *Ajegbo Review* (2007)

- Context of concern that citizenship education should contribute to national security
- Reviews teaching of 'ethnic religious and cultural diversity'
- Proposes new theme in citizenship education: *Identity and Diversity: living together in the UK*
- Emphasises history and the role of history in shaping the nation-state
- Attempts to re-assert national identity
- Asserts importance of "issues around 'race', identity, citizenship and living together in the UK"
- Concludes that schools can make a difference to perceptions

# The changing context of citizenship education

- Education for democratic citizenship is at the top of policy agendas across the globe
- Context of globalization
- Political climate dominated by discourses of security, wars on terrorism and the search for world peace
- Citizenship education to address the tensions perceived when nation-states start to acknowledge diversity
- In Europe many countries are developing approaches to multicultural / intercultural education within citizenship education

# Globalization and nationalism

- Globalization and nationalism as co-existing and sometimes conflicting
- Shifting challenges as new forms of racism, such as Islamophobia, gain ground
- Intercultural citizenship education needs a global perspective because nationalist perspectives may engender racist attitudes and discourses.
- An alternative to nationalist citizenship education is *education for cosmopolitan citizenship*

# Six key contextual factors

- global injustice and inequality
- globalization and migration
- concerns about levels of civic and political engagement
- a perceived youth deficit, expressed as a double deficit when applied to visible minorities and migrant communities;
- end of the cold war;
- concerns about the growth of anti democratic and racist movements
- AND NOW *security*

# Changing conceptions of citizenship education

- Remedy for declining social cohesion
- European international bodies (Council of Europe/ European Commission) advocate multicultural / intercultural education as an essential component of citizenship education
- At national levels a continued emphasis on education for *national* citizenship

# Intercultural evaluation

(see Hall, Parekh)

- Common emphasis on *separateness* of cultures and sensitivity to other cultures
- Dilemmas for teachers: respect *everything* ?
- Intercultural evaluation is a *critical evaluation of cultures*, including one's own culture

# Cosmopolitanism: negotiating multiple identities and loyalties

The principle of each individual being a citizen of just one nation-state no longer corresponds with reality for millions of people who move across borders and who belong in various ways in multiple places

(Castles, 2004:18)

## How teachers conceive their roles

- depends on the cultural diversity of student populations they teach and their own cultural backgrounds
- multicultural is a descriptive term they apply to a school
- declared commitment to a multicultural society
- important for students to understand inequalities
- strong correlation between citizenship education and multicultural education
- citizenship education as breaking down cultural barriers constructed within (and by) students' families

# Citizenship and multiculturalism in England: some challenges

## Whose knowledge?

- multicultural education has always slightly worried me rather than education in a multicultural context  
(Government advisor on citizenship education)

## Problems with language and terminology

- Cultural minority became pejorative and multicultural was okay politically as I say in the 80s, allowing multicultural but crossing out antiracism. But by the end of the 90s yes even multicultural had become, oh dear pejorative  
(Academic adviser to Government)
- I think there's a nervousness about talking about racism because ...I think it can lead to a defensiveness amongst people in the system and I think that has created a nervousness about using the language of racism  
(Former education minister)

The word multiculturalism has, again starting in America and Australia too for that matter, even Canada, has come to be, in some circles, it's a pretty all purpose swear word, as it were ... negatively loaded.  
(Trainer and former local government inspector)

# Positive initiatives

## Education for all

- We have been running ...this course ...which is about schools, all white schools tackling issues to do with racism and looking at how schools can tackle these issues.

## Recognizing the cosmopolitan reality: transcending national boundaries

- So issues to do with racism are live issues with the different teaching bodies [in Europe] in the former Yugoslavia who have been part of movements that have been slaughtering each other on the basis of ethnic differences. So you know within ...the last decade we've seen these things happening in Europe.

## A new consensus?

- Multicultural education is educating for a diverse society, recognising the diversity of society but also recognising that there are structural inequalities which need to be addressed in order for us to have the kind of equality of treatment ... there seems to be more of a consensus across the party political divide on that kind of definition that there would have been, say, thirty years ago

# Cosmopolitanism and patriotism as partners

I am saying that we have no choice but to be cosmopolitans and patriots, which means to fight for the kind of patriotism that is open to universal solidarities against other, more closed kinds

(Taylor 1996:121)

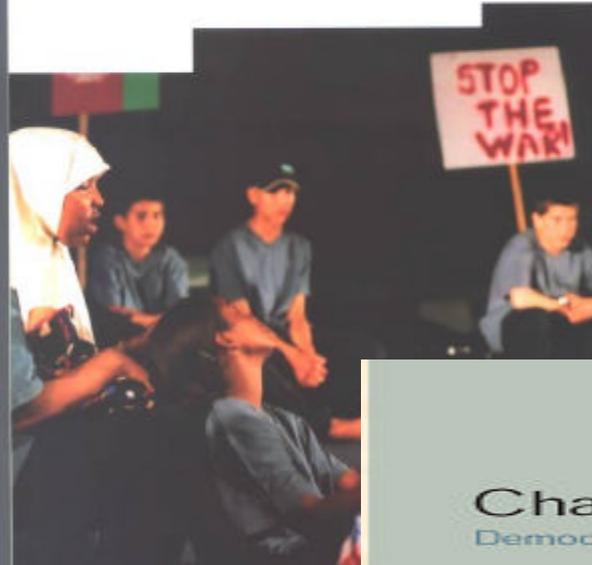
# Education for cosmopolitan citizenship

Education for cosmopolitan citizenship ...implies a broader understanding of national identity; it requires recognition that British identity, for example, may be experienced differently by different people.

(Osler and Vincent, 2002: 124)

TEACHERS,  
**human rights**  
AND DIVERSITY

edited by Audrey Osler



Teachers, Human  
Rights and Diversity:  
educating citizens in  
multicultural societies

Trentham, 2005

Changing Citizenship:  
democracy and  
inclusion in education

Open University Press,  
2005

Changing Citizenship  
Democracy and Inclusion in Education



Audrey Osler and Hugh Starkey

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