

Citizenship Education for the 21st Century

What is meant by citizenship education?

Citizenship education can be defined as educating children, from early childhood, to become clear-thinking and enlightened citizens who participate in decisions concerning society. 'Society' is here understood in the special sense of a nation with a circumscribed territory which is recognized as a state.

A knowledge of the nation's institutions, and also an awareness that the rule of law applies to social and human relationships, obviously form part of any citizenship education course. Taken in this sense, citizenship education is based on the distinction between:

- the individual as a subject of ethics and law, entitled to all the rights inherent in the human condition (human rights); and
- the citizen – entitled to the civil and political rights recognized by the national constitution of the country concerned.

All human beings are both individuals and citizens of the society to which they belong. Therefore, human rights and citizen rights are interdependent.

Men, women and children all come into the world as individual human beings. Thanks to the immense historical conquest of human rights, we are equal, in rights and dignity, to all other human beings. When citizenship education has the purpose of 'educating future citizens' it must necessarily address children, young people and adults, who are living beings, having the status of human beings endowed with conscience and reason. It cannot, therefore, exclude consideration of individuals as subjects, each with individual characteristics.

Moreover, human rights include civil and political rights, the latter obviously relating to the rights and obligations of citizens. Thus a comprehensive human rights education takes account of citizenship, and considers that good citizenship is connected with human rights as a whole.

Conversely, citizenship education which trains 'good' citizens, ie. citizens aware of the human and political issues at stake in their society or nation, requires from each citizen ethical and moral qualities. All forms of citizenship education inculcate (or aim at inculcating) respect for others and recognition of the equality of all human beings; and at combating all forms of discrimination (racist, gender-based, religious, etc.) by fostering a spirit of tolerance and peace among human beings.

Thus, when we speak of the purposes to be ascribed to either citizenship education (producing citizens with moral qualities) or human rights education (comprising a knowledge of the social and political rights of all human beings, and their recognition) we inevitably end up with the complementarity between citizenship and human rights.

Depending on the cultural traditions of each education system, we shall have, in some cases, civics education, comprising a knowledge of human rights and their exercise, and in others,

human rights education, stressing civil and political rights as the basis of citizenship, and hence the national features assumed by these rights and guaranteed by states.

Bearing in mind this complementarity, citizenship education means not only 'educating citizens' but also 'training children for adulthood and citizenship'.

Citizenship education has, therefore, three main objectives:

- educating people in citizenship and human rights through an understanding of the principles and institutions [which govern a state or nation];
- learning to exercise one's judgement and critical faculty; and
- acquiring a sense of individual and community responsibilities.

These three objectives correspond both to educating the individual as a subject of ethics and law, and to educating citizens. These objectives suggest four major themes for citizenship education:

- The relations between individuals and society: individual and collective freedoms, and rejection of any kind of discrimination.
- The relations between citizens and the government: what is involved in democracy and the organization of the state.
- The relations between the citizen and democratic life.
- The responsibility of the individual and the citizen in the international community.

Democratic culture and citizenship education

If there is one idea inherent in civics education, because it concerns politics and institutions, it is the idea of [democracy](#).

Comprehensive citizenship education cannot dispense with this concept or with a knowledge of the institutions that enable a country to function democratically.

Rather than confining ourselves to noting and describing institutions (the necessary but not sufficient requirement for civics education), we should explain how the operation of the machinery of state respects government of the people by the people, and makes it accountable to citizens.

However, this way of tackling democracy may seem remote and foreign to the world of school and of children. It is therefore desirable to imbue the whole of school life with a culture of democracy.

Educational practice is of equal value with knowledge when we come to tackle civics education. One of the major flaws in civics instruction has been that it fails to bring democracy to life in schools, and remains at the stage of merely enunciating principles and describing institutions. When the organization of a school does not lead to a democratic mode of operating on which pupils can give their opinions, children and adolescents lose interest in citizenship and see only the mismatch between what adults say and what they do, between knowledge and action, a mismatch which they usually call 'hypocrisy'.

Schools should therefore set up 'governing boards' with representatives of pupils and staff, and other bodies in which pupils express their views and in which decisions are taken in consultation with everyone, both young people and adults. The representation of pupils in these various bodies can and should be achieved by an open election system which has the same qualities of transparency as in any democracy worthy of the name.

If we are to develop a credible civics education, respect for others – pupils and teachers, administrators and minor employees – and non-violence in attitudes and behaviour must be the rule in schools.

Respect for others, and their dignity, in the same way as the self-respect of a free autonomous individual, springs from each individual's personal ethic, the will to 'live together, with and for others in just institutions'.

These qualities, whether described as 'moral' or 'ethical', are required of all human beings and all citizens. They form part of both civic 'virtues' and individual 'virtues'. They enable each individual to live as a 'good' citizen.

In other words, in citizenship education, respect for the 'Other', regarded as one's equal, with his or her individual differences and distinctive physical, intellectual and cultural features, is to be explained and above all experienced in daily life in all schools. Based on these principles of equal dignity and respect for others, citizenship education has the task of combating all forms of negative discrimination and racism, sexism and religious fanaticism.

Thus citizenship education can be regarded as an ethical (or moral) education as well as education in citizenship.

A new way of teaching citizenship education

The introduction and continuance in schools of a democratic culture forbid dogmatism in any kind of civics education. The methods and approaches chosen are those based on discussion among pupils and between pupils and teachers, and make provision for children and young people to speak and express themselves. Modes of expression may be varied: in addition to oral exchanges, drawings, songs, poems, different kinds of written material are excellent instruments for reflection on citizenship, democracy, justice, freedom and peace.

In a democracy, citizenship education seeks to educate citizens who will be free to make their own judgements and hold their own convictions. Compliance with existing laws should not prevent citizens from seeking and planning better and ever more just laws. Respect for law, which is one of the objectives of civics education, calls not for blind submission to rules and laws already passed but the ability to participate in drawing them up.

One of the practical tasks of citizenship education is therefore to look at the rules governing a school, improve them and reformulate them.

The values transmitted by citizenship education are not dogmatic principles laid down once and for all. A living culture calls for the creation of new values, although they should all be judged by the criterion of respect for others and for human dignity.

Thus, with regard to the laws and values accepted by an entire social group, citizenship education can in no way be a catalogue of set questions and answers. Citizenship education should be the forum which gives rise to and nurtures a genuine culture of discussion. Whatever the problem posed, such as the ongoing development of humanity or the stability of the rule of law, an exchange of ideas, notions, judgements and individual opinions is necessary. Even among young children, dialogue of this kind is possible.

Citizenship education needs also to be taught in ways that bring out the ever-constant link between knowledge and practice. The interaction between concepts and action gradually produces the ability to think in terms of values and to refer to them. Values are universal when they concern human rights: for example, the values of liberty, dignity, solidarity and tolerance. As they are firmly anchored and promoted in different cultures they can also concern a region of the world or even a special country, nation or religion. All should be made the subject of discussion and reflection and be studied in each course of citizenship education.

In other words, citizenship education is based on knowledge, practice and values that constantly interact. To be precise, let us say that awareness of the necessary reference to values gradually gives rise to practices and action which are themselves related to knowledge and skills about human rights and the institutions that regulate life in society. Pupils benefiting in this way from citizenship education learn step by step that citizenship unfolds and develops in a society imbued with values and in the human community as a whole.

Global dimensions in citizenship education

The large worldwide population flows that are a characteristic feature of the modern world mean that schools cater for children from different cultural backgrounds. This cultural heterogeneity should be regarded as an opportunity for citizenship education.

In this situation, children are all required to mingle with and thus learn about and understand cultures other than their own. Far from blurring the cultural diversity of pupils, citizenship education can bring out the value of differences while respecting and affirming the universality of human rights principles. Respect for others - a universal principle - means, in the daily life of the school, a dialogue with others, and taking an interest in other family lifestyles, social habits and cultural practices. Citizenship education is the ideal forum, since discussion on social issues can be organized so that opinions can be expressed on ways of looking at the world, in other words, on cultures.

This is a new form of action to combat racism. Racism is frequently due to the ignorance in which children are reared in respect of cultures other than that which is the majority culture of their country. Through a knowledge of these other cultures and the very existence of multicultural life in the classroom, children are fortified against despising the 'Other' and against hostile indifference, both of which are sources of racist behaviour.

Conclusion

The problem posed by citizenship education is how to blend together the particular and the universal, the national and the international, the individual and society. The difficulty can be solved by integrating human rights education in this new subject, civics education.

This approach opens up new paths for education for peace, human rights and democracy.

Thus, citizenship education addresses both the individual and the citizen and provides an avenue for each individual citizen to acquire an understanding of the issues of peace in the world, and the challenges of the globalisation of economic, environmental and cultural problems.

Since sustainable development of human beings and the world they live in is linked to the quality of education, the time has come to regard citizenship education as a vital part of any education system and any teaching programme.

Source: Adapted from UNESCO (1998) *Citizenship Education for the 21st Century*.

Democracy

According to the UNESCO Manual for Human Rights Education democracy is a form of government in which participation by the people (demos) is necessary. As a political system, democracy provides for:

- The separation of the legislative, executive and judiciary powers;
- Free elections;
- Pluralism of political parties; and
- Acceptance by the state of the general principles of law and human rights as defined by the international community.

The forms of democratic institutions, though important, are not the be-all or end-all of democracy. As Federico Mayor, a former Director-General of UNESCO noted:

Democracy is a practice: Though based on values that can be transmitted, it is essentially a way of acting. It is by putting it into effect that we justify it; it is by making use of it that we give it legitimacy.

Source: Bisch, P. Meyer (ed) (1995) Introduction, *A culture of democracy: a challenge for schools*, UNESCO.

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Why citizenship education is important?

The **importance** of **citizenship education**. ... **Citizenship education** helps to equip young people to deal with situations of conflict and controversy knowledgeably and tolerantly. It helps to equip them to understand the consequences of their actions, and those of the adults around them.

[7. The importance of citizenship education - Citizenship Foundation](#)

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When was citizenship introduced into the national curriculum?

In **2002**, Citizenship was introduced as a statutory subject in the English National Curriculum, following the recommendations of the Crick Report in **1998**. It is taught as part of the school curriculum to all pupils aged 11–16 years old in maintained schools in England.

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Citizenship education is about enabling people to make their own decisions and to take responsibility for their own lives and communities. ... **Citizenship** is a statutory subject on the National Curriculum in secondary schools in England.

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What is the definition of civic education?

Civic Education in a democracy is **education** in self government. Democratic self government **means** that citizens are actively involved in their own governance; they do not just passively accept the dictums of others or acquiesce to the demands of others.

What is civic education?: The Role of Civic Education ~ Social Studies ...

mdk12.msde.maryland.gov/instruction/curriculum/social_studies/what_is_civiced.html

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Why is it important to be a citizen?

Why **citizenship** is **important**. ... **Citizenship** opportunities would mean higher wages for naturalized immigrants immediately and over the long term. Higher wages create more consumer spending. That increased consumer spending would allow the U.S. economy to strengthen and grow. Sep 18, 2013

Why citizenship is important | TheHill

thehill.com/blogs/congress-blog/civil-rights/322825-why-citizenship-is-important

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What do you study in civics?

Civics is the **study** of the theoretical, political and practical aspects of citizenship, as well as its rights and duties; the duties of citizens to each other as members of a political body and to the government.

Civics - Wikipedia

<https://en.wikipedia.org/wiki/Civics>

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What is a national curriculum?

What are the goals of citizenship?

What is citizen and citizenship?

A **citizen** is a participatory member of a political community. **Citizenship** is gained by meeting the legal requirements of a national, state, or local government. A nation grants certain rights and privileges to its **citizens**.

Citizenship - Scholastic

teacher.scholastic.com/activities/government/civics.htm

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What are the different types of citizenship?

What do you mean by citizenship by birth?

Birthright **citizenship** in the United States. ... Birthright **citizenship** may be conferred by jus soli or jus sanguinis. Under United States law, U.S. **citizenship** is automatically granted to any person born within and subject to the jurisdiction of the United States.

[Birthright citizenship in the United States - Wikipedia](#)

https://en.wikipedia.org/wiki/Birthright_citizenship_in_the_United_States

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Who is a citizen of a country?

a native or naturalized member of a state or nation who owes allegiance to its government and is entitled to its protection (distinguished from alien). an inhabitant of a city or town, especially one entitled to its privileges or franchises. an inhabitant, or denizen: The deer is a **citizen** of our woods.

[Citizen | Define Citizen at Dictionary.com](#)

www.dictionary.com/browse/citizen

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What is the definition of civic knowledge?

Definition: **Civic** engagement, a critical outcome of **civic knowledge** and responsibility is defined as "working to make a difference in the **civic** life of our communities and developing the combination of **knowledge**, skills, values and motivation to make that difference.

[Civic Knowledge and Responsibility General Education Rubric](#)

web.uri.edu/generaleducationimplementation/.../8_Civic_Knowledge_Responsibilities.pdf

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What does it mean to be a citizen of a country?

What is the definition of a citizen of the United States?

What is the definition of national and strategic studies?

What is an example of citizenship?

Which country give citizenship by birth to a child?

Are babies born in the US automatically citizens?

What is citizenship by registration?

What are the two ways of acquiring citizenship?

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What is citizenship all about?

What is a citizen for children?

What is an example of a civic duty?

What is the meaning of civic issues?



Why do you want to become a citizen?

- 1.
- 2.
- 3.

- 4.
- 5.
- 6.
- 7.
- 8.

What are the benefits of becoming a citizen?

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Citizenship Foundation: What is citizenship education

www.citizenshipfoundation.org.uk/main/page.php?286

What is *citizenship education*? *Citizenship education* is about enabling people to make their own decisions and to take responsibility for their own lives and communities. And it's on the National Curriculum in England. *Citizenship* is a statutory subject on the National Curriculum in secondary schools in England.

Citizenship education - Wikipedia

https://en.wikipedia.org/wiki/Citizenship_education

There are two very different kinds of *citizenship education*: *Citizenship education* (immigrants) - education intended to prepare noncitizens to become legally and ...

Citizenship education (subject) - Wikipedia

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Citizenship Education is taught in schools, as an academic subject similar to politics or sociology. Contents. [hide]. 1 England; 2 Ireland; 3 France; 4 Poland ...

[England](#) · [France](#)

Citizenship education « Democratic Life

www.democraticlife.org.uk/citizenship-education/

To achieve this goal, *Citizenship education* teaches knowledge, understanding about politics, the law and the economy and skills to participate effectively and ...

What is Citizenship Education? - Definition & Types | Study.com

study.com/academy/lesson/what-is-citizenship-education-definition-types.html

In this lesson, we will discuss *citizenship education*, what it means, what it's for, and different types of *citizenship education* that can be...

[About Citizenship | Association for Citizenship Teaching](#)

<https://www.teachingcitizenship.org.uk/about-citizenship>

What is citizenship? *Citizenship education* develops knowledge, skills and understanding that pupils need to play a full part in society as active and responsible ...

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[What Type of Citizenship Education; What Type of Citizen? | UN ...](#)

<https://unchronicle.un.org/article/what-type-citizenship-education-what-type-citizen>

Education for citizenship raises key questions—what is *education* for? What is the role of the school in developing positive attitudes amongst young people?

[What is Citizenship Education?](#)

www.citizenship.jp/english/whatisce.html

With the social backgrounds, *Citizenship Education* has been taught in many countries especially in EU. For instance, in England, *Citizenship Education* started ...

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What is civic education PDF?

Civic Education is an important component of **education** that cultivates. citizens to participate in the public life of a democracy, to use their rights. and to discharge their responsibilities with the necessary knowledge and. skills. ... people with the necessary qualities is through **education**.

What does it mean to be a citizen of a country?

To be a **citizen means** you get the rights of where you live. It **means** you are born there or have the rights to live there. You get the vote, and basically a lot of freedom that non-**citizens** can't. **Citizenship** isn't by race but by where you're born or if you apply for it.Ju

Strategic studies is an interdisciplinary academic field centered on the study of conflict and peace **strategies**, often devoting special attention to the relationship between international politics, geostrategy, international diplomacy, international economics, and military power.

citizenship. The definition of **citizenship** is the status of being a **citizen**, along with the rights, duties and privileges of being a **citizen**. An **example of citizenship** is someone being born in the United States and having access to all the same freedoms and rights as those already living in the US.

What i

s an example of a civic duty?

Civic duties include, for **example**, obeying the laws of the country, paying the taxes levied by the government, or serving on a jury or as a witness in court. **Civic responsibilities** encompass actions like registering to vote and voting, and serving on statutory boards and committees.

What is the meaning of civic issues?

Civic engagement or **civic** participation, according to the American Psychological Association, is "individual and collective actions designed to identify and address **issues** of public concern". It **can** be defined as citizens working together to make a change or difference in the community.

Why do you want to become a citizen?

As a citizen you can:

1. Vote. Only citizens can vote in federal elections. ...
2. Serve on a jury. ...
3. Travel with a U.S. passport. ...
4. Bring family members to the U.S. ...
5. Obtain citizenship for children under 18 years of age. ...
6. Apply for federal jobs. ...
7. Become an elected official. ...
8. Keep your residency.

What are some of the responsibilities of citizens?

Respect and obey federal, state, and local laws. Respect the rights, beliefs, and opinions of others. Pay income and other taxes honestly, and on time, to federal, state, and local authorities. Defend the country if the need should arise.

What is the definition of civic responsibility?

Definition. **Civic Responsibility** is defined as the "**responsibility** of a citizen" (Dictionary.com). It is comprised of actions and attitudes associated with democratic governance and social participation. ... Citizenship means "a productive, **responsible**, caring and contributing member of society."

re's a list of 10 things you can do right now to be a better citizen.

- Volunteer to be active in your community.
- Be honest and trustworthy.
- Follow rules and laws.
- Respect the rights of others.
- Be informed about the world around you.
- Respect the property of others.
- Be compassionate.
- Take responsibility for your actions.

How do you define citizenship?

1. the state of being vested with the rights, privileges, and duties of a citizen. ... the character of an individual viewed as a member of society; behavior in terms of the duties, obligations, and functions of a citizen: an award for good citizenship.