

Manufactures of citizens.

Outlines and perspectives of a critical theory of citizenship education

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Manufactures of citizens.

Outlines and perspectives of a critical theory of citizenship education

Citizenship and citizenship education in the English National Curricula,
1988-2014

Different concepts of citizenship

Discourses on education, discourses of education

Problems and Questions

1988

Introduction of the national curriculum

Citizenship is not introduced as statutory subject

in 1990 The National Curriculum Council identifies citizenship as a **'cross-cultural theme'**, meaning it was to be taught across the curriculum, but not as a statutory subject yet (*i.e., not assessed*)

1998

Review of the NCE
**the Qualifications and Curriculum
Authority**

Sir Bernard Crick is asked by Labour government to chair a sub-committee within the QCA, on introducing Citizenship to the new NC as a statutory subject

In 1998, the **Crick report** recommends the introduction of citizenship as a statutory subject in 2002 NCE

1998

the Crick report

What is the concept of citizenship which introduced as statutory subject? the concept of citizenship proposed by the Crick report **is still uncontested** in educational policy and in discourse in and on education

This concept is derived from Marshall (*Citizenship and Social Class*, 1950), and understand citizenship as a three-dimensions subject

- 1) **rights and responsibility,**
- 2) **political literacy,**
- 3) **community involvement**

2002

new National Curriculum under Labour government

retains the cornerstones of the New Right agenda, which share the same cultural framework of more liberal Crick's report: citizenship is the dimension of personal responsibility and individual choice

- 1) rights and responsibility,
- 2) political literacy,
- 3) community involvement

education for citizenship as an exercise in civics education and 'good' citizenship

2002 ENC

citizenship as compulsory stand-alone subject for KS 3 and KS4 (11–16 yrs)

Citizenship is a desirable ‘outcome’, a set of skills: *‘the aim of citizenship education is to create active and responsible citizens’* (Crick, 2000)

Debate on citizenship education & debate on citizenship in education



the more efficient ways to educate young people **for** citizenship
little opportunity for adequately contextualising or debating the concept of (active) citizenship
emphasizes the first two components of the Marshall/Crick model, *rights and responsibility+political literacy*

Preparatory works for 2002 ENC

Further Education Funding Council, 2000

focuses on technical issues,

- *the introduction of citizenship as an additional subject in an already overcrowded curriculum*
- *improvements in the quality and efficiency of teaching and the materials used for teaching*

the meaning of citizenship and its relationship with education is not debated

the involvement of young people in their own learning, democratic learning, the relationship between society and education is overlooked

2014

National Curriculum under Coalition government

KS4, study of citizenship includes:

1. political, legal, human rights in a range of context
2. the roles and operation of civil and criminal law and the justice system
3. action citizens can take in democratic and electoral process
4. the operation of parliamentary democracy within the UK
5. rights and responsibilities of consumers, employers and employees
6. the UK role in the world, including Europe, the EU, the Commonwealth and the UN
7. policies and practices for sustainable development
8. how information is used in public debate, including information from the media and from pressure and interest groups

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1990s

the **political debate on education and the educational debate on politics** are entrapped in technical concerns about how making the teaching of citizenship more efficient

sociology of childhood produces complex concepts of citizenship, more adapt to the complexity of modern society, a concept of citizenship as experienced and articulated in social relations, as a practice embedded within the day-to-day reality of people's lives

Sociology of Childhood

inclusive rather than exclusive concept of citizenship:

everyone in society including young people is a citizen who moves *through* citizenship

this approach makes no distinction between what might otherwise be regarded as a status differential between citizens and **not-yet-citizens**
moving into citizenship

a distinction which is the cultural presupposition of citizenship education in
the **2002 and 2014 English National Curriculum**

Conceptualizing citizenship as an ongoing practice involves a fundamental change in the way citizenship education is conceived and articulated.

citizenship is no longer an adult experience
citizenship education needs to shift the emphasis from questions about the efficiency, effectiveness or quality of teaching children towards a concern about how young people experience citizenship and how they perceived themselves as citizens in the present

Problems&Questions

The relevance of sociology's voice **in the political debate on education**

Problems&Questions

The relevance of sociology in the definition of **educational debate on policy and legislation** with regard to Citizenship and Education

Problems&Questions

The relevance of sociology in the definition of **educational policy and legislation** with regard to Citizenship and Education

THANK YOU!



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