

CITIZED – T 1.1

REPORTING GRID ON THE GENERAL INVESTIGATION OF A COUNTRY/ORGANISATION'S POLICY IN THE FIELD OF CITIZENSHIP EDUCATION

(4-6 pages)

SECTION 1 – PARTNER INFORMATION

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Methodology used to conduct the research <i>(please explain how you conducted the research, whether you used qualitative and/or quantitative research; primary and/or secondary sources)</i>	<p>Desk research on the ministry of education and vocational training (ministerio de educacion y formacion profesional; ministerio de educacion y desportes websites.</p> <p>An electronic scientific literature search was completed in the following databases:</p> <p>RESH (Revistas Españolas de Ciencias Sociales y Humanidades), revista de Educacion (Education journal). PsycINFO, PsychArticles, EMBASE, Scopus, Wiley online library, Social Science Citation Index, Science Direct, Google Scholar, Springer, Proquest, Scopus, Routledge, Sage, theses.fr, Cairn, Sage, and ERIC. We also searched the lists of references at the end of relevant papers we located in the first time. Grey literature was identified through online searches.</p> <p>The following terms were searched for in titles, abstracts and subject headings</p> <p>Citizenship, democracy, civic</p> <p>AND Education, school, compulsory education, curriculum, policy</p> <p>AND Spain</p> <p>The period of time for the study was 2015–2020 and the search was performed Spanish and English.</p>

SECTION 2 – COUNTRY/ORGANISATION

Name of the country/organisation examined	Spain
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<p>General overview of the country/organisation policy development in the field of citizenship education</p>	<p>The Spanish compulsory education sector is structured as follows: primary and lower secondary education. There is also pre-primary education, upper secondary education (Bachillerato), vocational training, adult education, specialised education, and university education. It is ruled by the 2013 Education Act on the Improvement of the Quality of Education, modifying the 2006 Education Act.</p>
<p>Longitudinal dimension of the policy</p> <p><i>(please specify whether and how citizenship education debate and policy implementation evolved in order to catch the trends and to analyse the evolution of the policies. This would allow to understand whether citizenship education has been subject to change and why or whether there has been an increase or a decrease of attention to the topic)</i></p>	<p>In Spain education to citizenship includes interventions to prevent school dropout and marginalization within education. The concept of global citizenship is introduced, and school is considered as a key factor in the sense that its mission is to promote greater solidarity, a more inclusive, and sustainable society. As a consequence, teachers can exert a great influence.</p> <p>Democracy is rather new in Spain. However, during the XXth century, issues related to the national identity and citizenship were included in the political agenda from the Republican area but disappeared during the Franquist dictatorship. At that time, National-Catholicism infiltrated the schools through patriotic subjects that, with segregated teaching, sought to shape the minds of girls and boys. In secondary education, young people were taught a subject titled “<i>Formación del Espíritu Nacional y Formación Política</i>” (Formation of the National Spirit and Political training).</p> <p>From the 1970 Education Act, civic education was included in the teaching of social sciences and was taught in the last three years of compulsory education. During the transition period towards democracy (from 1976), a subject called “living together in Democracy” (Convivencia en Democracia) was taught during the last years of compulsory education. The focus was not on teaching patriotism anymore but how to live together in a democratic system.</p> <p>From the 1990 Education Act, it is reckoned that social and moral education constitute a key element of the educational process, which must allow students to act as responsible citizens. This topic was introduced in the curriculum as a cross-cutting theme (Royal Decree 1344/1991).</p> <p>The Education Act of 2002 for quality in Education. In this perspective, the article 1b states that among the values to be transmitted, solidarity through the promotion of active participation of students in volunteer activities is to be part of their education. The Act suggests the inclusion of students in their school’s activities as well as active participation in society as a means to ensure social cohesion. This Act was not implemented due to political changes in government. It was thus the 2006 Education Act that took over.</p> <p>The Education Act of 2006, at which time the State places civic education within the curricular subjects and the Education Act for the Improvement of the Quality of Teaching of 2013, whose objective is to progress towards an improvement in educational quality have oriented the way education to citizenship was implemented in Spanish schools. This topic has not been</p>

introduced easily in the curricula and as we can see below, it generated oppositions in the Spanish society.

Education to citizenship and human rights (Educación para la Ciudadanía y los Derechos Humanos-EpC) was introduced for compulsory education in 2006 by the Royal Act 1513/2006 of 12/7/2006 for primary education and the Royal Act 1631/2006 of 12/29/2006 for secondary education.

The subject was being taught from the last years of primary education until the end of Secondary Education and was dedicated to the education to democracy and the learning of the national Constitution. Education for Citizenship aimed to promote the development of free and upright people through the consolidation of self-esteem, personal dignity, freedom and responsibility and the training of future citizens with their own criteria, respectful, participatory and supportive, that they know their rights, assume their duties and develop civic habits so that they can exercise their citizenship effectively and responsibly.

The subject complied with a recommendation of the Council of Europe in 2002, which stated that education for democratic citizenship was essential for the main mission of the Council, such as promoting a free, tolerant and just society, in addition to contributing to the defense of the values and principles of freedom, pluralism, human rights and the rule of law, which constitute the foundations of democracy. To this end, it recommended that the governments of the member states make education for democratic citizenship a priority objective of educational policies and reforms.

The introduction of Education for Citizenship aroused a notorious suspicion among conservative Spanish sectors, because they understood that the State assumed the moral education of individuals. The Catholics opposed to it, arguing it was totalitarian. On their side, the right-wing political parties accused that the left wing aimed to shape the consciences of the children. It was argued that it was intended to deprive parents of the right to decide the moral education for their children. This last point despite the fact that the Spanish Constitution declares clearly that compulsory education has as an object, the full development of the human personality in respect of the democratic principles of coexistence and fundamental rights and freedoms (art. 27, 2 ; art. 27.4). Underlying this opposition, there was the issue of homosexuality and homosexual marriage that was being discussed in the Spanish society at that time. Until 2013, the central government indicated that “Education for citizenship and human rights” was to be taught in the last cycle of primary education and during the first three years of secondary. Each Autonomous region was to decide in which year it was to be taught in their own area (usually the 5th and 8th grades).

The 2013 Education Act’s objectives are to reduce school dropout, to improve academic achievement and to comply with international standards as well as to improve employability and stimulate the entrepreneurial spirit of students.

The subject became an elective as students in primary education have to choose between religious education and ethical education which means

	<p>that students who opt for religious education are not to benefit from a common democratic ethical/civic training (Gracia & Gonzalvez, 2016) - (LOMCE – Ley Organica para la mejora de la calidad educative – Education Act for the improvement of Education Quality, 2013). However, civic education is introduced as a transversal subject and the preamble of the Act, stresses that the preparation for active citizenship and the learning of social and civic competences are to be included in all the subjects throughout the learning process.</p>
<p>Dialectical dimension <i>(please specify any relevant debates concerning the development of citizenship education policy: public opinion's reaction, debates in Parliament; reactions of local communities; etc...)</i></p>	<p>As stated above, the education for citizenship was first a matter of strengthening patriotism and then was a conflictual and controversial issue between the various political parties of the country but also generated some opposition from part of some families who rejected the possibility that the State might interfere with the moral education of their children.</p> <p>Following the implementation of the 2006 Education Act, Arbués, Reparaz & Naval (2012) completed a survey on the impact of the education for citizenship among students from secondary education in the area of Zaragoza. Their conclusions are that the impact was on knowledge and theoretical aspects of the subject, but the teaching had not impact whatsoever on behaviours.</p> <p>The 2013 Education Act aimed to replace the subject of Education for Citizenship and Human Rights with a newly created one called Civic and Constitutional Education, which “is free from controversial issues and susceptible to ideological indoctrination. As stated by its author, [A subject] relevant because [...] I believe that education has an essential function, and that is to train free and responsible citizens, with the capacity to be active subjects of our democratic society. Undoubtedly, this new Civic and Constitutional Education will serve that purpose, and not any other. " (Wert, 2012). It is to be stressed in the wake of Arbués and colleagues (2020) that the transversal approach to citizenship that does not include any formal evaluation process might not be effective for the learning and acquisition of new skills by students as it might facilitate a lack of involvement from part of the students but teachers too. Moreover, as shown by many meta-analyses and evaluations on the effectiveness of school-based interventions, that the interventions that are most effective are the ones that include the development of socio-psychological skills with participatory and active approaches that promote commitment, critical thinking and are implemented in collaboration with families (Blaya & Debarbieux, 2008; Chappel & al., 2015; Wilson et al., 2011)</p> <p>The temptation of the political use of the education for citizenship and to turn schools into an area of ideological struggle to promote the ideology of the dominant political group is an issue that is a concern of many societies, even more in a period of time when white supremacy and intolerance are on the rise.</p>

<p>Relevant actors involved in the policies field analysed <i>(please list the relevant actors involved in each policy: for examples, those actors who promoted the policy, those who implemented it, etc..)</i></p>	<ul style="list-style-type: none"> • Central government • Education Ministry • Autonomous Areas (Provincias Autonomas) • Parents associations
<p>Names/titles of relevant policies development within the country/organisation <i>(please specify the level of implementation)</i></p>	<ol style="list-style-type: none"> 1. Education act/Ministry of Education and Vocational Training <input type="checkbox"/> International <input checked="" type="checkbox"/> National <input type="checkbox"/> Regional <input type="checkbox"/> Local <input type="checkbox"/> NGO(s)' initiatives <input type="checkbox"/> Bottom-up 2. Spanish Agency for development and cooperation and Minsitry of Education and Vocational training launched jointly the “«Vicente Ferrer Education National Award for development “ in 2009 for the training of teachers and schools to promote citizenship. <input type="checkbox"/> International <input checked="" type="checkbox"/> National <input type="checkbox"/> Regional <input type="checkbox"/> Local <input type="checkbox"/> NGO(s)' initiatives <input type="checkbox"/> Bottom-up 3. <input type="checkbox"/> International <input type="checkbox"/> National <input type="checkbox"/> Regional <input type="checkbox"/> Local <input type="checkbox"/> NGO(s)' initiatives <input type="checkbox"/> Bottom-up <p><i>Any others:</i></p>
<p>KEY WORDS <i>(please identify some key words that reflect the policies' topic area)</i></p>	<p>National identity; democracy; civic education; constitution; social and civic values, social and civic competences.</p>
<p>Suggestions for case studies <i>(please list some case studies that you believe may be analysed in the next phases of the project)</i></p>	<p>Title:.....</p> <ol style="list-style-type: none"> 1. Community Service and Apprenticeship for education for citizenship (Aprentizaje-servicio para la educación para la ciudadanía) Keywords: Apprenticeship, active, society, education, citizenship. 2. Title:..... Keywords: 3. Title:..... Keywords: <p><i>Any others:</i></p>

<p>Expected degree of difficulty in analysing each case study <i>(please indicate the degree of difficulty in analysing each policy and explain why: challenges, lack of bibliography; lack of assessment data, etc...)</i></p>	<p>Case study 1: <input type="checkbox"/> high <input type="checkbox"/> average <input type="checkbox"/> low</p> <p><i>Why?</i></p> <p>Case study 2: <input type="checkbox"/> high <input type="checkbox"/> average <input type="checkbox"/> low</p> <p><i>Why?</i></p> <p>Case study 3: <input type="checkbox"/> high <input type="checkbox"/> average <input type="checkbox"/> low</p> <p><i>Why?</i></p>
<p>Any other relevant comments/details or information</p>	
<p>References <i>(if available, list the references used to conduct the analysis)</i></p>	<p>Arbués, E., & Naval-Duran, C. (2020). La educación cívica en España. Cinco últimas décadas de vicisitudes legislativas. <i>Cuestiones pedagógicas</i>. 2 (29), 92 - 103</p> <p>Arbués, E., Reparaz, C. y Naval, C. (2012). Los alumnos y la educación para la ciudadanía. Primeros resultados. <i>Revista Española de Pedagogía</i>, año LXX, 253, 417-439. https://bit.ly/3ppc7rj</p> <p>Arroyo, E., Crespo, B., Mancha, J. C. y Schugurensky, D. (2020). Prácticas innovadoras en educación ciudadana. ¿Qué dicen las revistas académicas españolas? <i>Revista Fuentes</i>, 22(2), 212-223. https://doi.org/10.12795/revistafuentes.2020.v22.i2.09</p>

	<p>DfEE/QCA (1998). <i>Education for Citizenship and the Teaching of Democracy in Schools</i>. DfEE/QCA.</p> <p>González Pérez, T. (2014). La educación cívica en España: retrospectiva y perspectiva. <i>Revista História da Educação</i>, 18 (42), 115-130. https://bit.ly/3kvHqgz</p> <p>Gracia, J. y González, V. (2016). Justificación filosófica de la educación en valores éticos y cívicos en la educación formal. Análisis crítico de la LOMCE. <i>Teoría de la Educación</i>, 28 (1), 83-103. https://doi.org/10.14201/teoredu201628183103</p> <p>MEC (1992). <i>Educación moral y cívica. Transversales</i>. Ministerio de Educación y Ciencia.</p> <p>Pausch, M. (2016). Citizenship Education in Times of Crisis. <i>Foro de Educación</i>, 14(20), 3-9. https://doi.org/10.14516/fde.2016.014.020.001</p> <p>Pérez, T. G. (2014). La educación cívica en España: Retrospectiva y perspectiva. <i>Revista História da Educação</i>, 18(42), 115-130.</p> <p>Prats, E. (2012). ¿ Educación cívica o educación para la ciudadanía? Lo que acontece en Europa. <i>Identidades Culturales y Educación en la Sociedad Mundial</i>; González Faraco, JC, Ed.</p> <p>Web references:</p> <p>https://www.educacionyfp.gob.es/inee/evaluaciones-internacionales/iccs.html</p>
OTHER DETAILS	
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Challenges faced in conducting the analysis <i>(if any)</i>	