INTERACT
WP 4, Summary Report
The Danish University of Education
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Introduction

The aims of this report were:

1) To draw up a comparative historical perspective on changes in the concepts of Citizenship Education and the intercultural dimension of this, in order to study the different meanings of the concepts and notions over time in Spain, Portugal and Denmark

2) To contextualize definitions and interpretations of Citizenship Education and intercultural education according to their significance in the national documents

Methodology

This report is based on the analysis made of Citizenship Education, and the intercultural dimension of Citizenship within the three countries (Portugal, Spain, Denmark,WP3 reports). The report further continues the concept analysis worked out by CES, Portugal. The aim was to include a historical as well as a comparative perspective focusing on the period from 1970 until 2004.

In addition to the concepts of citizenship, intercultural education and Human Rights, a number of related concepts as defined in WP2 will be included in the analysis: identity, multicultural, diversity, democracy, equality, inequality, peace, justice, race, ethnicity, racism, xenophobia, anti-semitism, islamophobia, tolerance, intolerance and responsibility.

A historical perspective on concepts of Citizenship Education

The Spanish education system

Since the late 1970, concepts related to Citizen Education have been used to characterize the Spanish education system in general. Significant concepts have been: respect, pluralism, freedom, solidarity, tolerance, democracy, critical spirit and equity.

Democracy, equity and pluralism are used in a broad sense to describe the education system. Respect and freedom are used in a more developed sense as: respect of different languages, respect of different ideologies, respect of different religions and respect of different understandings, as well as the duty of the students to respect each other and the members of the school community in general. Freedom is used in the following senses: freedom to education, freedom to instruction, freedom for schools to develop in line with the reality of the school.

It is not explicitly stated what the concept of freedom refers to, but the education policies and laws from the late 1970s and the beginning of the 1980s, should be read in the light of the former centralised and undemocratic educational system in Spain.

An aim of the Spanish Constitution of 1978 and the following Organic Acts expanding on the principles and rights in the constitution was to decentralise the state and democratize the education system. The common use of the concepts emphasised reflects a process of democratising the education system.

Besides the overall characteristics of the redefined education system, the concepts are used to describe personal skills and a certain spirit, which should be fostered and supported in education. These skills, which are underlined in general education laws and curricular of various subjects during the 1980 and the beginning of the 1990 are: solidarity, tolerance, creative capacities, spirit of cooperation, a critical stance, participative competences and respect. These skills should be developed at all levels of the education system.

Concepts related to Citizen Education are used without giving an explicit priority to any of the concepts; the student should be able to act autonomously as well as to collaborate in group relations; to appreciate the importance of basic values as well as accepting different points of view.

The same lack of clear definition of the concepts of citizenship education exists in the Danish and Portuguese education policies and laws.

The Portuguese education system
Following the democratic revolution of 1974 overall aims were to decentralize the educational system and relate the school to the local community. Key concepts in the curricula were: solidarity, integration, diversity, democracy and respect. The reformed education system was characterized by free education, free exchange of opinions, a democratic and pluralistic spirit, decentralising schooling and respect for others and their ideas. As the Spanish educational policies, the Portuguese policies acknowledge Portugal as a pluralistic and democratic society. According to this, the student needs to develop certain skills and a certain spirit of solidarity, respect, creative and critical skills as well as a democratic and pluralistic spirit.

The common use of concepts related to citizenship expresses the main goal of democratizing the education system. It is not explicitly stated, which concepts of citizen education are prioritized. Nor is it discussed how to balance between concepts which could be in opposition, such as *respect and critical spirit, individual freedom and solidarity.*

Besides formal education, extra curriculum activities, the education community as well as the local community are stressed as frameworks for the development of the students´ social and personal skills related to education for citizenship. Also the student's voluntary participation in local activities is given weight.

The Danish education system
A reform of the primary and lower secondary school in the beginning of the 1970s introduced a remarkable innovation within educational discourse and policies in Denmark, as expressed in the following extract from the reformulated central clauses:

"The Folkeskole prepares pupils for active participation in a democratic society, and for the responsibility for common affairs. Therefore, the teaching and the whole daily life of the school must be based on the principles of intellectual liberty and democracy." (Folkeskolens formålsparagraf, Ministry of Education, 1975)

This formulation marked the introduction of *democratic* education as the central normative aim of citizenship education. To many this was considered as a radical break with former more or less authoritarian and Christian – national values of citizenship education, formulated as for instance that the aim the school is to" (…) strengthen the children's appreciation of Christian values (…) love of the home and our country and people, …affiliation with the other Nordic peoples" (Folkeskoleloven, udlagt ved betænkning, Danish Ministry of Education, 1960).

For others the democratic reorientation formed continuity with a long and strong tradition within Danish political culture and educational discourse. Since the 1970s democratic education- *demokratisk dannelse* – gradually became part of a whole range of educational fields and institutions. It has been used to characterize the Danish educational system, both with regard to the organisation of the schools, contents of subjects as well as teaching and learning methodologies.

The concept citizenship itself did not find its way into educational and political discourses in Denmark until the late 1990s. Citizenship still isn't a key concept within these discourses or within the public sphere in general, but the use and struggle about its meaning is growing, especially in relation to the multicultural questions.

References to the importance of the local community, the school community and extra curriculum activities for skills related to citizen education are not found in the Danish documents to the same extent as in the Spanish and Portuguese documents. This could be due to the fact that extra curriculum activities are normally not used in Denmark. Younger students spend the afternoon in *after school (recreation) centres*. These centres have their own formulated aims, and do generally not form part of the school community.

The society of today

Common for the education policies of the three countries is that today's society is characterised by terms such as uncertainty, change, complexity, plurality, mobility and challenges. Common for the three countries is also a focus on challenges in relation to a rising number of immigrants during recent years.

In Denmark documents by The Ministry of Education are providing material for a discussion of the various tendencies influencing the Danish society. Demands of the international market, competition in the labour market and demand for growth and welfare are all elements, which are underlined as requiring an increased internationalisation of the education sector. The ability to speak foreign languages is here seen as an important skill, and English is emphasized as the most important second language. A need for the Danish education system to open up to the world is also stressed.

During 2003 the Spanish education system has been restructured, following a new law called Law on the Quality of Education (LOCE 2002). Concepts as *results, individual difference, assessment and flexibility* are introduced as general aims of the education system. Responsibility should be developed through autonomy, which is a new way of relating these concepts. Further, the teacher's and student's responsibility for the teaching and learning processes is given weight.

In 1986 Portugal joined the European Union, and a reorganisation of the education system followed. A national identity should be protected on the one hand, while stressing the importance of the integration into The European Union. Further new subjects and reforms were introduced in the beginning of 2000 to strengthen the citizenship dimension. In 1989 three new areas were introduced: Social and Personal Development, School Area and Extra Curricular Activities. These areas give weight to the social and personal development of the student. In 2001 civics becomes compulsory in basic school. An aim of the subject is, to prepare the student to become an active and critical citizen. This should be acquired partly through participation in school, partly through participation in community life. In 2004 a reform is implemented in secondary school, according to which citizen education should be part of curriculum of all subjects. The concept *effective* is a new concept in this context and the student's need and interest is here given weight as well.

The intercultural dimension

The concept intercultural education is not commonly used in any of the national documents. However, the use of related concepts could be interpreted as reference to the intercultural dimension in the national education documents and curricula. This intercultural dimension regards both knowledge, skills and a normative aspect. Weight is given to different aspects of the intercultural dimension in the national policies.

The intercultural dimension is not explicit in the Danish education policies in general. The concept is rarely used, neither is the notion of Denmark as a multicultural society. Internationalisation and globalisation are concepts more commonly used. The intercultural dimension forms rather an implicit part of specific subjects. A cultural dimension is seen in the curricula of foreign languages, as the student should acquire knowledge of habits, attitudes and norms of the culture in question. This knowledge of other cultures is related to intercultural skills. Action oriented words such as experience, participation, development, encounter and cooperation are also used to describe teaching foreign languages.

The notion of Denmark as a multicultural society, as stressed in English and civics, is in opposition to the reference to *a Danish culture* elsewhere. A monocultural and homogeneous understanding of Danish culture and languages is still expressed in various education documents. Immigrants should be integrated into Danish norms and values. The guidelines for Danish as a foreign language for instance stress the significance of knowledge about *Danish customs, habits and norms* as well as accounts of *typically Danish ideas and opinions.*

A normative aspect of the intercultural dimension does not seem as clear in the Danish policies compared to the Spanish and Portuguese ones. Words commonly used to describe a certain attitude and spirit in relation to intercultural issues, such as respect, tolerance, and solidarity, are not commonly related to intercultural skills or knowledge in the Danish policies.

Contrary to the Danish education policies, the education policies of Spain have since the 1970s been representing a notion of Spain as a society characterised by cultural plurality and difference. This continues in 2004, where the Spanish society is described as a melting pot of cultures. Though not explicitly using the concept intercultural education, an intercultural dimension is referred to in various curricula. Both as knowledge of socio cultural conditions of other cultures, intercultural communicative skills as the capacity of dialogue, better understanding among people, and attitudes related to the intercultural dimension, such as respect of differences, openness to other cultures, tolerance and reflection.

In both recent Spanish and Portuguese education documents a European identity is emphasized, whereas a European identity dimension is not referred to in the Danish documents.

Whereas concepts such as democracy, freedom and participation are commonly used in the general educational policies of Portugal, concepts related to the intercultural dimension is primarily mentioned in the curricula of the specific subjects. Most of the subjects of primary and secondary school include content, skills or normative aims related to the intercultural dimension. These are about the students' ability to overcome prejudices and discrimination, to respect other cultures, show solidarity towards other people, avoid stereotypes and awareness of one's own cultural identity. Identity is a central concept in the documents, but used in various forms as: cultural identity, national identity, European identity, territorial identity and student identity. Cultural diversity is noted as a positive element, but also an element which requires certain skills and spirit of the student, such as tolerance, acceptance, understanding and solidarity. At the same time, the importance of regional belonging is stressed; for instance with regard to regional music and visit to local artisans, in basic education.

In the guidelines for essential competence in basic education various intercultural related skills are given weight: communication, interaction, experience of other cultures, plurilingual and pluricultural competences. Group work, debate and dialogue are emphasized as teaching methods which will support the development of the student intercultural related skills.

Conclusion

The use of concepts related to citizen education and the intercultural dimension reflects different national contexts and history. The Spanish and Portuguese policies have since the 1970s reflected an understanding of these societies as diverse, plural, and multicultural. Not till the 1990s, do Danish curricula show a notion of the Danish society as a multicultural society, however, this is only stated in one document.

A list of positive concepts related to citizenship education are used to characterize the education system of all three countries, by terms of democracy, equity, freedom, participation and a critical spirit.

The concept intercultural education is rarely used in any of the national policies or curricula. However, different aspects of an intercultural dimension are given weight in the national documents: *knowledge* of habits and norms of foreign cultures, *intercultural skills* such as the student's active experience with other cultures, practice of foreign languages, reflection on own culture, communicative skills and more *normative* aims as respect, solidarity, understanding and consciousness of the student's own background. Compared to the Spanish and Portuguese documents the intercultural dimension is more vaguely formulated in the Danish documents.

The Portuguese and Spanish documents point to the school community and the local community as central areas for developing as well as practising skills related to citizen education. This is not a common reference in the Danish documents, which rather relates democratic education to classroom activities, and teaching methodologies.

Common for educational policies for all three countries is a growing attention to skills needed for the society of today, which is characterised as uncertain, changing, insecure, complex and plural.

The national languages are ascribed different meanings in the national documents; The Danish language is emphasized as an element that ties the citizens in Denmark together. In education policies of Spain and Portugal respect of regional languages is given weight, and plurality and difference are stressed as key concepts in language teaching.

Finally, Human Rights are mentioned but not elaborated on in Spanish curricular of specific subjects. In Portugal Human Rights are stressed in a single act. As part of the recent reform of primary and secondary school, Human Rights have become part of curricula of specific subjects in the Danish education policies.