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Making Use of Citizenship Education

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Abstract:

Many studies examine state formation and state building after massive changes and the role of education in the process of constructing the state. Education for citizenship and the very concept of citizenship are often contested issues in societies that have experienced violent conflict or huge changes that need to build itself again and need to encourage 'social cohesion within the community again'. A large number of countries adopted citizenship education as a discrete part of the school curriculum, and use it as a tool to promote social cohesion in divided societies. Building social cohesion in divided societies is important for ensuring stability and sustainable peace.

However, the origin and nature of citizenship education varies across cultural contexts, as school systems develop curricula rooted in local historical concepts and responsive to particular societal challenges.

This part is a theoretical part from a PhD thesis titled "citizenship education", it discusses why citizenship education emerged as a necessity for states after transitional stages. The thesis in this chapter focuses on the conceptual frame work about citizenship education in general and its importance and different function according the different needs of every stage and every state. Especially, after time of changes with examples from developing and developed countries. In a quick overview it dealt with the functions that can not be done without the introduction of citizenship education. The conclusion for this part that Citizenship education will help in building a more homogenous community and aware citizens who can help in reforming & building the state after the dramatic challenges it faced. But it has to emerge from the society itself and to be designed for it. Models cannot be applied as it is in different countries. It is a must to ensure academic and civic engagement in the field of citizenship for building a strong cohesive state.

1. Education and Political Socialization

There are many possible explanations for the impact of education on civic and social engagement. Perhaps it is because education shapes what you know, that the content of education provides knowledge and experience that facilitate civic and social engagement. In addition, education can also help one apply knowledge by developing skills and competencies, which might also foster CSE. Education might also cultivate attitudes, motivations, and values which encourage engagement.

Formal education has a dramatic impact on the ability of individuals to gather information on a variety of subjects, organize facts meaningfully, and efficiently process additional and related knowledge. In short, education enhances cognitive proficiency and analytic ability. This argument is, in fact, one of the main justifications for general education. Becker and economic theorists studying human capital have argued that education is a capital investment essential to increasing earnings and productivity¹.

Cognitive capacity also has an indirect impact on other, perhaps all, dimensions of engagement. For example, psychological engagement with politics is likely facilitated by a greater capacity for absorbing and organizing political information, which often requires a mixture of knowledge about government, history, geography, the law, economics and even science². More education expands a person's ability to acquire such information, and thus presumably strengthens one's self-perceived sense of personal political efficacy. A strong sense of internal efficacy, in turn, is an enabling condition for other forms of engagement, especially political activity meant to influence public policy.

In general, Research has repeatedly shown that there is a strong relationship between education and civic engagement, and that citizens with higher levels of education are more likely to vote, to volunteer, and to support important civic values such as tolerance and respect for democracy, because educational qualifications are such a strong predictor of civic engagement during adulthood, inequalities in education access and outcomes can have lifelong implications for citizens' behaviors', and attitudes and can help to

¹ David Edward Campbell, what is education's impact on civic and social engagement? Department of Political Science, University of Notre Dame, 217 O'Shaughnessy Hall, Notre Dame, Indiana 46556, United States

. Campbell*p.39

²Ibid, David E. Campbell, p.70

perpetuate social structures and divisions. Schools offer children and young people some of their first opportunities to participate in their communities and to put their citizenship skills into practice.³ These opportunities take many forms, such as:

- Voluntary extra-curricular activities such as simulation Model of United Nations
- Raising money for charities
- Community projects that allow students to resolve local issues, or
- Student Councils and other opportunities for students to take part in school decision-making

Political socialization is the process by which we learn our political values, knowledge and behavior.

According to Plato theory of education citizens should be separated at the age of 11 from their families to begin a journey of intellect and be a part from any loyalties rather than the state. The forming of such citizens can only take place if the students are isolated from parents, family and other private relations, according to Plato, because good citizenship presupposes complete subordination to the higher good of the society and the state. Only when the pupils' familial ties and loyalties have been severed can they become true servants of the "state-theory of education"⁴.

But in a global interdependent world, like nowadays, it is possible for citizens to become elite Plato imagined, is the vision a state needs for its citizens. The answer is clearly "No", not even applicable on this world nor needed.

We need Education to strengthen political socialization. To think and act and function in their society with their peers. Not brainwash them under the name of state and that state only knows and always cares as seen by Plato.

That is why it is important for schools to play a role in building citizen and in political socialization.

Political socialization is important in schools, schools provide opportunities of interactions that extend beyond the individual and the small group and can promote social learning and enlarge it to encompass civic learning classroom instruction helps students collect organize structure and evaluate impressions from their every day lives and promote the development of appropriate approaches to proceeding assessing and handling matters of common concern. Also, remoteness of the classroom from everyday life provides the opportunity to use cognitive operations to develop those abstractions and moral generalization that enter into political judgment democracy should be exercised from early ages and everyday life.

According to the data from the Konstanz longitudinal study conducted in the 1970s and 80s the development of a political identity during adolescence encompasses the following processes⁵:

- young people cease viewing the political sphere as a natural phenomenon and acquire a sense of responsibility and of the possibility of affecting change. they come to abandon that analogy between private and public harmonizing modes of thinking are any place to buy and awareness of the diversity and conflict of interest.
- As they stop idealizing adults their simple trust in authority figures declines and is replaced by systematic thinking i.e. thinking in networks
- an ability to see through political interdependencies emerges allowing them to assess their own responsibilities of exerting influence on the lines of values sent them simple notions of rules give way to an awareness of democratic processes of negotiation and demands for equality

Political identity is not a maturing process that takes place by itself and automatically as long as physical survival is guaranteed. It is kind of weird that requires interactions with people and state of affairs the active engagement of all participants is necessary for a development of this kind to take place it doesn't result simply from young people being molded by their environment as they absorb its traditions and bodies of knowledge. Socialization is the process of the formation and development of a personality interacting with the social and material environment as mediated by society. Political socialization is the acquisition of political direction, behaviors, values, norms and attitudes interactions with the social environment.⁶

For all the discussed points previously, civic role was granted to schools in the 18th and 19th centuries, when newly emerging nation-states realised that they could use schools to imbue the younger generations with a sense of common identity and shared future, at the same time as providing training for civic life and economic productivity⁷ Since then, citizenship and schooling have been closely intertwined and schools have been viewed as a vehicle for fixing the problems that have been identified in the local community or society as a whole.

Since citizens are made not just born. Citizenship is like any other norm needs to be introduced, exercised, discussed and experienced. In order to be acquired as it should, and not let it to any random factor that can shape it wrong. Otherwise the consequences affect a lot of factors in the state with a serious implication in the globalized world we live in. The educated citizen is attentive, knowledgeable, and participatory and the uneducated citizen is not⁸

³ Dr. Avril Keating, Institute of Education, London Correspondence, Educating tomorrow's citizens: what role can schools play? Keynote Lecture at the Annual School Leadership Conference for Head teachers in Slovenia, Organised by the Ministry of Education and National School for Leadership in Education, Slovenia. Sage publications 11th November 2013

⁴ Ted Huddleston and David Kerr, Making sense of citizenship Handbook, Citizenship foundation, UK 2010, P.2-15

⁵ Ibid, Avril Keating, Educating tomorrow's citizens: what role can schools play, P. 5

⁶ Citizenship foundation, www.citizenshipfoundation.org.uk

⁷ Ellen Quintelier, The effect of schools on political participation: a multilevel logistic analysis, center for political research, V 25, no2, June 2010, 137-154

⁸ David Edward Campbell, Department of Political Science, University of Notre Dame, 217 O'Shaughnessy Hall, Notre Dame, Indiana 46556, United States, p. 324

Education fosters political attitudes, such as a stronger sense of civic duty, greater political efficacy, a greater interest in news reports, more extensive political knowledge, all of which are positively associated with political participation, education provides both the skills necessary to become politically engaged and the knowledge to understand and accept democratic principles⁹.

In addition to the formal curriculum, schools can also encourage students to participate in politics by creating a participative school culture and by providing active learning opportunities through which students are engaged in 'real life' activities and reflect upon their actions. Such experience-based teaching strategies 'orient students towards norms of civic commitment'. Hence, they can be considered an essential part in the development of young people's (socio- logical) citizenship. Examples of those active learning strategies are not only organizing group projects, visiting government buildings, inviting government officials to school, etc., but also creating opportunities for young people to have their say in school through student councils. In this regard, as well as for formal civic education, authors have stressed the importance of teacher quality, active learning strategies with incorporation in the curriculum and deliberation in class. 'Simply donating money or other items without also sharing one's skills and ideas and without making connections with individuals engaged in civic life – will most likely not translate into sustained civic engagement'.

Schools and education system is very important in shaping the state citizens and in making the future of the state ensuring its stability.

2. Citizenship

A citizen is a member of a political community or state how you became a citizen depends upon different factors for example place of birth Family ties or period of residence in a country, the term "citizenship" has several different meanings; first, legal and political status. Second, involvement in public life and affairs. Third, an educational activity.¹⁰

Concerning the legal and political status in its simplest meaning citizenship is used to refer to the status of being a citizen. That is to being a member of a particular political community or state citizenship in this sense brings with it certain rights and responsibilities that are defined in law such as the right to vote, their responsibility to pay tax and so on it is sometimes referred to as nationality and is what is meant when someone talks about applying for or being refused citizenship¹¹.

While the second meaning " involvement in public life and affairs", the term citizenship is also used to refer to involvement in public life and affairs that is to the behavior and actions of a citizen it is sometimes known as active citizenship citizenship in this sense is applied to a wide range of activities from voting in elections and standing and standing for political office to taking an interest in politics and current affairs it's refers not only to rights and responsibilities laid down in the law but also to general form of behavior social and moral which societies expect of their citizens what is these rights responsibilities and forms of behavior should be is an area of ongoing public debate with people holding a range of use.

the third meaning as educational activity finally citizenship is used to refer to an educational activity, that is to the process of helping people learn, how to become active informed and responsible citizens citizenship in this sense is also known as citizenship education or education for citizenship. It encompasses all forms of education from informal education in the home or through youth work two more formal types of education provided in school colleges universities training organizations and work place.

I would like to call them pillars of an ongoing process to be a good citizen. Beginig knowing you right then your responsibility. Which is the other face of the right coin. Then after knowing them you begin to get involved and all this needs Education to know and keep the pace of making citizenship process aligned with education.there are many skills and challenges a head for citizens. Raising complicated issues and crisis. If not Education goes parallel with the world pace. Then some state might face problem in citizenship¹².

While developing countries are still using the simplest meaning of citizenship (the first meaning), most of developed countries are in The advanced level and meaning of citizenship creating competitive models of education, but still have challenges because the concept of citizenship is evolving from the simplest form where an individual in the past time can identify himself according to his tribe which is the same as his family and nationality and citizenship to a more regional form of citizenship diverse family and diverse loyalty to the emerge concept of international citizenship the global citizen was more diverse loyalties and different spheres also if we will consider if you know of citizens and individuals from place to another like refugee crisis this creates a more going challenges for developed countries and more importance of citizenship education.

Citizenship transcends both the universality of rights and the pragmatism of individual obligation; it on the one hand implies the recognition of a universal principle, and on the other, a form of social contract between the community and the individual. Citizenship is one among many identities an individual will feel. While it is distinguished by being necessary for moral maturity, and by its potential to moderate the divisiveness of other identity feelings, gender, religion, race, class, and nation. It helps to reinforce specific attitudes and behaviors expected of citizens. citizenship can thus be construed as a habit, a behavior, and an attitude which when collectively expressed by members of the community, helps to secure the public good. When this habit acquires enduring value, and becomes embedded in the very idealism that drives individual and collective action, it is then that shared ownership in the project of the community becomes possible. Because citizenship in this regard is connected to a communally held value premise, it thus becomes, in and of itself, an ordering device that defines the scope and boundaries of what is or is not permissible in the larger

⁹ Ellen Quintelier (2010) The effect of schools on political participation: a multilevel logistic analysis, Research Papers in Education, 25:2, 137-154, DOI: 10.1080/02671520802524810

To link to this article: <http://dx.doi.org/10.1080/02671520802524810>

¹⁰ Heba Raouf & others, Egyptian Citiznehsip conference december 2003, center for political reserach & studies, al shorouk library, V.1, p.370-443

¹¹ Ibid , Ted Huddleston & David Kerr , Making sense of citizenship , P.30 – 35

¹² Ibid , Avril Keating .

community. Hence, as long as people abide by responsible and acceptable conduct in the exercise of their daily activities, they in turn validate the same principles that undergird their collective notion of citizenship and statesmanship. Citizenship, therefore, becomes an enduring institution that holds the fabric of society.

3. Citizenship Education

citizenship education is as much a reactive response to societal change as a progressive means to accomplish envisioned societal changes.

whenever it occurs citizenship education has the same basic aims and purposes it is education for citizenship but very different vision about what to educate and what is an educated citizen, throughout history, that is education which aims to help people learn how to become active informed and responsible citizens more specifically it aims to prepare them for life as citizens of a democracy different characteristics are required by citizens in different types of political system that characteristics required of people living as free and equal citizens in a democratic society differ significantly from those of people living under a Totalitarian regimes, democracies depend upon citizens who among other things are the following :¹³

→ aware of their rights and responsibilities as citizen, informed about the social and political word, concerned about the welfare of others articulate in their opinions and arguments, capable of having an influence on the world, active in their communities, responsible in how they act as citizens.

→ citizenship education involves a wide range of different elements of learning including: knowledge and understanding, skills and aptitudes, values and dispositions. They are generally learned simultaneously rather than in isolation. There is also a considerable overlap between the forms of learning used and citizenship and in other subjects for example active learning group work and discussion are common throughout the curriculum in both the formal and informal sector. it is important to be aware that just because a certain theme or form of learning occurs doesn't necessarily make that activity as citizenship activity unless you're able to distinguish between citizenship education and other subjects.

→ citizenship is education is distinguished by its content focus and approach to learning:

First distinctive content: there is a central core of learning functional and conceptual not addressed in other school subject including civil government and politics electoral world systems taxations and the economy role of the EU the Commonwealth of the UN consent such as a democracy justice and the rule of law.¹⁴

Second distinctive focus¹⁵ citizenship education focuses on topical every day issues that concern young people as citizens that is as members of society with legal rights and responsibility for example education, healthcare, welfare benefits, international relations and the environment these are to be distinguished from issues that concern young people as private individuals that is issues which are personal or relate only to family or friends for example; applying for a job is a personal issue, the minimum wage is a citizenship one; drinking is a personal issue, the law on alcohol use is a citizenship one ; what do you look for in a friend is a personal issue, there political opinion is a citizenship one.

Third distinctive approach¹⁶ to learning citizenship learning develops through active involvement young people learn what it means to be a citizen through discussions and debates in the classroom and participation in the life of the school or college and in the wider community they are given opportunities both to develop their learning and to put it into practice in real life situations. citizenship issues are *real* actually affect people's life, *topical* current today, sometime *sensitive* it can affect people level especially when family or friends are involved, often *controversial* people disagree and hold strong opinions about them ultimately, *moral* relate to what people think is right or wrong, good or bad, important or unimportant in society.

The differences among countries in citizenship outcomes 3 could be explained by the different characteristics of their citizenship education policies (e.g., the level of priority given to citizenship education in the national curriculum, curricular guidelines for implementing citizenship education, support provided to teachers and school leaders in terms of the provision of initial and in-service teacher training for civic and citizenship education, assessment of students and schools in relation to civic and citizenship education¹⁷). Some contemporary scholars who write in the spirit of Mill, such as Harry Bright house and Brian Barry, argue that liberal citizens should be citizens who confer their loyalty to the state not by default or by socialization but after careful rational consideration and subsequent voluntary choice; citizens whose loyalty has to be earned by good governance and representation - not by shared nationality¹⁸.

¹³Ibid, Making sense of citizenship

¹⁴Ibid, Making sense of citizenship

¹⁵Ibid, Making sense of citizenship

¹⁶Ibid, Making sense of citizenship

¹⁷Maria magdalena and others , The contribution of schooling to secondary-school students' citizenship outcomes across countries, School Effectiveness and School Improvement: An International Journal of Research, Policy and Practice 25:1, 29-63 , 21 Jan 2013.)

¹⁸ Mikael Sundström and Christian Fernández, Citizenship education and diversity in liberal societies: Theory and policy in a comparative perspective, Education, Citizenship and Social Justice 2013 8: 103 originally published online 16 May 2013 DOI: 10.1177/1746197913483635, accessed on June 2015

While scholar like David Kerr an English researcher saw that citizenship education can be viewed from the perspective of three strands: education about citizenship, through citizenship and for citizenship.¹⁹ Education about citizenship is largely knowledge-based, education through citizenship involves active participation in school and beyond, while education for citizenship 'encompasses the other two strands and involves equipping students with a set of tools (knowledge and understanding, skills and aptitudes, values and dispositions) which enable them to participate actively and sensibly in the roles and responsibilities they encounter in their adult lives. This strand links citizenship education with the whole education experience of students

After the quick overview of the definition of "citizenship " and the emergence of the definition of " citizenship education ". the coming part will focus on the function of citizenship. why different states used and invest on Citizenship Education, till it became a compulsory subject in most of the European schools and important domain for academics and education professions to develop and investigate in. There are a lot of main crisis that push states to adopt a remedy for citizens values the necessities are the function and ironically ongoing challenge of CE ill these days. Challenges that face citizenship education and states are positively related and complementary as will be clarified below.

3.1. Definition of Citizenship

One of the challenges that face CE is the concept of "citizenship " in itself. The concept is dynamic and hard to define, it was developed throughout the history and till our recent time still developing. Different approaches and aspects introduced by scholars.

Citizenship is difficult to define. It can 'carry significantly different meanings. It has no "essential" or universally true meaning It is what philosophers call an 'essentially contested concept' subject to a number of contextually specific interpretations. In its usage today, it concerns 'membership', usually attached to a state. It is also a 'normative ideal', a 'set of practices... which define a person as a competent member of society' and here there are qualifying, associated rights and responsibilities. It concerns a status:

"bestowed on those who are full members of a community."²⁰ All who possess the status are equal with respect to the rights and duties with which the status is endowed."

education in citizenship in the ancient world of the Greeks was meaningful in reinforcing perceptions of who mattered, whose views were respected and who should be educated in the knowledge, skills and attributes necessary to make a difference to the lives of others. Since loyalty to the State was paramount in the delivery of civic duties, the young people trained to act in this way were also conforming to this very concept, thereby restricting any understanding of whose lives should be affected by their participation.

Cicero argued with eloquence about the need for man to act as a virtuous citizen and believed that service to the State was the best way to demonstrate this virtue. in the medieval Christian age directed the individual's commitment towards a power greater than the State.

Although, the notion of citizenship has been traced back to Ancient Greece. the concept of citizenship is still difficult to pin down as 'citizenship is many things to many people'. At its core, citizenship can be thought of as 'a set of social practices which define the nature of social membership'. In other words, it is a set of agreed conventions that are used to indicate who is allowed to become a member of the socio-political community (and, by extension, who is not allowed to). These social practices are defined not just in laws and through rights (although this is a crucial element), but also through the development of civic norms, political identities, and expected behavioural practices. Citizenship thus has multiple dimensions, and it can encompass everything from a legal status (e.g. rights and/or a passport) to a set of behaviours (e.g. voting and/or volunteering), entitlements (e.g. social welfare payments), and expectations (e.g. civic norms about paying taxes)²¹.

Citizenship's conceptual lineage flows from the roots of Western political thought, and so too do the tensions between citizenship and identity. The status of citizenship has always strained between universality and particularity, manifest in relations of inclusion and exclusion, identity and difference²².

So the big question is what is the scope and definition we should stick to when dealing with CE in schools. As different definition would result on different approaches when applied in schools. Assuming that the approaches have a different varied impact on the CE models. Then who decide which definition is more accurate or have a better impact. For more illustration, if the definition adopted for CE, is citizenship as a legal membership in the state. So the scope will be very tightened in legal aspects, rights and responsibility. Rather if you used the terminology as a normative idea then expecting more emphasis on practices. The first approach will tackle identity on its state level, while the second approach might tackle also local identity and international spheres.

Citizenship education needs to be examined within a local, national, European and global context in order to highlight and clarify the specific meanings employed by promoters and practitioners of citizenship education. For citizenship education to be effective in politically conflictual societies and to enable citizenship to move beyond a catch-all term, it must be grounded in the social, economic and political framework within which its transmission is located.

¹⁹Eileen Marie Allen BA PgCE MEd, Citizenship Education: The Search for Meaningful Delivery within an English High School, University of Glasgow Faculty of Education August 2008

²⁰Jason Wood , Ph.D.: Young People and Active Citizenship: An Investigation, De Montfort University August 2009

²¹Ibid, Avril Keating, Educating tomorrow's citizens: what role can schools play?

²² Trevor Purvis and Alan Hunt, Identity versus Citizenship: Transformations in the Discourses and Practices of Citizenship, Social & Legal Studies 1999 8: 457

<http://sls.sagepub.com/content/8/4/457> , accessed on May 2016

Citizenship education model emphasizes that schools are no longer simply producing national citizens, they should also be preparing students for global, regional, and local citizenship and for citizenship in a diverse world. As such, contemporary citizenship education policies tend to emphasize that citizens have multiple identities and that citizenship can be enacted at local, national, European and global levels. These different levels of citizenship are not mutually exclusive, but rather are nested - over-lapping with one another and (ideally) complementing one another

Still no fixed approach or definition can be generalized, which causes confusion sometimes when comparing models and different results.

Also it is related to the level of state democratic level and maturity of the target group (ex. Age, educational level, cultural level). Also, one of the difficulties for the concept of citizenship in my own practical experience. Is when you define it bluntly and academically sometimes, it doesn't have a good impact. But rather when you leave it recognized by daily experience of target group. It is much more sensed and acknowledged than academic definition. At the end the concept is not how it is defined but how it touched the behavior of target group.

3.2. Nation Building Theory & CE

In theory, the 'nation-building' exercise, is to let institutions make up the 'pillars of integrity'. Institutions provide integrative norms and sanctions that affect the ways in which individuals and groups become activated within and outside established rules of appropriate behavior; the level of trust among citizens and leaders, the common aspirations of a political community, the shared language, understanding, and norms of the community, and the meaning of concepts like democracy, justice, liberty, and equality.

Hence, a 'weakening of one pillar will result in an increased load being shifted on to the others. The success or failure of the overall structure will thus depend on the ability of each element (pillar) to support the loads expected of it; but if several pillars weaken collectively, or if any one pillar weakens to an extent that cannot be compensated for by the others, the entire structure (system) will fail'.

The more crucial point to note is that there are no 'failed states', but instead what we have are 'failed institutions'. The state is a nominal abstraction used to describe a specific geopolitical boundary, but in order to sustain and make the boundary viable, we need functional institutions to do so. But where the institutions have collapsed or become essentially non-existent, they then need to be the major focus of post-conflict reconstruction activities rather than the 'state' itself which is essentially a reified abstraction. States do not fail, but the institutions that undergird their public purpose do²³.

What this indicates is the need of citizenship education to ensure the awareness and existence of pillars in an educational institution. What post-conflict and/or 'traumatized' states need most are functional institutions. In turbulent times, institutions help people to manage their anxieties and disagreements and to channel their individual emotions and resistance in such a way that it does not fundamentally undermine the socially established order for achieving deliberative consensus²⁴.

Education in citizenship may not make much impact unless it coincides with other structural reform, because there is an obvious problem with it, namely that the people who most need it are the people least likely to be interested in it'. Many children and teachers enter school with a ready-made set of beliefs emanating from growing up in their particular communities, so it should be imposed by institutions. Not kept as a choice.

3.2.1. Germany

In the early 1950s, then, there was still a continuing if residual effort to support and encourage democratic thinking in educational contexts in Germany. Its endurance way beyond the end of the War is an indication of the importance the British attached to it. The work in education had started with the beginning of the Occupation, and 'Education Branch of the Control Commission for Germany, British Element', as it was called, had been able to recruit staff well equipped to set the task of educational reconstruction in motion.²⁵

Later on, Citizenship education became firmly integrated in Germany's education system. The opportunities on offer can be separated into curricular and extra-curricular activities. Citizenship education in schools falls under the cultural authority of the German land which means it's important as a subject varies from federal state to federal state. Nearly every school now, provides less than the ideal of two hours of citizenship education every week. Alongside school related activities, another important aspect of citizenship education is engaging both younger and older students outside the classroom in a variety of pursuit sponsored by state and social authorities. State sponsored activities include civil and Army service, working in adult education centers, at Memorial sites, or in the federal, or state agencies for civic education. There are also some important areas of non-formal citizenship education such as white wing extremism / racism, learning democracy, migration and integration, such extracurricular citizenship education activities are supported or have been financed by political parties, unions, trade associations, foundations, religious and spiritual communities and others non-state groups. Which proves it's increasing importance.

²³ Institution-building, not nation-building: a structural-functional model

Kalu N. Kalu, *International Review of Administrative Sciences* 2011 77: 119 DOI: 10.1177/0020852310390541

The online version of this article can be found at:

<http://ras.sagepub.com/content/77/1/119>

²⁴Ibid, Kalu

²⁵ David Phillips, *Aspects of education for democratic citizenship in post-war Germany*

University of Oxford, UK, *Oxford Review of Education*

Vol. 38, No. 5, October 2012, pp. 567-581

It was very clear in the German experience in CE, after the wall of Berlin war, and how to merge again east and west Germany to have the same liberal democratic values. And be again a one camp not a divided society between liberal and social camp as it was before. The research will have a profound detailed of this experience in the next chapter.

3.3. Citizenship Education and social cohesion

Some states used citizenship education to strengthen its social cohesion for ex, Sri Lanka, Lebanon, Ireland. social cohesion is in a way a subtle form of nationalistic agenda primary concern with the state's stability. Social cohesion deals with promoting trust, solidarity and help in creating "imaginative community". This is what CE focuses on as examined in the research. And also, it is the top priorities of each state after big conflicts or internal instability. still the definition of social cohesion is vague and difficult²⁶.

While writers John Stuart Mill argued that for democracy to be stable, a country had to be homogenous. While normally the nature of states nowadays is not being homogenous, but rather turning to a global cosmopolitan state's. Some writers like Easterly see that Ethnic fractionalization is a major aspect of social dislocation. succinctly elucidate the connection between fractionalization and low social cohesion.

Mill opinion was so much criticized. And logically you can not make all states homogenous but you can social cohesion and equality, in fact this the main reason of democracy. Where all people should enjoy their right and share responsibility and resources of their state with no primitive loyalties.

Most developing countries lack the preconditions for the emergence of good governance, largely because these countries have artificial borders where ethnic and cultural diversity act as hindrances to sound political and economic governance due to the many social frictions that arise from diversity. As Easterly (2006: 113) writes:

In many ethnically divided countries today, politicians often exploit ethnic animosities to build a coalition that seeks to redistribute income to us from them²⁷.

Political corruption which is one of the main problems in most of the developing world is also pointed out as another affliction of ethnic diversity. According to Easterly, 'corrupt politics merge with ethnic politics as parties compete to win resources for their own ethnic groups.' High diversity also apparently inhibits trust, and low-trust societies supposedly suffer corrupt government due to collective action problems²⁸.

It is another social cohesion problem. If politics wasn't played in a competitive way not based on ethnicity. Then it will create corruption and so economical consequences. And this is not the way to have a good democratic society with liberal economy based on free hand, supply and demand only. But it will be a racial economy based on ethnicity not quality. Of course this economy will not effective or efficient. And that is why we do have a fact that people are different and no more homogenous societies to call for. So the importance of social cohesion became very important for state to survive not only politically but also economically. All state fields are highly connected and affect each other. this encourages the CE role in state education system to encourage social cohesion and avoid fractionalising citizens based on any primitive loyalty.

bad governance and economic mismanagement is also a product of the lack of social cohesion.

What it has to do with CE? There is a reason and cause, since Citizenship is both an individual and collective identity. In politically conflict societies, the aim of citizenship education is to transform discourses around 'us' and 'them' into a more inclusive 'we'. A "community cohesion" defined as cohesive community when having the following characteristics:

A shared sense of the contribution of different individuals and groups to a future local or national vision; a strong sense of an individual's local rights and responsibilities; a strong sense that people with different backgrounds should experience similar life opportunities and access to services and treatment; a strong sense of trust in institutions locally, and trust that they will act fairly when arbitrating between different interests and be subject to public scrutiny; a strong recognition of the contribution of the newly arrived and of those who have deep attachments to a particular place – focusing on what people have in common; positive relationships between people from different backgrounds in the workplace, schools. If citizens are raised on that concern they can be able to supervise the act of governing and use all available resources from all sectors to be used for all of them. With no ethnicity, this goes back to easterly sayings. Fractionalized society can never be cohesive and vice versa. If a common concern and understands basically exist then it will differ on the long run future of society. social cohesion is step one for any stability. And cannot be created unless it was more understood. CE opens sensitive issues as we discussed before, trying to let out the unspoken tensions (one of the main difficulties in CE) and trying to clear visions and find ways to harmonize it in a way that doesn't hide the problem nor forcing outside solutions that doesn't fit and appeal to the target group.

Social cohesion", on the other hand, encompasses the complex nature of the social and political factors which can affect the level of cohesion in a society. The various available definitions for the term emphasize equality and equity, shared values, civic participation, well-being, trust and sense of belonging. The terms also do not have the cultural sensitivity of social cohesion²⁹.

²⁶ Maha Shuayb, Rethinking Education for Social cohesion, center for Lebanese Studies, Palgrave & Macmillan, 2012

²⁷ Indra de Soysa, Another Misadventure of Economists in the Tropics? Social Diversity, Cohesion, and Economic Development, Norwegian University of Science and Technology, International Area Studies Review Received: 12 December, 2010 Volume 14, Number 1, March 2011

²⁸ Ibid, Indra de Soysa.

²⁹ Ibid, Maha Shuyab

3.4. Reforming Historical Crisis

CE is important to reform some political historical outcomes, like in the case of Northern Ireland.

3.4.1. Northern Ireland

The history of Northern Ireland conflict has, since 1969, claimed over 3700 lives. From 1996, 165 people have been murdered³⁰. There have been 2270 shooting incidents and 1185 bombing incidents. Many children have also been directly affected by the conflict. During 1967–97, 257 children aged 17 and under died as a result of political conflict in Northern Ireland. Many children have also been caught up in rioting and have personally witnessed someone either being shot or injured. Children also perceive feeling endangered when straying into what they perceive to be the ‘wrong area’³¹.

Many young people grow up in Northern Ireland in areas that are overwhelmingly Catholic or Protestant. They also attend school on the basis of religious identity, with only 5% of children in the whole of Northern Ireland attending religiously integrated schools. While adults also live in such segregated communities, they often cross boundaries to go to work or engage in social and leisure pursuits. Because of their general exclusion from the labour market and economic dependency on parents, which restricts and localizes their social and leisure movements, children are more constrained by boundaries. Moreover, children growing up in divisive societies are not immune from their parents’ religious, ethnic and cultural prejudices and there is always the danger that bigotry may cross generations³².

A Research was made in year 2002 suggests that it is far from accidental that there is an increase in the proportion of young children beginning to identify themselves as either Catholic or Protestant around the age when they start school. So school adopted CE gradually, in three phases; In the first phase, during the 1970s, schools were regarded as ‘oases of peace’ and the troubles were seen as something that happened outside the classroom. In the second phase, which characterized the 1980s, schools began to tentatively work towards enhancing better community relations. In the third phase, which characterized the 1990s, schools were required to make statutory provision for developing community relations. Education for Mutual Understanding (EMU) was made a compulsory part of the education curriculum in 1992. Its main aim was to increase cultural awareness, reduce prejudice and challenge stereotypes held by each respective ethnic group. EMU was gradually replaced by education for citizenship. As of September 2007, the programme known as Local and Global Citizenship became a statutory requirement for all post-primary schools³³.

The main aim of the programme is to promote an educational process which will enable pupils to articulate and debate differences within and between groups. The Local and Global Citizenship programme could enhance understanding between the two main ethnic groups by challenging and dispelling stereotypes and taken-for-granted assumptions.

The NI was very important lesson, for other models to inspire because it has a direct clear message, that the effective citizenship education in political sensitive society must acknowledge children’s experiences of conflict and ethnic diversity and not unclear or avoid the daily threats that many children may experience because of wider intolerance of ethnic diversity. It is only by acknowledging and understanding children’s perspectives that education for citizenship can move fruitfully forward. Their daily experiences of confronting and managing ethnic diversity remain an untapped resource³⁴.

3.5. Post conflict society

The term ‘post-conflict’ is a term commonly used in political science, economics and development literature to indicate a society that has recently experienced a violent conflict that affected the daily lives of many citizens³⁵.

Education for citizenship and the very concept of citizenship are often contested issues in societies that have experienced violent conflict. Scholars and international organizations emphasize that schools in such contexts should encourage ‘social cohesion through quality and equity’, as Students and teachers may have lost trust in political parties, be afraid to engage in controversial issues, avoid inter-ethnic contact, and be more comfortable with authoritarianism than democracy. These findings all point to the complex nature of shifting power relations in post-conflict contexts³⁶.

³⁰ PSNI Statistics, www.psni.police.uk; statistics accessed June 2006

³¹ Madeleine Leonard, Children's Citizenship Education in Politically Sensitive Societies, Norwegian center for child Research, 2007, <http://chd.sagepub.com/content/14/4/487>

³² Alan McMurray and Ulrike Niens, Building bridging social capital in a divided society: The role of participatory citizenship education, *Education, Citizenship and Social Justice* 2012: <http://esj.sagepub.com/content/7/2/207>

³³ Lesley McEvoy, beneath the rhetoric: policy approximation and citizenship education in Northern Ireland *Education, Citizenship and Social Justice* 2007 <http://esj.sagepub.com/content/2/2/135>

³⁴ *ibid*, Alan McMurray

³⁵ Laura J. Quaynor, Citizenship education in Post-conflict contexts: A review of the literature *Education, Citizenship and Social Justice* 2012, V 7: <http://esj.sagepub.com/content/7/1/33>

³⁶ *ibid*, Laura J. Quaynor

Moreover, in societies with limited resources, the development of new materials for citizenship education may not be an educational priority compared to compensating teachers and reconstructing school buildings. Which makes a very high challenge as most of the CE curricular programs needs fund, qualified trainers and experts to develop it and measure its impact in a regular basis.

In response to these challenges, multiple studies suggest that an emphasis on citizenship education, as well as the use of participatory methods, may encourage tolerance and active citizenship. And that's is exactly what they need in post conflict stage context.

I would assume that it is one of the major importance of CE is how to overcome a dratsic conflict to begin a new era. Taking for example the case South Africa (where it will be also tackled in the coming chapter). The bloody history between citizens in South Africa was highly concealed after adopting CE in schools.their model was very creative and used art to discuss sensitive issues. To let it be on the surface of the discussion table with no bias.

3.5.1. South Africa

By the dawn of democracy in 1994, South Africa had 32 universities, but these institutions were divided and grouped along racial lines into institutions for 'Blacks, Coloureds, Indians and Whites'. Prior to 1994, many universities were deeply involved in political activism, student protest and violence which made the higher education scene, as a reflection of the broader South African society, volatile and riddled with divisions. University participation of Black students was below 30% and participation rates for the 18–24 years age group in general at about 12%. After 1994, however, and following the merging of several institutions into a current 23, participation rates changed dramatically. By 2011, Black students comprised 78% of the 570,000-residential university population and made up 83% of 382,000 distance education students. Female participation in university education increased from around 38% in 1994 to 54% in 2011. in 2014 overall student enrolments represent 28% of all students in Science, Engineering and Technology, 31% in Business studies and 41% in Humanities and Education (Department of Higher Education and Training, 2013)³⁷. At the level of everyday life, however, deep divisions in per capita income, housing, employment, cultural cohesion, crime, violence, language and other issues still prevail in South African society.but why the level of student enrollment and university student participation in education increased for minorities?

The solution begin with several studies which have indicated that such avoidance of sensitive issues and historical narrations should be taken seriously, as it can possibly perpetuate and worsen the gap that already exists between students regarding race, gender, social class and/or academic performance. As seen by scholars,The psychological dangers of suppressing negative emotions can potentially manifest in destructive talk and actions. It is therefore seen as important to include "critical citizenship", which is an education based on the promotion of a common set of shared values such as tolerance, diversity, human rights and democracy in educational curricula³⁸.

As an educational pedagogy, critical citizenship encourages critical reflection on the past and the imagining of a possible future shaped by social justice so that citizens are better prepared to live together in harmony in diverse post-conflict societies.

Critical citizenship education is specifically aimed at transformation on a personallevel. Incorporated into existing curricula, it aims to take students' historical experiences and sensitivities into account, and so create a safe environment in which to analyse and face historical and current realities. Incorporating it as part of a visual communication design curriculum in particular allows art and design to be used as medium and process to facilitate the negotiation of social realities,through accessing the imagination. Without the imagination, we tend to see what we already know, and not what may be really there³⁹.

It is thus necessary to examine, deconstruct and open up that which we observe in critical fashion. The imagination has the potential to allow individuals to imagine what they cannot see or experience in any other way, including, for instance, to imagine life from another person's perspective or to see oneself in a different light. It is possible that such exercises can positively stimulate appreciation of cultural diversity and social transformation.

Through written reflections and interviews the project involved students, lecturers and high school learners in a township to whom art was taught by university students. Results showed that a less hierarchical and more self-motivated approach to critical citizenship education in art, which becomes part of the formal curriculum, results in addressing some of the avoidance and difficulties that were experienced earlier.

3.6. Citizenship and Globalization

Globalization increased the challenge for the whole world citizen since the mobile of individual from a place to another became very often. It became also challenging with historical narration of different state for certainly same events, citizens are no more isolated by what their country address and how it addresses them. With the overflow of information and excessive easily of knowledge. Criticizing and analytical skills are needed for every citizen otherwise a loss of identity might occur or dogmatism for not facing real facts might occur. This increase the importance and challenge of citizenship education in schools.

In an era of increased globalization, it is almost a common phrase that we are all global citizens now. Developments in communication technologies, the transformation of trade, and increased migration have all altered our sense of the world we live in and have opened

³⁷Elmarie Costandius and Eli Bitzer , Opening up spaces for social transformation: Critical citizenship education in a post-conflict South African university context

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<http://esj.sagepub.com/content/9/2/128>

³⁸Ipid , Elmarie Costandius and Eli Bitzer

³⁹Ibid, the sage handbook Education for citizenship and democracy

up new challenges to the way we live our lives. The challenges to the state/citizen relationship that emanate from fears about multiculturalism and violent extremism certainly gain greater prominence as a result of shifting global interconnectedness.⁴⁰

There are international actors contributing to or benefiting from global interconnectedness. International financial institutions such as the International Monetary Fund (IMF) and the World Trade Organization (WTO), international political entities (the World Court), organizations of regional integration (the European Union), and multinational and transnational organizations (corporations and non-governmental organizations) are more powerful than many nation-states. Civil society organizations (CSOs), trade unions, faith-based organizations, indigenous people's movements, environmental organization work to improve forest conservation, health care, micro-credit, and Internet development⁴¹.

Students need to recognize and understand the effects of global connections in their lives. As part of their citizenship education they can research how people and organizations across the planet affect their own community and other communities across the world and then identify ways in which their actions and those of people in their region affect others and the planet. Students also need to develop expertise in working with others to address felt needs, problems, or challenges that are outcomes of global inter-connectedness⁴².

Today many of the more affluent and connected young people on the planet participate in shared aspects of a global popular culture from films (Hollywood, Bollywood, Hong Kong), sports stars (Beckham), music, (reggae, salsa), games (Sudoku), television (Pokemon is viewed in over 60 countries), fashions, and modes of entertainment (Karaoke). The British talent series 'Pop Idol' has led to Idol shows in over 30 countries, and websites with social networking (YouTube, ArabSpace) have millions of participants. Teenagers in many countries share the twenty-first century affinity for mobile phones and text-messaging. Yet these shared experiences do not necessarily contradict the deep culture of beliefs, values, and norms of behavior taught at home and school that are at the heart of local and national cultures. The long-term effects of global pop culture are hotly contested (Rothkopf, 1997; Stromquist, 2002). The same brands of clothes, and share an understanding of how to adapt to the culture of the marketplace. There are other cultural outcomes of globalization. In a global age people with culturally complicated backgrounds are more likely to have the cosmopolitan mindsets and cross-cultural skills that make it easier to interact on the world stage⁴³.

Information is critical to citizenship in a democracy. In an interconnected world, citizens need to be informed not only about their own nation-state, but they also need to understand the ideas, voices, knowledge, and experiences of people across their region and the planet. In many countries, today people have access to points of view and information that was unheard of in previous generations.

The emergence of new actors, the Multinational corporations that had a great impact on states. For instance, the flow of workers, state agreements, flow of money and sometimes under table with serious implications on the whole world, like some medical pharmaceutical corporations that can lobby certain medicine. All affects the normal citizen in a way or another.

The most implicit one the great finance crisis 2008⁴⁴. where all the realstate market were affected in some nations. Never the less the exchange currency is tightened by US dollar not gold as before. So the international trade acted by the Mncs affects the economy of countries. What this has to do with citizenship?. Students should be aware that there are non state actors that affects their state and lifestyle. Also if we tackle the non economic actors, like some phenomena of terrorism like isis or isil, this caused a dramatic change of politics and state allies. Some states were accused of funding terrorist groups like Iran, and it caused them sanctions still affecting their economy till now.so the citizen is not living in his state bubble. On the contrary he is connected to the international sphere and external actors as well due to globalisation.

Imagine a citizen in a globalised world who are not aware of international Organisation like United Nation for instance. Is this the citizen a state is seeking for ?. Absolutely not because he can not get engaged effectively with the global resources he have. Globalisation is a challenge still is an opportunity for the aware citizens. Also the multiculturalism is a very big challenge that re-define the local identity. And globalization produced other dimensions of identity due to flow of culture and legacy of colonialism and immigration. If CE can't contain the challenges of globalisation. How can we imagine a citizen who has an identity crisis. Or un able to deal with different cultures. Citizenship Education is necessary in the globalised era we live in.

3.7. Citizenship and Technology "Digital citizenship"

The same side of globalization is the flow of information technology, and the emergence of virtual world. technology creates more complex definition of citizenship and more world phenomena and behaviors. Like if you measured the participation of youth in some countries you might find it below expected. while they are very much engaged online in a very participatory way a new form of citizenship concept which is " digital citizenship ".

Digital citizenship provides new opportunities for civic and political engagement, particularly through social media and other interactive technologies. However, these developments also create new risks, particularly about privacy and security. Children and young people often adapt to these technologies more rapidly than their parents or their teachers, but schools can help their students to critically assess issues such as the implications of privacy in an online world or the norms of behavior in online debates and forums⁴⁵.

⁴⁰Ibid , Jason Wood ,

⁴¹ World bank, web.worldbank.org/ WBSITE/ EXTERNAL/ TOPICS/ CSO/ 0,, contentMDK: 20127718 ~ menuPK: 288622 ~ pagePK: 220503 ~ piPK: 220476 ~ theSitePK: 228717,00. html

⁴² James Arthur and others, the sage handbook of education for citizenship and democracy, sage publications, 2002

⁴³Ibid , James Arthur and others

⁴⁴W. sander&A. Scheunflug, Politische Bildung in der Weltgesellschaft, Bundeszentrale fur politische bildung (bpb), Bonn 2011, p.365-380

⁴⁵Ibid, Avril Keating

New technologies have led to interactive web-based networks for citizen action. Regional and global organizations have developed to strengthen programs giving small loans to women, improve AIDS education, counter totalitarian propaganda, or create new political movements. From protests against the WTO to global conferences on the rights of women and indigenous peoples, people are connecting across borders in new civil societies and seeking cosmopolitan justice.

There are problems, of course, with the information explosion. Much information that is available promotes hate, propaganda, or sexual content. Pornography flourishes in many new formats. Being in print, on the web or on the airways is no guarantee of truth or taste. Money and education often determine access, which multiplies the advantages of the privileged within and across regions in a digital divide.

As the trend towards globally accepted mainstream academic knowledge grows, the world's information will likely become more global and less nation-centric. Cultures and nations with less global power are likely to suffer a new digital divide as their knowledge and information may be valued less as people feel compelled to learn mainstream global knowledge that becomes the currency of the knowledge economy in a global age; changes in the generation and outflow of knowledge and information affect civil society and citizenship education.

The information age, knowledge economy and digital technologies have added new layers of inequities within and across communities, nation-states, and regions. Not only on the flow of information between and within the boundaries of countries but also, technology has ability of changing truth like fake videos or pictures. Which might create problem or advantage for any group in the state, facilitating the brain wash techniques for any facts.

Also the emergence of social media and its great impact. Not only on the culture of using it among all ages but it put all people in an argumenting atmosphere. Never the less, the Arab spring and all it's impact was events organized by events on social media.

The expansion of the world wide web is one of many factors leading to the demise of less commonly spoken languages and the dominance of English as the language of business and finance. Technological innovation and technology transfer, whether in health, agriculture, education, or business, most often benefit those who have the capital to exploit and market them.

All these create a challenges for CE, if citizens are not qualified enough for coping with technology effect. then there is a problem for the state in the long run. The optimum CE in schools should provide students to contain globalisation and technology impact with the following

First, students need to study the outcomes of globalization through both mainstream academic knowledge and the transformative knowledge that gives voice and agency to people and issues largely ignored by those in power as we discussed earlier. Whether learning about global systems, their own multicultural democracy, or ways in which people in their region make decisions on water, students must learn from the diverse experiences and ideas of relevant stakeholders if they are to develop a global perspective.

In other words, Young people cannot understand their world without learning from people with differing degrees of power including children, women, religious or ethnic minorities, refugees, immigrants or guest workers, or those with the least economic wealth.⁴⁶

Second, students need to develop intercultural competence to participate effectively in today's multicultural societies.

Third, critical thinking skills, especially the ability to evaluate conflicting information, are vital for today's citizens. Societies committed to freedom must guarantee access to information and nurture citizens' capacities to interrogate that information in order to effectively preserve personal liberties. Students need to be equipped to investigate knowledge, construct information and use it to influence public policy and address global issues. Students must learn to unpack the prepackaged information prevalent in the media and schools and seek out and evaluate information from diverse sources.

Finally, there are habits of the mind that go hand in hand with civic responsibilities in a global age. Students need to approach judgments and decisions with open-mindedness, anticipation of complexity, and resistance to stereotyping. As they consider alternatives, students should develop the habit of asking: is this in the common good? Will this protect the rights of all people? Will these actions harm the environment or its bio-diversity? World mindedness is critical if students are to become accustomed to making decisions that are cognizant of global ramifications.⁴⁷

We will see in the German experience how CE was influenced by technology. Through creating the voting advice application " Wahl-O-Mat " where it has a role in elections 2005 and also it was developed by other European states. To use technology in more citizens engagement in politics. Shortening the gap between political parties and citizens demand and discussions.

After examining the different challenges for CE, the role of EU should be examined as a form of transfer from national to creating an existing regional citizenship concept. Also, the efforts done by CE in Europe needs more focus, so in the coming lines there will be a quick overview for the most modern trends of citizenship. and ongoing efforts that need to be added to complete the picture.

4. Citizenship Education Perspective in EU

Citizens are at the heart of the European project. The EU is not for politicians, it is for people. This principle is what guides our work here in the European Commission. The Lisbon Treaty marks a real watershed in highlighting the importance of citizens: It underscores their vital role in advancing the European project. It has given them new opportunities to address the European institutions. And it challenges the EU institutions to create a real Citizens' Europe.

⁴⁶Viola B Georgi , the making of citizens in Europe : new perspective on citizenship Education, Bundeszentrale fur politische bildung (bpb) , Berlin 2008

⁴⁷Ibid , Viola B Georgi

The turbulences over the past few years have reaffirmed the need for such a strong focus on citizens. More and more decisions that have a direct impact on people's lives are being taken at European level. Hence, institutions and decision-making processes need to become more democratic and transparent.

By creating the Justice, Fundamental Rights and Citizenship portfolio in the Commission, President José Manuel Barroso entrusted me to make EU proposals meaningful to citizens. I am determined to strengthen citizens' rights and to remove the remaining obstacles preventing them from enjoying these rights⁴⁸.

4.1. EU Citizenship Rights - the Legal Basis

Every citizen of an EU country is automatically a Union citizen with EU citizenship rights. It is very encouraging to see that two thirds of citizens feel European. However, only one third knows what their rights as EU citizens are. That is what the European Commission wants to improve. Citizens' rights are clearly spelled out in the EU Charter of Fundamental Rights. In addition, the Lisbon Treaty introduces a set of provisions and instruments to reinforce European Citizenship by strengthening in particular the role of the Union in the fields of Justice and Fundamental Rights. The treaty of Lisbon foresees a set of basic rights⁴⁹, namely:

The right to move and reside freely within the territory of the member states subject to certain conditions laid down in the Treaties.

The right to vote and to stand as candidate in elections to the European Parliament and municipal elections in the member state of residence.

The right to receive diplomatic and consular protection, in case a citizen is in the territory of a third country where his / her own member state is not represented by a consular post or a diplomatic mission.

The right to petition the European Parliament, to apply to the European Ombudsman (parliament), and to address institutions and advisory bodies of the EU and receive a reply.

The citizens' initiative makes it possible for citizens to invite the European Commission to submit appropriate proposals on issues falling within its competence and where citizens consider that a legal act of the Union is required.

Non-discrimination is also a basic founding value of the European Union. European legislation prohibits discrimination on grounds of nationality, sex, racial or ethnic origin, religion or belief, disability, age and sexual orientation. This is a core right upon which citizenship is built.

The majority of European states are not homogeneous entities but locations rife with internal divisions based on class, gender, age, ethnicity and other variables.⁵⁰ Within these states citizenship as a universal rights-based discourse remains a problematic concept invoking notions of inclusion and exclusion simultaneously creating and diluting a wide range of social divisions.⁵¹ The Council of Europe has a long-running and multi-strand programme to promote and support education for democratic citizenship and human rights⁵². Within the EU, recent policy initiatives have focused in particular on defining the relationship between education and citizenship, developing measures and indicators of active citizenship and civic competence, and defining the core competences of civic education⁵³.

4.2. The European Citizen

Citizen elects Members of the European Parliament (MEPs) to represent them in a supranational form of democracy that has very real implications for the exercise of responsibility, and the assurance of rights. Many key legislative developments in terms of 'race', gender, sexuality and so on have arisen not from social movements in locally or nationally based contexts, but in terms of European social directives often delivered outside of democratic procedure. Given all of these critical interplays between the personal, local, national and European rights and responsibilities, there has been extensive discussion about the political aptitude and awareness of citizens. 'Eurobarometer' polls frequently show that a significant number of European citizens do not feel informed about European issues and do not understand its political system. Turnout in European elections is consistently much lower than in national elections and the most recent European elections in the UK took place on the back of virtually no reporting about European issues. Attempts to stimulate increased civic participation in European politics have been stifled by attention to 'the involvement of active citizens and groups in some precise procedures, the general level of civic consciousness and participation'⁵⁴.

4.3. Attempts and Efforts

Since 1997 then education for democratic citizenship project, sponsored by the council of Europe, has worked to create a sustainable basic framework for its member states in the field of human rights education. At the EU level, efforts surrounding active citizenship initiatives, and related educational measures have grown immeasurably in importance not least due to the debate sparked by attempts to ratify a European communication policy, which was developed within the framework of Plan " D", explicitly stipulates reinforcing commitments in citizenship education the underlying belief, that powers this initiative is the conviction that, as Europe grows

⁴⁸Vice President of the EU , http://ec.europa.eu/archives/commission_2010-2014/redoing/citizenship/index_en.htm, access : November 2016

⁴⁹ Viola B. Gerorfi, new perspectives on citizenship education in Europe, Bundeszentrale für politische bildung (bpb), P.13- 40

⁵⁰Ibid , Avril Keating

⁵¹Ibid, Madeleine Leonard Childhood

⁵² education for democratic citizenship and human rights (EDCHR; see <http://tinyurl.com/COEresources>)

⁵³ see European Parliament and Council of the European Union, 2006

⁵⁴Ibid, Jason Wood

together, only a politically mature European population of citizens will be able to master common challenges and sustain democracy here.

Within this context citizenship education must itself first go through cumulative process of Europeanization, before it would be able to live up to these challenges.

The decision that they must establish transparency for systems, methods, approaches for citizenship education in Europe also to identify current challenges, and develop common approaches for overcoming them last but not least, we have to come to a consensus on what European citizenship actually means, and how citizenship education must be structured in order to smooth the path during the paradigm shift away from responsible national citizenship two words responsible European citizenship.

Through the NECE networking European citizenship education Ariel focus which has been active since 2004, the federal agency for civic education has provided long-term support and played an active role in modeling the necessary process of citizenship education's Europeanization. It's become later an annual Nece conferences the results hammered out in the expert workshops, focusing on topics that serve the concepts of citizenship like for ex; how must European citizenship education reinvent itself in order to cope with the heterogeneity that is an aspect of countries of immigration? Or topics like how can we best communicate history from our European perspective, what has to be part of a common European citizenship education "mission statement"?

They European Parliament and the European council embrace the idea of citizenship as a practice. therefore, in their recommendation (2006) on key competencies for lifelong learning "civic competence" is identify as an essential concept for creating a measuring citizenship practices in Europe. Civic competence, is based on knowledge of the concept of democracy, citizenship, and civil rights, including how they are expressed in the charter of fundamental rights of the European Union and applied by various institutions at the local, regional, national, European and international level knowledge of main events and trends and agents of change in national, European and world history and present, with a specific view on Europeans Diversity (2006/962/EC).

4.4. Implementing European Dimension

The European union and the council of Europe, as well as national education authorities, have develop policies, programs, and projects who's aim is to promote the integration of our European dimension in teaching and learning process of young people. Although most governments in Europe supports this agenda, in 2005 a comparative survey on citizenship education document that the Europeans Citizenship is still rather neglected in curriculum of civic and citizenship education, which are for the most part still limited to national affairs.

In 2004, the European council launched a program to support active "European citizenship": two years later, the program was extended both in time and scope, Europe for citizens should connect people throughout Europe and strengthen their sense of belonging to Europe. European Union citizens should meet more frequently and regularly, participate in common projects, exchange experiences and opinions. European values and achievement should be made explicit, and the "European" idea should be propagated. Intercultural dialogue should be supported, underlining both the diversity and the unity of Europe. This should eventually, result in the buildup of the European identity based on common values, history, and culture.

As a result, the emergence of "Good European citizens" concept, aroused in discussions. And a lot of projects where established like the "EU story" by the German Kober foundation, which structures itself as a history network for young Europeans, it connected 19 civic organizations from 19 European countries. Also some agreement that facilitate the concept of European citizenship, like ERASMUS, was granted for all European citizen so in addition to the constitutional treaty of EU which give legal rights for citizens in Europe (free movement, free residents, voting diplomatic and counselor protection, European Parliament) a lot of efforts was done to create GEC and European citizenship identity to ensure that the European project was to continue in the future and that European would have a lot in common and they will learn from their bad history events that together they are better, but still there's a lot of efforts that should be done. because there is still a community and social belonging deficit to EU relating to national identity according to some studies⁵⁵

What we realize is that European citizenship is legally covered through the creation of many programs and mechanism, taking for example the European judicial court. We can observe that still there is a missing community social dimension for this concept although it is raising, but still the concept of European citizenship needs a lot of work ahead or in the treaties different treaties, also by revising the EU report 2013, still there is a lot to be done, there is an increase of social belonging to the concept of EC. But not enough, especially after Brexit, I expect more challenges in that concept. The research will not be able to cover it in depth in that part.⁵⁶

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