

Abstracts

Italy's Participation in Three IEA Civic Education Studies (1971-2009)

Judith Torney-Purta

Following a brief history of the three Civic Education Studies conducted by IEA over nearly 30 years, the focus is on results for Italian 14-15 year olds in the 1971 and 1999 studies. The first civic education study (1971) showed that Italian teachers had poor preparation to teach civic education (stressing good manners rather than civic or political information). Italian students performed poorly on the 1971 civic knowledge test (7th out of 8 countries). The second study, CIVED (1999) showed marked improvement for Italian students, who had an average knowledge score above the international mean for 28 countries. Italian students expressed interest in protest participation. They trusted political information from the mass media less than those in the other 27 countries. Students and teachers reported an absence of opportunities for students to learn to protect the environment (compared with other countries).

Keywords

civic knowledge, IEA civic education study, ICCS, trust in media, political socialization (Italy), adolescents (Italy).

The IEA International Civic and Citizenship Education Study (ICCS): Concept and Design

Wolfram Schulz, Julian Fraillon

The purpose of the *International Civic and Citizenship Education Study* (ICCS) is to investigate the ways in which young people are prepared to undertake their roles as citizens. The article describes how the learning context for civic education is explored in the ICCS survey. It outlines the conceptual framework, the design of the study and the assessment instruments for students, teachers and school principals as well as a national context survey collecting data on the national contexts for civic and citizenship education.

Keywords

Citizenship Education, comparative research, survey design.

***Idola theatri* and international comparative studies**

Gabriella Agrusti

International comparative studies in education offer several elements of complexity, concerned with either survey methodology and procedures or the interpretation of results, that are highly debated among specialists and often not thoroughly considered by mass-media and policy makers, especially in Italy. Following the baconian scheme of *pars denstruens* and *pars construens*, this article proposes firstly a series of criticisms highlighted in the past about international surveys and then some of the most recent developments in the field, in order to remove, as far as possible, the *idola theatri* which obstacle a clear understanding of these contributions.

Keywords

comparative studies, IEA ICCS, OCSE-PISA, opportunity to learn, cultural biases.

“Learning and living democracy for all”. Council of Europe Programme promoting Citizenship and Human Rights Education

Yulia Pererva

Since 1997, the Council of Europe has supported a Project on Education for Democratic Citizenship and Human Rights (EDC/HRE) with the aim of complimenting its treaty related activities in the fields of Human and Social Rights. The article presents the programmes and the initiatives supported and developed by the Council of Europe both at an international and at the national levels as well as the most important adopted texts and publications. It outlines the principles on which partnership and networking are built by the Council of Europe in close cooperation with member states and other regional and international institutions.

Keywords

human rights education, education for democratic citizenship, international cooperation.

Monitoring Active Citizenship in the European Union: The Process, the Results and initial Explanations

Bryony Hoskins

This article is a descriptive account from an insider's perspective of the complex European process of the development of indicators on active citizenship. From this position, the article explains the process behind the development of two composite indicators that have been used to measure progress on active citizenship in Europe; The Active Citizenship Composite Indicator and the Youth Civic Competence Composite Indicator. The article details the results of these indexes for European Union countries and regions inside Europe. In addition, the article examines the differences between the results of the composite indicators, with correlations found between competence and action for Northern and Western European countries but not for Southern and Eastern European Countries. Using these results it discusses possible steps forward in the development of indicators on active citizenship looking towards new data from the IEA International Citizenship and Civic Education study.

Keywords

active citizenship, civic education, composite indicators, European Union, political participation.

Adult Education for Democratic Citizenship in Europe

Marcella Milana

In 2001 a new emphasis on learning for democratic citizenship has been championed by the European Commission's Communication on Making a European area of lifelong learning a reality. The communication recognizes active citizenship as one of the four "broad and mutually supporting objectives" of the lifelong learning strategy. Accordingly, civic competence, which "equips individuals to fully participate in civic life", has been identified by the European Parliament and the Council of the European Union as a key competence to be given priority in all member states in the years to come. The article introduces the core principles of a European study aiming at investigating, from a comparative perspective, ways in which adults can achieve competencies relevant for democratic citizenship. Furthermore it presents and discusses selected findings. The findings suggest that, in spite of the shift from education to learning for democratic citizenship within the European discourse, the emphasis on lifelong learning and the consequent equal recognition of in-school and out-of-school learning activities, most empirical research in the field of education for democratic citizenship remains primarily concerned with school-aged pupils. When available, research which focuses on the links between adult education and learning for democratic citizenship is highly theoretical and rarely supported by empirical evidence.

Keywords

lifelong learning, democratic citizenship, adult education, European Commission, civic competence.

Multiple citizen identities of the Chinese in the Chinese diaspora

Wing On Lee

On the basis of the debate on the citizenship notions developed in the literature, the author argues that political explanations per se are insufficient

in understanding the complexities of the issue of national identity among many nationals today. With reference to the Chinese Diaspora, and in the broader context of the globalization, the necessity of a cultural and/or intercultural perspective is supported. This perspective further implies the need to adopt a language perspective in understanding the cultural (or intercultural) identities.

Keywords

multiple citizenship, citizen competencies, national identity, cultural identities.

Building Citizenship competences at school: a subject is not enough

Bruno Losito

The article presents the ongoing debate on Citizenship Education in Italy compared with the debate carried out both at an International and at an European levels in the recent past years. Attention is paid to the definition and the development of citizenship competences as part of the broader key competences. The results of international comparative studies are used in order to suggest changes and improvements in the proposals related to the Italian school system.

Keywords

Citizenship Education, key competences, competences, school innovation.