

Andreas Brunold  
Bernhard Ohlmeier (Eds.)

# School and Community Interactions

Interface for Political  
and Civic Education

LEISTUNG BILDUNG LEHREN SOZIALISATION JUGEND REFORM ERZIEHUNG  
IDENTITÄT GESCHLECHT FAMILIE KULTUR SCHULE ARBEIT GEWALT LERNEN  
SEXUALITÄT UNTERRICHT RELIGION ALTER EVALUATION GENERATION SOZIAL  
STRUKTUR MEDIEN UMWELT KINDHEIT METHODEN PISA KRIMINA  
LITÄT FREIZEIT INSTITUTIONEN ELTERN UNGLEICHHEIT LEISTUNG  
BILDUNG LEHREN SOZIALISATION JUGEND REFORM ERZIEHUNG IDENTITÄT  
GESCHLECHT FAMILIE KULTUR SCHULE ARBEIT GEWALT LERNEN SEXUALITÄT  
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Bernhard Ohlmeier (Eds.)

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Education

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*Editors*

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## What are School and Community Interactions for?

*Andreas Brunold & Bernhard Ohlmeier*  
(University of Augsburg)

This volume contains the summarised articles and contributions of the international conference “School and Community Interactions” (SCI), which took place from 14 th to 17 th of February, 2011 at the University of Augsburg and was generously financed by the “German Research Foundation” (DFG). The conference was organised by the professorship for civic education and civic education didactics, Prof. Dr. Andreas Brunold and Dr. Bernhard Ohlmeier, within the framework of the “European Network for Excellence in Research on Citizenship Education (ENERCE)”.

This consortium was founded in the year 2006 as an association of European universities, which duties and objectives are to strengthen political and civil-social aspects in teacher training as well as in the extracurricular work of youth and adult education. Within the subject “School and Community Interactions”, the municipal political learning field was focused from an European perspective and context, whereas and above all, political and social structures of interaction are playing an important role between schools as public institutions and the municipal political actors who influence the sphere of schools more or less directly or indirectly. The original title and focus „Social Leadership At Schools“, therefore, was extended thematically to correspond to the value of the local authority districts as political actors, and to go beyond the schools in order to look behind the extracurricular fields of citizenship education and, moreover, to consider the local community as a social and political surrounding in the social and political sphere of schools.

In the conference in Augsburg we went one step further in comparison to the first conference, which took place in Sevilla 2008, where our Spanish colleagues arranged an event about “Partnership and Sharing Responsibilities”. Now our intention is to add the topic “School and Community Interactions” as a key aspect in the field of European and Asian local politics and, within this, to deepen and sustain social and political structures and learning processes, based on a partnership among a diversity of actors and networking organizations within the same educational goals. The aim of the conference was to present a policy framework to foster interactions between schools as public institutions and their communities, whose people are involved directly and indirectly in the schooling process.

On the subject “School and Community Interactions” the area of local politics had been focused within the European and also the Asian context. In the course of this, political and social interactional structures between schools as public insti-

tutions and local politic actors became involved. In this sense four key issues had been undertaken in particular:

- School administrations as leaders which should focus on a strong and stable cooperation between school and community,
- Education for Sustainable Development and Civic Education as important areas of learning and working at the interface between school and community,
- Concepts of teacher training showing the role of teachers as moderators in political and democratic educational processes which go beyond the barriers of school considering the local environment,
- Model-like experiences and best practices in cooperation between academic and local politic actors.

These chosen aspects were meant to contribute to an establishment of an expanded educational program which should cause social activism of students within the context of academic and local political learning processes. The goal of the conference was to integrate the different approaches of formal, non-formal and informal learning in a coherent master plan of civic education and educational policy, which can be used by both local political decision-makers and academic actors.

Scientists from nine different countries were invited, namely from Cyprus, Germany, Hong Kong, Ireland, Latvia, Poland, Portugal, Spain and the USA. In four sections with a total of 14 lectures we particularly dealt with the following key questions:

- In what way school administrations can match the challenge which should focus on a strong and stable cooperation between school and community?
- Which role does the interface between school and community play for a civic education which is oriented towards sustainable development?
- What is the duty of teacher training, if it should educate teachers as moderators for political and democratic educational processes which go beyond the barriers of school considering the local environment?
- Which already tested and proven models can be the base of a successful cooperation between academic and local politic actors?

The aim of the activities is clearly to be seen to encourage civil-society commitments. This means, that this volume wants to contribute to an expanded educational program, which encourages civil-society commitment of students due to academic and local politic learning processes.



As for the programme of the conference, this volume contains the four tracks about the main aspects of the theme. Because it is a big concern of the Network to strengthen political and civil-society aspects in teacher- and non-formal education, all lectures and proposals are published in this conference volume. We are sure that this will be useful by policy makers, school teachers, community leaders and scholars in their daily work.

In the first chapter about Educational Policy and School Leadership the authors present proposals about sustained educational and social relationships between schools and their communities. In this chapter, school leadership is understood as a team to foster trustful relationships among different actors at schools and communities. The object of the leadership influence is to open school to community and, vice versa, to include parents, local policy makers, non-formal organizations, for instance, in the governing of the school by providing a democratic space based on deliberation and consensus about school policy.

The contribution of Kerry J. Kennedy "Civic Learning in the 'Real World': Schools and Community as Sites for Student Engagement" addresses the issue of whether the formal civic education curriculum has outlived its usefulness. The article seeks to understand the multiple sources that influence student civic learning, with particular reference to students in Hong Kong. It draws on two sources of research: one has focused on seeking to establish the contribution of the formal curriculum to civic learning and the other looks beyond the formal curriculum to more informal learning modes. These sources suggest the need to look at the environment of schools and their capacity to engage young people in democratic processes as part of their civic learning experiences. At the same time, there is also the need to look beyond schools to the community and seek opportunities for young people to be engaged in activities that enhance their civic understanding and attitudes beyond the school. Data was drawn from the IEA Civic Education Study (Torney-Purta, et al., 2001). Several models were developed to show that the combined influence of school and non-school factors account for the most variance in the outcomes of civic learning. Yet much depends on how those outcomes are defined. Civic knowledge, for example, was influenced differently from expectations about a more active citizenship. This requires education systems to be more explicit about the expected outcomes of civic learning and to have a more nuanced understanding of how they can be influenced.

The text of Vicente Carrasco Embuena "Leading Successful Schools in Contexts with Challenges" is about leadership but with a particular emphasis upon leadership in schools facing challenging circumstances. The paper reports data and conclusions on a research project, developed in the triennium 2005-08, under the Socrates-Comenius Programme, with the participation of nine European coun-

tries. Its principal aim is to identify the best practices of leadership in early childhood education, Primary and Secondary schools located in urban areas with challenges, as well as the strategies used by their principals, all of it in order to elaborate materials to facilitate the educational management of schools as well as to be used for training school leaders in any European country. The project includes thirty-six case studies, four from each participating country. Qualities and strategies used by principals are identified and analyzed from the perspectives of the involved sectors (pupils, parents, teachers and themselves). The research offers emerging and significant topics, strategies and procedures as well as useful materials for education management, which can be used in training management teams.

The study of Eugeniusz Świtła "School Leadership and the Influence on a School Development Progress" shows how changes in social conditions and educational demands have generated a growing need for involving students and teachers in the school development process. The process of students' full participation depends on the school management and the school organisation. The basic role for students participation in a school life is played by the system of values which the school work is based on. The study shows how the organisation of a school and the programme should provide to build values and a strong sense of self-esteem in every child or student. It describes how to organise the didactic process which should consist of activities around values and aim to let children and students better understand each value and be in a position to make the right choices for themselves. Thereby they should be taking into consideration the fact that the didactic process should begin with a focus on the self and then move to the family, community, society, Europe and the world. The article describes the results of studies conducted in Polish schools in 2010 in Wielkopolska, based on the system of values and its role in increasing the involvement and participation in social life.

In their presentation "Motivation in political education lessons" Georg Weißeno and Valentin Eck are reporting the German results of the project "Teacher Empowerment to Educate Students to Become Active European Citizens" (TEESAEC) which was supported by the European Union from the year 2006 to 2009 within the framework of the Comenius Programme. This study has two objectives: On the one hand, lesson materials on the European Union were developed in the form of a WebQuest. On the other hand, a knowledge and motivation test was conducted in participating countries (Germany, Netherlands, UK, Austria, Estonia, and Switzerland).

The second chapter about Education for Sustainable Development and Citizenship Education proceeds from the assumption, that in the era of globalization, hu-

manity is facing immense problems. These political, economic, ecological and societal challenges can no longer be tackled through a 'business as usual' approach. Against this background, the guiding model of Sustainable Development formulated in the course of the United Nations Conference on Environment and Development (UNCED) in Rio de Janeiro in 1992, can be understood as an overall goal of policy and education in order to react to these challenges. In the context of schools and teacher education the potentials of the relationship between schools and community are being blocked by contradictory interests based on priorities of academic contents headed by school teachers, and by practical experiences gained by students and parents, which have constituted two separate worlds without political and structural linkage between them. However, Education for Sustainable Development and Citizenship Education can build a bridge to engage different actors in the school projects.

Within this framework the article of Bernhard Ohlmeier "Civic Education for Sustainable Development and Democratic School Development in Germany – Perspectives for the Local Community" will firstly focus on the question of how the current concepts of an education for sustainable development, that are formulated primarily in general or educational terms, should be orientated more clearly towards political contexts. Against this background and considering previous models of competencies in educational sciences and in civic education didactics, political-democratic civil competencies for a civic education for sustainable development demonstrate the idea of an informed and empowered global citizen who is able to engage in democracy at all levels. In addition, an extended model of competencies, regarding education for sustainable development with a particular focus on global learning, gives insights into the core competencies of recognizing, evaluating and acting, which in turn can be combined with relevant contents and tasks in the area of education for sustainable development. These reflections lead to the question whether, and to what extent, activities in the context of school development and quality management at schools could support the formation of student's competencies for a civic education for sustainable development. In addition, it is questioned how these efforts could be interlinked with municipal issues and task fields of sustainability. To this end, indicators of sustainable development are considered which specify the aims and efforts in local fields of action within the ecological, the economic, the social and the political dimension. At the same time, diverse opportunities for participation in local policy arise for the students and teachers.

The contribution of Maria de Fátima Chorão Cavaleiro Sanches and Mariana Conceição Dias "Policies and Practices of Schools in Priority Educational Territories: What Sustainability Factors?" develops through three main sections. Taking in consideration the changes that have occurred since the 1990's, the first

presents a critical review of recent policies on these matters. The second part examines evaluation data from schools located in Priority Educational Territories, carried out by the General Inspection of Education (GIE) in Portugal. The analysis will focus on innovative practices as well as on weak and strong points. The presentation concludes with suggestions of improvement for policy and practices resulting from the analysis of exemplary experiences currently gained in some schools.

The article of Inga Gedžūne and Ginta Gedžūne, “Action Research for Education for Sustainable Development in teacher education: Research and Learning Environment at Daugavpils University” shows how the humanity’s quest towards achieving sustainable relationships with the world places new demands on higher education institutions as sites for spreading the ideas of sustainable living. This is particularly relevant to teacher training institutions since teachers are recognised as major actors in promoting desired changes towards sustainability. As we have stepped into the second half of the UNESCO Decade on Education for Sustainable Development, it becomes crucial to evaluate good practice examples of re-orienting teacher education to address sustainability in higher education institutions. Therefore, the paper presents a review of the experience of educational action research for sustainability at the Faculty of Education and Management of Daugavpils University, Latvia. The paper specifically targets the following question: what are the features of research and learning environment for sustainability oriented teacher education created at the Faculty through the implementation of action research based and sustainability oriented study courses in teacher education programmes, as depicted in the scientific publications by the Faculty’s staff? Qualitative meta-analysis of 13 selected articles published from 2002 till 2011 in various scientific editions yielded several key themes that characterise the development of research and learning environment for sustainability oriented teacher education at the Faculty: examination of the aims of education for sustainable development (ESD), studying the conceptual understanding of the dimensions of ESD, exploration of pre-service and in-service teachers’ frames of reference, seeking wisdom of insight for sustainability, and focus on exclusion and inclusion as features of educational (un)sustainability. This account will add to the growing discourse on the best practices in universities striving to achieve sustainability and serve as a reference point for evaluating current efforts and practices in implementing higher education for sustainability in other contexts, as well as become a source of inspiration and insight for new endeavours in the field.

The third chapter about Teacher Training for Stable Interactions between Schools and Communities is to institutionalize both the political framework and the contents by training teachers to be able to carry out those demands in mainstream

schooling. In this track participants' theoretical and practical proposals concerning this matter are presented. The proposals are concentrated on primary and secondary schooling levels.

The article of Maria Puig Gutiérrez "Citizenship Education and School Organization: Educational Planning Documents" reflects the important role of citizenship education in educational planning documents. As an organization, the school develops a set of planning documents of great importance to ensure not only the achievement of the objectives, but also living in it. A school that educates in and for citizenship is a school that takes into account the social context in which it is located, serving the personal needs of its members and works, guided by democratic values, as a true community. Thus, educational planning documents should be considered essential in schools, as to define its identity, define the character of their actions, define the functions of each of its members and establish guidelines that ensure coexistence.

The presentation of Lefkios Neophytou "Being an Emotionally Intelligent Teacher: Implications for the Teachers' Social Role" focuses on the proclaimed benefits of Emotional Intelligence. Echoing the proclaimed importance of Emotional Intelligence for students and the society, contemporary research findings indicate the importance of emotional intelligence in teacher training programs. This paper discusses the conditions that will enhance stability and sustainability in the endeavor to incorporate Emotional Intelligence in teacher training and professional development. Focusing on the proclaimed benefits along with possible drawbacks, this paper discusses the implications of Emotional Intelligence on the teacher, not just as a professional but also as a person. It concludes by stressing the necessity for a profound understanding of the notion and the acknowledgment of the personal right to make informed career choices.

The contribution of Andreas Brunold "Gewaltenteilung in der Kommunalpolitik - Ein Thema für eine Kinderuniversität?" refers to the phenomenon that during the last years so-called "child universities" at German universities had been increasingly established. While at universities children can visit lectures of very different subjects, in the small German town of Backnang, however, exists a so-called "child university plus", whereas the "plus" there stands for a special action-orientation. A municipal-political project carried out in 2007 with about 70 primary school children is critically examined on the subject "Division of powers", concerning its didactic perspectives.

The intention of chapter four is to probe the viability of the links and to show experiences in collaboration between schools and local communities. Across the countries in Europe, teachers and scholars have got a lot of experiences oriented by including the community in schools through a diversity of topics within the school

curriculum, making schools a democratic forum and involving parents in the policy-making process. The objective of this chapter is to present “how to do this” by presenting specific experiences of school and community linkages.

The study of Juan Antonio Morales Lozano, María Puig Gutiérrez and Soledad Domene Martos “Educational Centers and Citizenship Education: Teachers’ Perspectives” pays attention to a competency-based training, especially for social and civic competences and concepts, roles and needs for teachers and schools. Life long learning is shown as a theoretical, political, and educational proposal, which is materialized in planning and performance of schools. It also focuses on competences that define the model of Education for European Citizenship.

The presentation of Catarina Tomás “Children and Participatory Budgeting in Portugal: Redefinition of Citizenship and of Citizenship Education” is referring to children’s participation in Participatory Budgeting and shows us children as social actors involved in local political action and in a process for citizenship education. Participatory Budgeting is characterized as a process of shared management by local councils, who participate in the elected local government bodies, and people, individually and/or through civil society associations. It is one of several instruments of participatory democracy and it takes different forms. Participatory Budgeting realizes a relationship between representative democracy and participatory democracy and one of the objectives of local government is to make government more transparent, more socially just and politically closer to citizens. Moreover, it seeks the inclusion of social groups, such as children, that remain outside traditional forums for discussion and decision-making. It is shown that Participatory Budgets of Children and Youth (PBCY) are innovative social processes that aim to: 1) involve children in practices of citizen participation, including issues related to living space; and 2) promote and institutionalize children’s participation in the political and the symbolic spheres of society. It also encourages the civic participation and recognizes the role and importance of children as citizens, since Participatory Budgeting is considered an effective area for the practice of citizenship, participation and the monitoring of public policies. The paper aims to characterize the PBCY Carnide Parish Council (Lisbon) from a sociological framework. The approach will focus on the relationship between the parish council and the community, deeming the local level most favourable to promoting children’s participation and citizenship.

The contribution of Tom C. Vogt “University-Community Links: Connecting Universities, Schools, and Communities Through Music Video Production” shows that Universities in California have developed a network of community outreach projects called “University-Community Links” which create and sustain win-win learning partnerships between universities, schools and community centers. By working together in local communities, university students are able to connect social

learning theories to concrete practices of storytelling, multimedia production, joint problem solving and language learning. The paper demonstrates some of the basic principles of Participatory Action Research (PAR), primarily through a very concrete example of music video production. After a brief historical sketch of Participatory Action Research, “University-Community Links” projects in California will be discussed as ways of extending Participatory Action Research into community based research (see <http://uclinks.berkeley.edu>). Finally, an example from related project work in Augsburg, Germany, will be discussed, where students from the University of Augsburg worked together with local youth in producing a music video.

The volume concludes with the article of Javier Calvo de Mora Martinez “Integrated Services at early childhood Education”, in which he develops a preliminary theoretical background of a wider research based on interaction amongst early childhood, school, families and community. Across the neurobiological, behavioural and social sciences he gives an insight to the immigrants’ situation for children’s learning and development in Andalusia.

## **I Educational Policy: School Leadership**



## Civic Learning in the „Real World“: Schools and Community as Sites for Student Engagement<sup>1</sup>

Kerry J. Kennedy<sup>2</sup>

(The Hong Kong Institute of Education, Hong Kong)

### Introduction

This chapter seeks to understand the multiple sources that influence student civic learning, with particular reference to students in Hong Kong. It draws on two sources of research: one has focused on seeking to establish the contribution of the formal curriculum to civic learning and the other looks beyond the formal curriculum to more informal learning modes. These sources suggest the need to look at the environment of schools and their capacity to engage young people in democratic processes as part of their civic learning experiences. At the same time, there is also the need to look beyond schools to the community and seek opportunities for young people to be engaged in activities that enhance their civic understanding and attitudes beyond the school.

Data was drawn from the IEA Civic Education Study (Torney-Purta, et al., 2001). Several models were developed to show that the combined influence of school and non-school factors account for the most variance in the outcomes of civic learning. Yet much depends on how those outcomes are defined. Civic knowledge, for example, was influenced differently from expectations about a more active citizenship. This requires education systems to be more explicit about the expected outcomes of civic learning and to have a more nuanced understanding of how they can be influenced.

There is agreement that that education plays a significant role in civic learning and civic action (Putnam, 1995, Dee, 2003, Hoskins et al., 2008). These recent studies extend a long line of research that has supported such a relationship (Lipset, 1960, Almond and Verba, 1963, Hyman and Wright, 1979). Yet the definition of 'education' in this context remains somewhat vague. For Dee (2003) it is years of schooling – the longer people spend in education the more likely they are to engage in civic actions such as voting. Hoskins et al., (2008) extended the domain of civic action to engagement in protest activities but still the key relationship was

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1 The research reported in this chapter was supported by a Public Policy Research project funded by the Hong Kong Research Grants Council: *Hong Kong Students' Attitudes to Citizenship: Monitoring Progress Ten years after Hong Kong's Return to China* (HKIED 8001-PPR-5)

2 I am grateful for the statistical support provided to this study by Ms Xiaorui Huang, Senior Research Assistant in the project referred to above.

with the amount of education, including higher education. Lauglo (2010, p.3), however, has made the point that “research is strikingly scanty on the underlying mechanisms behind the positive association between educational attainment and measures of political/civic interest and participation”. Dee (2003, p2) also raised similar concerns about the explanation of the relationship since “these correlations could actually be quite misleading ... both schooling and civic outcomes are simultaneously influenced by a wide variety of inherently unobservable traits specific to individuals and the families and communities in which they were reared”. An important issue, therefore, is to understand better “the underlying mechanisms” and “unobservable traits” that may be able to provide some insight into exactly what it is about education that makes it such a powerful predictor of civic learning and action.

One obvious contender is the school curriculum itself – the knowledge, values and skills intentionally imparted by the school. For example, Dee (2003, p3) pointed out that “that education plays an important public role by directly inculcating students with ... fundamental democratic and pluralistic values (e.g., support for free speech, for the separation of church and state, etc.)”. Hoskins et al., (2008, p. 387) argued, “through formal education it is hypothesized that a person has the opportunity to develop the learning outcomes of civic competence, in particular ‘participatory attitudes, social justice values, citizenship values and cognition about democratic institutions’. They also refer to the role of non-formal and informal learning opportunities as well, but these are not included in their model (p.388). Lauglo (2010), however, looked beyond school – to families and the conversations they have with their children about politics. He showed that in those families where there is a great deal of discussion about politics, the children perform better on measures of learning than children where there is little discussion. What is more, this relationship appeared to hold, irrespective of socioeconomic status. From a different perspective, Shah, Rojas and Cho (2009, p. 213) pointed to a range of research that highlighted the importance of “news viewing, online news consumption and other forms of media use (that) have positive effects on youth engagement”. They pointed out that these effects do not always take place in isolation but are often maximized in homes where there is political discussion within the family, thus complementing the earlier research referred to by Lauglo (2010).

While the formal school curriculum cannot be entirely discounted, the more informal mechanisms referred to above need to be better understood and the extent of related mechanisms needs to be identified. The purposes of this paper, therefore, are to investigate such mechanisms, their relationship to the formal curriculum and the way they can be utilized to support and extend civic learning and civic

action for young people. This research also seeks to extend Hoskins' et al., (2008) emphasis on the formal curriculum to include informal and non-formal learning and in particular, to make an assessment of how schools and the community might better work together in the civic education of young people.

In order to provide a broad theoretical framework in which the study is set, there will be a review of literature in two sections. Following this, the methodology used in this study will be described. The theoretical sections will cover:

1. A review of the function of the formal school curriculum in relation to civic learning;
2. An analysis of the informal learning and non-formal correlates of civic learning and civic action.

### **The School Curriculum and Civic Learning**

The IEA Civic Education Study [CivEd] (Torney-Purta, et al., 2001, p150) identified only two school related variables that influenced civic learning – experiencing an 'open classroom climate' ( $\beta = .13$ ) and 'participation in a school council' ( $\beta = .09$ ). Having 'learned about voting in school' influenced students' likelihood to vote ( $\beta = .19$ ) but in the model this was not related to civic learning. By far the strongest influences on civic learning in this model were 'literacy resources' in the home ( $\beta = .19$ ) and 'expected years of further education' ( $\beta = .26$ ). Overall, this model of civic learning accounted for 20% of the variance in student learning leaving much unexplained. The more recent International Civics and Citizenship Study [ICCS] (Schulz, Ainley, Fraillon & Losito, 2010) came to a similar conclusion:

The absence of stronger associations of civic knowledge with school context factors other than socioeconomic context may be viewed as disappointing for those who expect school to "make a difference" to the civic learning process of adolescents. However, there are also a number of findings that provide some evidence for the importance of the school context: At the individual level, *experience with voting and perceiving the classroom as an open forum for discussion* are consistently related to civic knowledge and in a number of countries similar associations with the school context were still discernible after controlling for school characteristics. It would be desirable to have future and more in-depth research focus the interplay between socioeconomic and process-related school variables.

Hoskins et al., (2008, p. 393) approached the issue from a somewhat different perspective to come to a different conclusion. Instead of focusing on 'civic learning', they used 'citizenship behaviours' as the outcome measure. They concluded, "education is positively and significantly correlated with the three measures of citizenship behaviour. Each year of education increases the probability of voting and

being a member of a political party by 0.9% and 0.3%, respectively. Similarly, the effect of education on the variable Protest and Social Change amounts to 2.6%". Interestingly, they also point out that the returns to education – what they call the 'democratic externalities' (p.396) – are more likely to come from post- secondary education than either primary or secondary education. This has significant implications for the participation rate of young people in post compulsory studies as a way of enhancing active citizenship behaviours. Yet it also continues to raise the question of the real impact of education at lower levels of education systems.

This leads to the question of whether there are optimal ways of organizing the civic education curriculum of primary and secondary education to achieve the best results in terms of civic learning or active citizenship behaviour. Fairbrother and Kennedy (in press, pp 20-21) investigated this question, but the results are somewhat complex:

A compulsory approach to civic education has a positive, but relatively low or no association with students' civic knowledge. It also has a positive but relatively low or no impact on students' knowledge of democracy. By contrast, a compulsory approach has a positive and relatively stronger impact on students' patriotism. An independent subject of civic education similarly appears to have a positive but relatively low or no impact on students' civic knowledge. It also has a positive but relatively low impact on students' patriotism. Importantly, the independent subject approach has a relatively low and negative impact on students' knowledge of democracy.

The conclusions, however, are not so positive for the impact of the school curriculum for "curricular approaches do not appear to be as important as individual actions such as discussing international politics with significant others, an open classroom climate, and participation in a variety of organizations and associations, including art, music, and drama. Even learning in class about the importance of voting appears to be less important than discussing politics with peers, for enhancing knowledge of democracy" (p 21).

Based on this review, it is possible to say that education and the curriculum do have an impact on students' civic learning and civic behaviour but it is a differentiated impact. Civic behaviours seem to be more influenced in the post compulsory years than the compulsory years of schooling. Civic learning in areas such as knowledge about democracy and patriotism seem to depend on different modes of curriculum organization and the effect sizes vary enormously. Where there does seem to be agreement, however, is that there is an impact on civic learning from outside of classrooms and schools and this will be addressed in the following section.

## Informal and Non-Formal Civic Learning

It is possible to cluster areas of adolescent experience to try to develop a picture of the influences outside of schools that exert a positive effect on civic learning. These influences are both distal (at some distance from young people) and proximal (closer to adolescents). Viewed in these ways it is possible to identify:

### *Distal influences: media, community activities*

#### *Media*

Turney-Purta and Barber, (2005) reported that reading newspapers is a moderate predictor of students likelihood to vote ( $\beta$ s across their European sample were  $\geq .10 \leq .21$ ). Torney-Purta et al., p.151) reported that the frequency of watching TV and news amongst the international sample was also a moderate predictor of students' likelihood to vote in the future ( $\beta=.13$ ). These could be activities that take place out of school. Yet given that there are differential levels of trust in the media across countries, they could equally well take place within school if they were developed as instructional and learning activities. Husfeldt, Barber & Torney-Purta (2005) developed a new Trust in Media Scale but have also raised the question of whether students are able to apply critical skills to the task. Amadeo, Torney-Purta and Barber (2004) showed the positive relationship between media consumption and both students' civic knowledge and their attitude to future civic engagement. Torney-Purta and Barber (2005) have pointed out "school-based programs that introduce students to newspapers and foster skills in interpreting political information may be of value". This may be a particularly important thing to do for students whose home environments do not provide them with these informal learning opportunities. Yet the literature on media and civic engagement also contains some issues for further consideration.

Moy, Scheufele & Holbert, (1999) tested Putnam's hypothesis that television watching took time away from civic engagement. They concluded that watching TV may not always exert a positive effect on civic engagement but it is not because it takes time away from civic engagement. Rather, it may be that TV does not encourage a sense of community and it does not require high levels of literacy and does not create cognitive demands (unlike, for example newspapers). This is an interesting area for future research since media of different kinds are likely to play an increasing important role in the lives of young people.

#### *Proximal influences: family, peers,*

Discussion of political topics, referred to by (Klofstad, 2007) as "civic talk", can influence engagement although, as she points out it is often difficult to disentangle

causal relationships. Amna, Ekstrom, Kerr & Stattin (n.d., p. 28) make a similar point when they argue, “the challenge is not only to consider as many of the different contexts of everyday life as possible instead of studying one context at a time, but to develop models of political socialization that explain the interrelations between contexts”. Wilkenfeld (2009) examined multiple contexts that influence young people’s everyday life. She found that discussion with parents, civic experiences in schools, including teaching methods, and the content of the curriculum influenced civic engagement. She also found that school-community interactions could support students’ from disadvantaged backgrounds thus suggesting that schools can play a role in reducing the civic gap between different groups of students.

Families influence students in multiple ways not the least through the cultural and social capital they share. Schulz, Ainley, Fraillon & Losito (2010) have recently shown the enduring effects that socioeconomic status continues to have on civic learning in most countries that participated in the International Civic and Citizenship Study. Yet Lauglo (2010) has shown that discussions about politics between a sample of Norwegian students and their parents yielded significant gains in student learning and this was irrespective of socio economic status. This provides an interesting direction to pursue with other national samples.

Yet not all informal learning experiences are positive. Torney-Purta et al., (2001pp.151-152) reported that when students spend a lot of time outside of home in the evenings they will tend to have lower civic achievement scores. In their model, “evenings spent outside the home” was negatively related to civic knowledge ( $\beta = -.09$ ). This simple item has been replicated in many studies with similar results. Gage, Overpeck & Nansen (2005) reported that young people who spend an excessive amount of time away from home in the evenings are more likely to be engaged in alcohol consumption, smoking, bullying, and a range of other problems. Kuntsche, Simons-Morton, Fotiou, ter Bogt & Kokkevi (2009) reported in a cross national study that while cannabis use was reduced amongst young people in most countries between 2001 and 2006, that frequency of use was related to the amount of time they spent out with their friends in the evening. In the strictest sense, this variable is outside the ambit of schools – it is a home and parental responsibility. Yet it is important to highlight that there are very significant social forces working against the gains that students might make in school.

It was against this background of literature and previous studies that an empirical study was conducted to assess the contributions of formal and non-formal activities to Hong Kong students’ civic learning. The following research questions were posed:

1. What is the mix of formal and informal influences on Hong Kong students' civic learning?
2. How are these influences related to different expectations concerning the outcomes of civic learning?

## Methodology

The study was concerned with variations in student learning and in particular with identifying the influences on student civic learning. Given that the available data was quantitative and that the focus of the study was to assess the relationship between potential learning outcomes and the factors that influence them, regression analysis was chosen as the most appropriate method to conduct the investigation. As Allen (1997, p. 4) has pointed out "... the main advantage of regression analysis is that it allows us to disentangle the relative effects of a dependent variable on two or more independent variables. We can also determine the accuracy of this relationship with two independent variables and compare it to the accuracy of the relationship with one independent variable". The dependent and independent variables selected for this study are described below.

### *Dependent Variables*

Three dependent variables were used:

#### 1. Civic Knowledge

An IRT Civic Knowledge Scale constructed from the 38 multiple-choice cognitive items administered as part of the IEA Civic Education Study (Torney-Purta, et al., 2001) was used as the civic knowledge outcome measure. It consisted of two sub scales – knowledge and skills. Details concerning the statistical properties of the scale can be found in Schulz & Sibberns (2004, pp 69-92).

#### 2. Expected Political Participation

Two separate outcomes measures were used:

- i. The maximum likelihood estimate (MLE) for the political activities scale (POLAT) in the CivEd database was used as a measure of conventional political participation (e.g. 'join a political party'). It is a three item scale;  $\alpha=.82$ .
- ii. An average summated score for an enhanced protest activities scale drawn from the CivEd data base and identified by Kennedy (2007) was used as a measure of engagement in protest activities (e.g. 'participate in a non-violent protest activity'). It is a four item scale;  $\alpha=.84$ .

*Independent Variables*

Independent Variables	Measures
<b>Home and Family</b>	
<b>Political discussions [Block 1]</b> Discussions about national politics with parents or adults	Single item, 4 response categories
Discussions about international politics with parents or adults	Single item, 4 response categories
<b>Newspaper at home [Block 2]</b> Daily newspaper received at home each day	Single dichotomous item
<b>Socioeconomic status [Block 3]</b> Number of books in the home	Single item, 6 response categories
Mother's education	Single item, 7 response categories
Father's education	Single item, 7 response categories
Years of further education	Single item, 7 response categories
<b>Outside the Home: Block 4</b>	
How often do you spend time during the evening outside	Single item, 4 response categories
National conversations about national politics with people your own age	Single item, 4 response categories
Frequency of participation in organizations	Summated score of number of organizations
Discussions about international politics with people your own age	Single item, 4 response categories
<b>Media: Block 5</b>	
Time for watching TV, videos	Single dichotomous item
Read in the news about this country	Single item , 4 point scale
Read in the news about other countries	Single item , 4 point scale
Listen to the news broadcast on TV	Single item , 4 point scale
Listen to the news broadcast on radio	Single item, 4 point scale
<b>School: Block 6</b>	
Discussions on national politics with teachers	Single item , 4 response categories
Discussions on international politics with teachers	Single item, 4 response categories
Open classroom climate	MLE score (6 item, 4 response categories)
Participation in school parliament	Single dichotomous item



## Analyses

SPSS 16.0 was used to conduct multiple regression analyses using the ‘block entry method’ for entry of the independent variables. The blocks, were selected for their theoretical importance and have been specified in the table above. This method of entry enables an assessment to be made of the effect of each block, on the dependent variable in terms of the variance accounted for ( $R^2$ ). Where  $R^2$  increases with the addition of new blocks of variables it can be assumed that the new blocks account for this increase. Separate analyses of this kind were conducted for each dependent variable.  $F$  statistics were computed for each ‘model’ represented by the independent variables in the block.

## Results

The results will be presented in three sections related to each of the dependent variables.

### 1. Civic Knowledge

Table 1 (see Appendix) shows the results of the regression analyses using the IRT Civic Knowledge Scale. Overall, the ‘Home and Family’ variables (Blocks 1-3) accounted for 7.6% of the total variance in civic learning scores. The model was statistically significant ( $F(7, 3258) = 42.53, p = .000$ ). The largest change in variance occurred with the addition of the socio economic variables that accounted for 69% of the total variance for “Home and Family” increasing the variance accounted from 2.3% to 7.6%. Of some interest in this block is the significance attached to ‘discussion of international politics with parents or adults’. The regression coefficient ( $\beta$ ) is relatively stable and significant ranging from .14 to .11 even with the addition of the socioeconomic variables that account for the slight decline. Within families, therefore, the most significant influences on civic learning are what might be called ‘civic talk’ with adults (Klofstad, 2007, 2009) and aspirations for higher education.

It should be noted that structural socio-economic variables exerted little effect on Hong Kong students’ civic learning in these data. This is consistent with the findings of the recent ICCS study (Schultz, Ainley, Fraillon & Losito, 2010) where Hong Kong students were the exception among the 38 countries for the lack of effect of socio economic variables.

With the entry of peer-related variables (Block 4), the variance accounted for increased to 11.6%. The model was statistically significant ( $F(11, 3524) = 41.98, p = .000$ ). The main result was the negative association between ‘evenings spent

outside the home' and civic knowledge ( $\beta = -.20$ ). This suggests that the more time students spend away from home in the evening the lower their civic knowledge scores. At the same time, however, once this control is entered, the influence of 'civic talk' with adults identified earlier also declines marginally (from 11 to .09). At the same time, 'civic talk' with peers ('discussions of international politics with peers') is not significant in this model.

The media related variables (Block 5) increased the variance accounted for by 6% to 17.2% and the model was statistically significant ( $F(16, 3519) = 47.01, p = .000$ ). When this control was entered there was some decline in the influence of civic talk with adults, 'years of further education' and evening spent outside the home' but they remained significant. The importance of reading or listening to news was significant ( $\beta_s = .11$  and  $.15$  respectively) and so was 'reading about other countries' but not strongly so ( $\beta = .07$ ). Interestingly 'listening to news on the radio' was negatively related to achievement in civic knowledge suggesting that the more these students listened to news on the radio the lower would be their civic knowledge scores.

Once the school variables (Block 6) are entered, the variance accounted for increased to 19.5% - and increase of 2.3%. The full model was statistically significant ( $F(20, 3515) = 43.77, p = .000$ ). Controlling for these school related variables did not have a significant impact on the influences identified previously although in the case of civic talk with a adults, there was a marginal increase ( $\beta = .07$ ). Yet civic talk with teachers was negatively related to achievement in civic knowledge. The more students talk with teachers about international politics, the lower will be their achievement. On the other hand, an open classroom climate and participation in a school parliament will have small but positive effects on civic knowledge scores ( $\beta = .09$  and  $.08$  respectively).

Overall, the full model as shown in Block 6 accounted for about 20% of the variance in students' civic knowledge scores. The largest contribution comes from home and family (7.8%), followed by media (6%), peers (3.8%) and schools (2.3%).

## *2. Expected Political Participation*

Table 2 (see Appendix) is based on an analysis that used students' identification of their expected future participation in conventional political activities as the outcome measure rather than their scores on the civic knowledge test. Block 7 was added to the analysis to try and understand better the relationship between achievement on the civic knowledge test and outcomes more related to the idea of 'active citizenship'. The result showed a negative relationship between civic knowledge and expected political participation ( $\beta = -.11$ ) suggesting that the higher

a student's civic knowledge score the less likelihood there was that the students will engage in conventional political activities. The most significant influence on students' expected participation was home and family variables accounting for 9.6% of the variance. This is followed by the media (5.2%), schools (3.8%) and peers (1.5%). This pattern is similar to the one observed for civic knowledge except peers seem to exert less influence on expected conventional political participation and schools exert somewhat more influence on this outcome than they did on civic knowledge .

The most notable finding relating to the home and family variables was the strength and endurance of the 'civic talk' with parents or adults variable ( $\beta=.18$ ). It was not influenced by socio economic variables at all, as was the case with civic knowledge. It did decline when peers, media and school variables were controlled, remaining a small but significant influence in Block 7 ( $\beta=.04$ ). Yet other forms of civic talk also assumed greater importance when it comes to expected conventional political participation. Discussion of international and national politics with peers was significant ( $\beta= .14, .13$  respectively) as was discussion of similar political issues with teachers ( $\beta=.12$ ) as well as discussion of national political issues with teachers ( $\beta=.10$ ). The effect of these "civic talk" variables represented a marked difference from relative their relative lack of influence on civic knowledge.

The influence of peer "civic talk", however, was not enduring. When media was controlled, there were marginal drops in the influence of such "civic talk" and again when school variables were added. Indeed, controlling for school variables, peers talking about international politics was no longer significant. Interestingly, schools highlighted the importance of "civic talk" with teachers so it seems that "civic talk" simply takes a different form. Open classroom climate and participation in a school parliament also exerted small but significant effects on expected conventional political participation as they did with civic knowledge scores.

Student engagement in conventional political activities is often a goal of civic education and these results show the main influences on that particular outcome. It is important to note that they are not in general the same influences that can produce high scores on civic knowledge tests. In fact, as shown earlier, high scores on some influences identified in the model are negatively related to conventional civic engagement. The implications of this finding for civic education will be discussed in the discussion section of this chapter.

### *3. Engagement in Protest Activities*

The full model accounts for 19.3% of the variance in student's intentions to engage in protest activities (Table 3, see Appendix). Most of this is contributed by peers (6.5%) with schools contributing 4.4%, civic knowledge 3.8% and families

the least, 2.1%. It is a quite different pattern from either influences on civic knowledge and expected political participation. Home and families were the main influences on these latter two outcome measures but for engagement in protest activities, they are the least influential. Structural family influences such as expectations about further years of are negative when it comes to influencing future engagement in protest activities and “civic talk” with parents is greatly reduced as an influence although relatively it remains the most important home/family variable.

As with expected conventional political participation, there is a negative relationship between civic knowledge scores and intentions to engage in protest activities. This suggests that students who score highly on civic knowledge are less likely to engage in protest activities. Within schools, it seems that open classroom climate does not influence subsequent protest activities and involvement in a school parliament has a small but significant impact on such activities. The most important activity within schools is “civic talk” between students and teachers and this remains stable after controlling for civic knowledge. This suggests that schools’ impact on students’ intention to engage in protest activities is mainly through informal activities with teachers.

The influence of the media is difficult to explain – the more students watch news on TV the less likely they will be to engage in protest activities and the same applies those who read news in the newspapers. This finding replicates other literature on the effect of the media. Listening to news on the radio, however, has a significant and positive effect on students engagement in protests activities ( $\beta = .12$ ). These relationships are almost entirely the reverse of those with expected political participation. It seems that the media is more likely to encourage conventional political engagement than what might be seen as radical engagement through protests. Controlling for these media influences does not greatly influence the effects of peers that remain the most significant of all influences when it comes to future intentions to engage in protest activities.

Protest activities are a legitimate form of civic engagement in democratic societies but little attention has been paid to how and why citizens decide to participate in such activities. These results suggest that peers exert the most influence on young people, families exert the least influence and some media activities exert a negative influence. It also seems that teachers are the most influential school factor rather than any kind of instruction. The role of the media does not seem to be a significant influence when it comes to engaging in protest activities. The implications of these findings for civic education will be discussed in the followings section of this chapter.

## Discussion

This study developed an ordinary least squares (OLS) regression model to account for students' civic learning. It used three different dependent variables to investigate the effect of the model on different civic outcomes. This was done in recognition of the fact that within societies there are multiple views of what should be the outcomes of civic education. The study has shown that the model performs differently in relation to different civic outcomes. These differences will now be reviewed and the implications drawn for the role of schools in civic education.

Home and family variables account for most of the variance in civic learning when civic knowledge and conventional political participation are taken as the dependent variables. This is not the case when future engagement in protest activities is taken as the dependent variable – here peers and schools are more important. The pattern of influences for the three dependent variables is quite different. Common to all, is the importance of “civic talk” with parents but it is strongest for expected political participation, less so for civic knowledge and relatively small for protest activities. Structural influences such as mothers' and fathers' education are small and for the most part not significant. Students' aspirations for higher education are strongest in influencing civic knowledge and small, although significant for conventional political participation and protest activities.

Families, therefore, must be regarded as important non-school influences on students' civic learning. Yet, unlike the results of the IEA Civic Education (Torney-Purta, et al., 2001), these results indicate that “civic talk” with parents is a key influence on all dependent variables although not the same extent. This influence is not affected by parents' socio economic status, a similar finding to that of Lauglo (2010). Subsequent analysis shows that the importance of “civic talk” declines when other variables are controlled so the issue for civic education may be how to incorporate discussion with parents as part of the experiential activities of students when they are engaged in civic learning. More deliberate pedagogical strategies involving parents may reinforce the importance of students and parents talking politics.

Peer influences emerge as important influences on civic learning in this study. Once peers influences are controlled, the influence of parents' “civic talk” with students declines although it does not entirely disappear. Evenings spent outside the home were negatively related to civic knowledge but positively related to engagement in both conventional political activities and protest activities. At the same time “civic talk” among peers emerged as an important influence on civic learning when conventional political participation or engagement in protest activities were

the expected outcomes, but not so when civic knowledge was an outcome. The relationship between civic knowledge and both of the participation outcomes was negative – as civic knowledge increased, these outcomes measures decreased. For conventional political participation, there was a decrease of .11 of a standard deviation for every standard deviation increase in civic knowledge and for protest activities; there was 22 of a standard deviation decrease related to a standard deviation increase in civic knowledge.

These results seem to suggest that civic knowledge in it itself is both conceptually and practically distinct from civic action. Put another way, what is tested in the civic knowledge scale is not related, except negatively, to civic behaviours. In this sense, civic knowledge in itself is not a sufficiently strong variable to support active citizenship – whether it is of a conventional or more radical kind. Thus, the focus of civic education programmes needs to be carefully scrutinized to ensure that it encompasses more than ‘dry’ civic knowledge (e.g. the structures and processes of the political system or facts about electoral systems). Rather civic education needs to be experientially based as well. This view is supported from the data in this study. For example, “civic talk” between teachers and students and between peers remains important positive influences on participation even after civic knowledge has been controlled in the model. It may be that if these kinds of activities can be enhanced as part of civic education, their effects on participation can also be enhanced. What seems clear is that more civic knowledge is not the answer to increasing levels of civic participation – at least for Hong Kong students. In all models, schools played an important role in civic learning although it was a differentiated role in relation to different outcome measures. Civic talk amongst teachers and students remained important across the three outcome measures; open classroom climate exerted a small and significant effect on civic knowledge and conventional political participation but not on protest activities. Involvement in a school important exerted small effects on civic knowledge and protest activities but not on conventional political participation. These variable findings suggest that civic educators need to look closely at pedagogies used to promote civic learning. Informal discussions, simulations and a classroom climate that encourages debate and discussion are all-important (as shown in these results) and should probably play more significant roles that they currently do in civic education classrooms. Teachers need to take more risks with pedagogies to find those that maximize students’ civic learning in multiple contexts and for multiple purposes.

Civic education is an important component of the school curriculum across national jurisdictions. This study has shown that when different outcomes of civic education are considered different influences are at work in producing those outcomes. Given that active citizenship is a general outcome supported by many

governments, it can be seen from the results that influences another than schools are at work – for example, parents, peers and the media exert an important influence. This should not be interpreted as a threat to schools. Rather, attempts should be made by civic education teachers to acknowledge the importance of these influences and include them in the civics education curriculum. At the same time, the role of the media is also shown to be important, although not always in predictable ways. The variety of media – and indeed extensions of the media examined here such as social media- also should be incorporated into the students' civic learning. That is to say, the results of this study have suggested a more holistic approach to the civic education curriculum. The full range of outcomes needs to be considered along with the multiple influences. In particular, the world beyond the classroom needs to be incorporated into a fuller range of experiences for students. This approach to curriculum is likely to result in civic learning experiences that will benefit not just students but the society of which they are a part and to which they will be expected to contribute in the future.

## **Conclusion**

This study has sought to understand the influences on Hong Kong students' civic learning. There are a number of limitations to the study that need to be acknowledged. Future directions for research can also be identified

Research such as that reported here relies on accurate and valid measurements. There is bound to be measurement error in the model developed in this study. This may mean that the strength of the relationships is not as robust as have been reported. Acknowledging the impact of measurement error means that the results have to be held tentatively and should not be taken as entirely unproblematic. Related to issues of measurement are the levels of statistical significance reported in this study. To some extent these may be attributed to the large sample size so their significance should not be over estimated. Future research should pay attention to this issue perhaps, by using more varied samples.

Alternative methods of analysis may yield different results from those obtained in this study. In particular, the use of multi-level analysis (MLA) may be justified since in this sample students are nested in classes within schools. In reality this study has tapped variance at the country level only and ignored variance within classes and between schools. The influences on civic learning identified in this study may vary at the school level making generalizations about the application of the results of this study to all schools problematic. Future research can address this issue with MLA.

The research reported here has raised important questions about the outcomes of civic education. An exclusive emphasis on knowledge outcomes is not likely to enhance civic participation. More participative pedagogies are needed and the influences on civic learning from outside the classroom need to be recognized in the school curriculum. In an important sense the formal curriculum must extend beyond the classroom into the community and into homes if students if to civic education is to be fully effective. Schools are important influences on civic learning, but they are not the only influences. This is an important lesson to be learnt from this study.

One of the key variables identified in this study has been called “civic talk” as defined by Klofstad, (2007, 2009). It can be applied to parents and children talking about politics, peers doing the same or discussions between teachers and students. This study has identified a much younger population than did Klofstad’s various studies suggesting that such talk starts earlier and can be in or out of school. In all cases, however, such talk influences the civic outcomes of schooling. This is consistent with Lauglo’s (2010) finding, although he focused on discussion with parents. This is a significant direction for future research both in terms of measuring “civic talk” variables more effectively and testing the effects on civic learning. This may also address “underlying mechanisms” missing in the work of Hoskins et al., (2008) who suggested that the more time students spend in education the more likely they are to become civically engaged. This study has started to suggest what needs to characterize time spent in schools in the form of curriculum and pedagogies.

Finally, this study has used a student sample from Hong Kong schools. The same model needs to be tested with other samples of students to test the generalizability or otherwise of the model. It is not unlikely that the unique post colonial environment of Hong Kong may influence students’ civic learning in ways that are not replicated in more mature democracies. This study has provided the basis on which similar research can be conducted with other national samples and a range of analytical techniques can be used to assess more accurately the specific contribution of multiple variables to civic learning. The emerging cross national picture that would result from the extension of the current research could make a valuable contribution to understanding civic learning in its multiple jurisdictions and environments.

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## Appendix

Table 1: Civic Knowledge as the Dependent Variable

	Home & Family			Peers			Media			School		
	$\beta$	$t$	$\beta$	$t$	$\beta$	$t$	$\beta$	$t$	$\beta$	$t$	$\beta$	$t$
Civic knowledge												
Discussion national politics with parents or adults	.01	0.52	.01	0.52	.00	0.12	.00	0.13	-.02	-0.91	-.02	-0.65
Home and Get a daily newspaper at home	.14	***	.14	***	.11	***	4.09	**.09	3.26	.06	*	2.32
Family: Number of books at home			.01	0.52	.00	0.05	.01	0.37	-.02	-1.23	-.02	-1.30
Block 1 to Mother's Education					.02	0.86	.03	1.61	.00	0.27	.00	-0.03
Block 3					-.01	-0.70	.00	-0.22	.00	-0.15	.00	-0.03
Father's education			.02	0.74	.01	0.52	.01	0.52	.01	0.42	.01	0.68
Years of further education			.23	***	.23	***	13.73	.21	***	12.54	.20	***
Evenings spent outside					-.20	***	-12.20	-.18	***	-11.26	-.17	***
Discussion national politics with peer					-.02	-0.73	-.03	-1.35	-.01	-0.88	-.05	* -2.58
Organizations					-.01	-0.43	-.01	-0.30	.01	0.36		
Block 4					.02	0.83	-.01	-0.30	.01	0.36		
Discussion international politics with peer												
Time for watching TV, videos												
Read in the news about this country					.11	***	4.67	.09	***	4.18		
Block 5					.07	**	3.29	.08	**	3.36		
Read in the news about other countries												
Listen to the news broadcasts on TV					.15	***	8.44	.14	***	7.53		
Listen to the news broadcasts on radio												
Discussion national politics with teachers					-.04	*	-2.57	-.14	***	-5.47		
School: Discussion international politics with teachers												
Block 6					.00	-0.08						
Open Climate for classroom discussion					.09	***	5.75					
School parliament					.08	***	4.40					
F-test	42.53		28.44		42.36		41.98		47.01		43.77	
Sig of F-test	.000		.000		.000		.000		.000		.000	
Between groups df	2		3		7		11		16		20	
Within group df	3533		3532		3528		3524		3519		3515	
Adjusted R square	0.023		0.023		0.076		0.113		0.172		0.195	
R square	0.024		0.024		0.078		0.116		0.176		0.199	
R square Change			0		0.054		0.038		0.06		0.023	

Table 2: Expected Political Participation as the Dependent Variable

Expected political participation	Home & Family			Peers			Media			School			Civic Knowledge				
	$\beta$	$t$		$\beta$	$t$		$\beta$	$t$		$\beta$	$t$		$\beta$	$t$			
Discussion national politics with parents or adults	.14	5.25	***	.14	5.26	***	.14	5.14	***	.07	2.57	0.7	2.52	.05	1.83	.05	1.79
Discussion international politics with parents or adults	.18	6.85	***	.18	6.85	***	.18	6.59	***	.09	3.03	0.7*	2.37	.04	1.31	.04	1.55
Get a daily newspaper at home																	
Family: Number of books at home																	
Block 1: Mother's Education																	
to Block 3: Father's education																	
Years of further education																	
Outside: Spend time outside																	
the Discussion national politics with peer																	
home: Organizations																	
Block 4: Discussion international politics with peer																	
Time for watching TV, videos																	
Read in the news about this country																	
Media: Read in the news about other countries																	
Block 5: Listen to the news broadcasts on TV																	
Listen to the news broadcasts on radio																	
Discussion national politics with teachers																	
School: Discussion international politics with teachers																	
Block 6: Open Climate for classroom discussion																	
School parliament																	
Block 7: Civic knowledge																	
F-test	176.55			117.82			51.98			53.77			41.39				43.18
Sig of F-test	.000			.000			.000			.000			.000				.000
Between groups dfs	2			3			7			11			16				21
Within group dfs	3422			3421			3417			3413			3408				3403
Adjusted R square	0.093			0.093			0.094			0.145			0.159				0.205
R square	0.094			0.094			0.096			0.148			0.163				0.201
R square Change				0			0.002			0.052			0.015				0.004

Table 3: Engagement in Protest Activities as the Dependent Variable

Protest	Home & Family			Peers			Media			School			Civic Knowledge							
	$\beta$	t	y	$\beta$	t	$\beta$	$\beta$	t	$\beta$	t	$\beta$	t	$\beta$	t	$\beta$	t				
Discussion national politics with parents or adults	.07	**	2.70	.07	**	2.71	.08	**	2.72	.04	1.46	.05	1.92	.04	1.27	.03	1.17			
and Discussion international politics with parents or adults	.07	*	2.49	.07	*	2.50	.07	*	2.47	-.03	-0.99	-.03	-1.18	-.06	*	-2.21	-.05	-1.78		
Family: Get a daily newspaper at home				-.01		-0.84	-.02		-0.97	-.01	-0.50	-.01	-0.50	-.01	-0.39	-.01	-0.69			
Block 1: Number of books at home							.04	*	2.34	.04	2.09	.05	**	2.70	.05	**	3.27	.05	**	3.35
to Block 1: Mother's Education							.03		1.45	.02	1.17	.02	1.03	.02	1.03	.02	1.03	.02	1.04	
3 Father's Education							-.02		-0.84	.00	-0.20	-.01	-0.49	-.01	-0.49	-.01	-0.49	-.01	-0.38	
Years of further education							-.04	*	-2.07	-.02	-1.18	-.02	-1.17	-.01	-0.80	-.03	-1.76			
Spend time outside							.16	***	9.52	.14	***	.14	***	8.55	.13	***	8.06	.09	***	5.83
Outside the home:										.06	*	2.41	.07	**	2.71	.03	1.24	.03	1.14	
Block 4: Organizations							.02		1.10	.02	1.21	.03	1.39	.02	0.83					
Discussion international politics with peer							.18	***	6.71	.17	***	6.44	.11	***	4.08	.11	***	4.26		
Time for watching TV, videos										.02	1.00	.02	1.37	.02	1.07					
Media: Read in the news about this country							-.08	***	-3.39	-.08	**	-3.46	-.06	**	-2.64					
Block 5: Read in the news about other countries							.09	***	3.80	.09	***	3.75	.10	***	4.58					
Listen to the news broadcasts on TV							-.15	***	-7.95	-.13	***	-7.21	-.10	***	-5.73					
Listen to the news broadcasts on radio							.12	***	7.13	.10	***	6.16	.10	***	5.86					
Discussion national politics with teachers							.15	***	5.58	.12	***	4.48								
School: Discussion international politics with teachers							.11	***	4.16	.11	***	4.26								
Block 6: Open Climate for classroom discussion							.01		0.35	.03										
School parliament							-.05	*	-2.59	-.03	-1.67									
Block 7: Civic knowledge																				
F-test	32.40			21.83			10.88			29.60		28.58			32.91					40.65
Sig of F test	.000			.000			.000			.000		.000			.000					.000
Between groups df	2			3			7			11		16			20					21
Within group df	3484			3483			3479			3475		3470			3466					3465
Adjusted R square	.018			.018			.019			.083		.112			.155					.193
R square	.018			.018			.021			.086		.116			.160					.198
R square Change				0			.003			.065		.030			.044					.038

## Leading Successful Schools in Contexts with Challenges

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### 1. Introduction

For the last fifty years, at least, leadership has been an object of investigation in different areas, in the context of trade and economic organizations and also in service companies and institutions (education, health, social services...). From the very first investigations, initiated in the 1930's, until today, the characteristics of the contexts and conditions in which organizations develop have varied radically.

Focusing on the educational field, the progressive increment in the complexity of variables that converge on school organizations is indisputable. This requires further research on leadership that must be enabled and encouraged to tailor its management to the demands of today's society, which evolves rapidly and promotes new urgent and even contradictory requirements to schools; requirements that are difficult to satisfy and place school management in a complex scenario, characterized by multiple dilemmas.

There are numerous research studies on the nature and effects of leadership (e.g., Bass, 1990; Yukl, 1994) and on successful school leadership in the literature (e.g. Hopkins, 2001). They revealed that school leadership is most successful when it is focused on teaching and learning, and that it is necessary, though not sufficient, for school improvement that leadership should take different forms in different contexts and should use various mechanisms through which schools leadership achieves its effects. Specialized literature has highlighted the importance of leadership as a practice for educative institution improvement, understood not as a personal or characteristic attribute of leaders, but in the sense that Elmore (2006) defends as a set of action models, based on a body of knowledge, skills and habits of mind that can be objectively defined, taught and learned. In the past two decades, different conceptions of leadership have emerged and have been discussed. Among others, Bass (1990) contrasts the perspectives of transactional leadership and transformational leadership. The first is characterized by explaining people's motivations by positive and negative reward mechanisms, considering that social systems work better with a clear chain of command, in which everyone transfers authority to management, and proceed according to what it establishes. On the contrary, transformational leadership focuses on the idea of motivation, as a result of an awareness task; as what drives people conveniently to accomplish a genuine teamwork.

In disagreement with traditional leadership theories, which take satisfaction and knowledge of subordinates as dependent variables, theories of transformational leadership adopt as variables emotional responses, stimulus, and participants' self-esteem, trust and security in leaders, individual values, and their motivation for implicating themselves, beyond what they call 'duty'. On the other hand, unlike those theories that describe leadership in terms of tasks and people-oriented behaviours, new theories conceive it in terms of articulating and focusing visions and missions, creating and safeguarding a positive image in people's minds that integrate in organizations, implanting challenging expectations for all, showing trust and respect for them and adopting behaviours that reinforce the vision and the mission of the organization (House y Singh, 1987)

Another key question related to leadership that has emerged is the idea that, in many cases, it's a temporary and located phenomenon, with a short duration, and that produces little widespread improvements, although at the same time it points out that certain managers transcend what we could call a bad management of change, taking one more step and boosting reforms that respond to the denominated 'sustainable leadership', that Hargreaves and Fink (2003, p. 3) characterize as 'the [leadership] that extends and is durable. It is the shared responsibility that doesn't improperly exhaust human and financial resources, that is concerned to avoid negative collateral damage in the educational environment and the community. Sustainable leadership has an active commitment with the strengths that influence it, and creates an educational atmosphere of organization of the organizational diversity, promoting the exchange of ideas and good practices in shared learning and development communities'.

To get to this definition, authors start off from the context of the natural and human environment of educational institutions and focus their contributions in one of the most important aspects, and often most forgotten, of leadership: sustainability. The target they pursue is a long-term leadership, not immediate, and for all schools, not only for a few. To achieve it, they outline a framework of seven characteristic values of sustainable leadership: a scheme that fits deep learning and effective achievements versus performance superficially appreciated through tests; the duration of long-term impact beyond individual leaderships, with continuity in an efficient management; the influence amplitude, which turns leadership into a shared responsibility; the justice to make sure leaders actions don't damage pupils, but help finding ways of sharing knowledge and resources with other schools and local community; diversity, which substitutes standardization and monotony by plurality and generates cohesion and new relations; ingenuity, which maintains and renews the leaders' strengths and does not allow them to feel disil-

lusioned; and, finally, conservation, which parts of the most outstanding of the past to build a better future.

We stand conceptually in this perspective and, therefore, our methodological approach adopts an interpretative approximation of school organizations. We conceive schools as places where educative agents relate and interact; they are the ones who really generate daily situations. Our perspective is micro-political, conceiving schools as dynamic realities, complex and changing, characterized by power relations, influence, conflict, diversity of interests and aims, as well as different ideologies and values. All of it gives them the character of unpredictable organizations, vulnerable to extern and intern influences, which host a multiplicity of interpersonal relations that must be investigated and considered if we wish to know their real function.

The purpose of the paper is to increase understanding of successful leadership and leadership strategies in effective schools situated in challenging urban environments. The study which is presented in the paper might facilitate better cross-national communication and exchange, concerning and understanding of successful leadership and leadership strategies in effective schools in challenging urban environments. It might provide a good starting point for dialogue with diverse audiences about the successful school leadership in disadvantaged urban communities. Perhaps the key importance of the study lies in the fact that it promotes sustainable development and tackles the future challenges for education and training systems and lifelong learning.

## **2. Research development**

The essential claim of this paper is to present the development and results of the Sócrates-Comenius Project (Action 2.1), which under the label 'Leading Schools Successfully in Challenging Urban Context, 2005-2008', is a research promoted by nine European universities and financed by the European Union, which seeks to contribute to the in-service training of management teams of non-university schools. The aims of this joint European-wide three-year project were to identify, analyse, evaluate and disseminate strategies to improve school leadership in primary and secondary schools in disadvantaged urban communities.

The Leading Schools Successfully in Challenging Urban Context research project (USIS) utilized a multi-case-study methodology to gather contextually sensitive data concerning individuals' perceptions about the work of their principals, because case studies provide an opportunity to uncover causation through insight, discovery and interpretation.

The main objectives and expectations of this project of R&D are to identify the most successful strategies that educational leaders use to manage schools in disadvantaged contexts with success and later to elaborate transnational formative materials susceptible to be used in managers' training. For this purpose, we have selected thirty-six urban schools of early childhood education, Primary education and Secondary education, belonging to nine European Union countries that, coordinated by their local universities, have conducted this triennial project of research and development.

The participating universities and countries are England (University of Nottingham, which has coordinated the project), Poland (University of Lodz), Finland (University of Helsinki), Sweden (University of Umea), Portugal (University of Minho-Braga), Greece (Aristotle University, Tesalónica), Ireland (St. Patrick's College, Dublin), Holland (Inholand University) and Spain (University of Alicante). The Spanish schools that have collaborated in the research are the state schools of early childhood education and Primary education San Roque and Virgen del Remedio, and the Secondary schools Antonio J. Cavanilles and Virgen del Remedio, all located in Alicante city. On the other hand, Spanish researchers assigned to the project belong to the Department of General and Specific Didactics of the University of Alicante.

The research was methodologically carried out through a sequence that contemplates the following phases:

- a) Selection in each country of two Primary schools and other two Secondary schools, all located in contexts of social and economic disadvantage.
- b) Fieldwork with managers and school community members to identify successful school management strategies, and provide evidence of them.
- c) Comparison and contrast of the findings in the different countries and elaboration of a document supervised and evaluated by all participating countries.
- d) External evaluation of the project by an institution belonging to a non-participating country (Danish School of Education. Denmark)

The implementation of the research has provided the participant schools some opportunities that ought to be highlighted. On the one hand, it has made them start an inquiry job through inter-institutional and transnational cooperation. On the other hand, it has allowed them to know and exchange points of view and experiences with other schools located in different countries, with differenced school cultures. Thirdly, it has given the schools' members the role of key players in the development and configuration of the training materials, which are the last aim of



the project. Finally, it has allowed them to assist and participate actively in the Nottingham general meeting in August 2008, which, besides serving as a conclusion for the project, was intended to promote exchange, final discussion and dissemination of its results between the whole of the participating schools and managers.

The project has been developed in six phases which correspond to the following steps: i) design of the procedures for the selection of schools; ii) harvest of data through common protocols, which had been previously agreed by researchers; iii) analysis of data, according to previously agreed schemes; iv) first elaboration of experimental materials; v) piloting of materials in the different countries, according to agreed strategies, through discussion groups with the participation of managers; and, vi) revision, recapitulation, redaction and discussion of the final report, including the proposal of materials which were to be diffused in the languages of the participant countries in DVD format.

### 2.1. *Selection of schools*

For the school selection, different variables were activated. As for principals, they should have managed their schools for a period of at least five years, taking care that in each country there was a balanced number of principals. Finally, we looked for a positive readiness from them to take part and lead collaborative work groups. As for the school context, criteria were handled as the inclusion of schools with important quotas of pupils from disadvantaged social and economic contexts and with an evident presence of behaviour problems and other associated dysfunctions. They should be located in urban areas with important challenges of all kind and respond, in what is related to their students' composition and their social communities, to the representative traits of each country social reality. The reputation of the schools had to be sufficiently contrasted through indicators such as school inspection reports, information collected from the media, their social prestige or the results in extern evaluations, and other evidence.

Singularly, in connection with the students' class attending and their academic performance, the selection required an improvement in the absenteeism results during the mandate of the actual principals to be perceptible and, on the other hand, an improvement in the assessment results was also required, either through the process of extern valuation (in countries where systems *ad hoc* are implanted) or intern valuation (where they're not implanted). Finally, improvements in the index of the pupils' marginalization as well as in conflict and unsocial behaviours were demanded too.

## 2.2. *Harvest of data*

The main technique used to collect data has been semi-structured interviews with the principals of the selected schools, which has been complemented with focus group work with the diverse collectives in each school (teachers, parents and students). These key-informers haven't been chosen at random. On the contrary, their trajectory and commitment in their respective schools has been taken into account, either as members of the school boards and parents/students associations or as members of management or teaching teams.

Collection was initiated with an extensive semi structured interview with the principals of each school, which covered different aspects:

- i) About their biographies, taking note of significant data about their arriving to the school, job they were assigned to, time of leadership work and a summary of their career as principals.
- ii) As for their perception of the school, identifying its principal aspects and characteristics, highlighting its strengths and challenges to achieve. They were also asked about their interest in remaining there and if they preferred to work in other schools with less challenges, the reasons for their choice. Besides, they were asked to explain how they faced the school challenges, what support they received in their management task, as well as what factors they considered essential for their school success. Finally, they were asked for evidence and explicit examples that illustrated their assertions.
- iii) Relating to the appreciation they have of their own leadership and the development of the school in the course of time, describing the role they had played as successful leaders and the strategies they had used in the different management levels of the school.
- iv) With reference to the definition of their professional profiles, analysing the values, aspirations and purposes that guided their task, the prior experience influence on their management work, other school leaders' actions affecting their own, and their leadership strategies evolution along time.
- v) The interview concluded with questions about the characteristics they attributed to principals of similar schools to those under study, what kind of support they considered most important and what were the causes that prevented them from achieving more success. On the other hand, they were asked about the most important supports pupils and families should get, factors or conditions that would make schools more successful and what probable future they could see. Finally, they were asked for their opinion on what typology of leaders they would demand in the future to manage efficiently urban schools such as the ones they managed.

The data collection relating to students, parents and teachers was executed through focus groups, which are well-founded as a technique to collect information. Authors as Krueger (1991), Ibáñez (2003), Alonso (1996) or Suárez Ortega (2005) have developed the theoretical frame in which it falls within. With focus groups we allude to sets of people (teachers, parents or students in this case) that meet with a specific purpose (to think about their school and its principals leadership), that have certain common characteristics (they are all members of an educational community) and offer data (personal, from their own point of view), in a specific time and space (which we establish in the research), of a qualitative nature (material is produced after a discursive situation), in a guided conversation (characterized by non-directivity) by us (researchers), who act as moderators.

Relating to teachers, a focus group was carried out, and it contributed evidence of the following thematic clusters:

- i) Their own perception of the school, identifying its key characteristics (strengths and highlighted challenges) concerning to students, the general school running, teachers and its conditions in the last five years. They were asked about their choice to continue working in the school or not, as well as the way they meet daily challenges of their task and the supports they receive, if it is the case.
- ii) Assessment of leadership and evolution within the school, contributing their vision of the principals' role, the kind of leadership they carry out, and also identifying the strategies used at different levels, both related to the school internal running as to its external renown.
- iii) Focus group concluded with a paragraph of considerations about the essential qualities of principals in urban schools with challenges, about the supports and needs teachers, students and families have and, finally, about the elements to facilitate even more success in these schools.

Other focus groups were carried out with the students' families, with identical parameters than the one accomplished with the teachers. Again, opinions were collected about their perception of the school, the existing leadership and the evolution over time, highlighting key aspects of their success and contributing opinions on the qualities they considered essential for principals in urban schools as well as on the conditions that would increase success in the school itself.

Collection of data concluded with those obtained through the focus groups with the students in each of the schools, who were asked questions abounding in the same sections described for parents and teachers, that is, their own perception of

the school and the principals' leadership, their evolution and the factors that, from their point of view, would contribute to increase the school success.

### 2.3. *Analysis of data*

Data were analyzed through schemes and agreed guidelines, which have permitted to harmonize the task of the different teams and the contrast of the different contributions a posteriori, in the research group meetings.

The analysis techniques have been used mainly to open the axial codifications proposed by Strauss and Corbin (1990). This kind of codification implicates a closed scrutiny of collected data during the research. It is a process that is initiated without restrictions, assigning conceptual labels to the found incidents in them. Afterwards, incidents and similar phenomenon are compared and contrasted, assigning them the same category. When these concepts are defined, the interrogation process opens and codification is initiated, which has a tentative character and, therefore, it is subject to changes, in the recurrent process of data contrast with the experience and knowledge that researchers introduce in the research process. On the other hand, axial codification enables an intense analysis around a codification category, identifying relations and data patterns. Through it, comparisons and questions made to them become the focal point of the inductive and deductive analysis. Therefore, it focuses on specifying the categories, terms and conditions that made them rise, the specific context in which they are interwoven; and the action/interaction strategies that are carried out. These elements support a precise explanation of the phenomenon or categories and later, the subcategories. The link of the subcategories with a category through the set of relations connects with the 'paradigm model' that Strauss and Corbin mention when they use the axial codification.

Operatively, we develop a sequence of three steps that respond to the following succession:

- i) First, we held the transcription of the interviews made to principals, analyzing them and creating a categorical scheme of themes and topics according to the reached agreements. Later, the contents of the focus groups were transcribed, relating the new data to the categories emerged from the principals' contributions.
- ii) Secondly, we created a matrix for each chapter, using the topics and headings resulting from the emptying of the contents of the interviews and focus groups, comparing the different points of view and the contributions of the participant groups.

- iii) This phase of the research was concluded with a first report, according to the agreed scheme, that was materialized in a case study for each school that also included references to its social and economic context.

In September 2006, in Warsaw, we celebrated the first general meeting to coordinate the research group, in which we analyzed the thirty-six case studies and checked we had collected very interesting material but excessively voluminous, overflowing the objective of configuring the material for the principals' training with a functional focus. In that meeting it was agreed to prepare a draft of experimental material that should incorporate the reality of leadership, always from the perspective of viable strategies to train principals, which, in any case, had to be linked to experiences collected in the study cases, from which the most emerging facts and actions from the principals' and school communities' contributions had to be extracted.

#### *2.4. Process of developing training materials*

When the contents of the study cases were emptied, we found out that the contributions were mainly related to nine topics: families, educational politics and administration, social communities, atmosphere and environment of learning, teachers, non-teaching staff supporting schools, students, management teams and some other general topics. Consequently, the research group agreed to elaborate schemes of the referred topics that would serve, after the appropriate analysis, to identify a number of elements for each one of them and to write the corresponding sector report. These elements were: the sort of school (Primary or Secondary), the addressed problem or issue, the context in which it was produced and described, the actions developed to solve it and boost the improvement, the analysis of the obtained results and, finally, what the principals and the educative community thought about those results.

This analytic process was developed during 2007 and the principals of the concerned schools participated actively. We carried out focus groups with them in the different countries which, in the Spanish case, concluded their case exploration highlighting the following topics:

- compromise and involvement of the principal, parents, students and teachers of the school life
- extracurricular activities, as an element to encourage participation from all of them, and to ease their integration
- necessity of training seminars for teachers and parents
- a certain concept of education, as a means for change and social justice

- integration of immigrants
- building, all together, the school we want
- democratic practices in every level in the school
- collaborative work of students and teachers
- necessity of interdepartmental work
- inter-subject work and connection between the different curricula
- respect between students and teachers and vice versa, and mutual respect between students
- development of new methodologies (project-based learning, cooperative learning, etc.)
- transparency, flexibility and perseverance in the team work of the management
- difference as an enriching element
- integration of people at risk of exclusion
- mentoring in pairs, in which student experts teach the school culture to the new ones

With the different countries' contributions, the research groups, met in Dublin in September 2007, were produced two training notebooks drafts. One of them corresponded to Early Childhood and Primary schools and the other one to Secondary schools.

Again, the volume of the research group's contributions recommended selecting half of the schools for each educational level (Early Childhood and Primary on the one hand and Secondary on the other), so the two most representative ones in each country were chosen. With all of it two second materials drafts were elaborated, which included real full of life experiences, exercises and tasks on them, as well as a selection of readings. They intended to offer professional development activities in order to support leadership strategies and practices at schools around seven topics: leaders' self-knowledge; socio-cultural diversity/inclusion; learning conditions at the classroom; sustainability; relationships/communication with the school staff; students' involvement in their own learning; justice and equity.

These materials have been designed to be used with both experienced principals and with those professionals wishing to become principals, as useful tools to raise their consciousness about the most pressing questions and the most promising strategies; prioritize the principals' collective efforts in certain areas or countries (for example, providing an improvement agenda for the next two years); report the scientific community about relevant aspects (e. g., proposing to extend this study to other countries); demonstrate the diverse supporting roles political

agents can play (for instance, justifying their financial support acting as mentors of new principals or improving the school services)

Together with this new version of the training materials a piloting process took place too, through the focus group with principals and school leaders, in spring 2008. The sequence consisted in its introduction to each country group, to whom a copy was distributed so that, along four weeks, its members went through it and discussed about the materials on their own, contributing their own observations and amendments. One of these periods was finished, the group met again, where opinions and assessments on the materials were expressed. In the Spanish group, the following ones should be highlighted:

- a) The group considered that the materials' structure, that is, their modular format and the autonomy among their parts, was appropriate.
- b) It also thought the seven topics around which the materials were organized were the most relevant ones.
- c) But it considered there was an excessive asymmetry among the sections within each topic, proposing that the extension of its different parts (proposals, tasks and readings) should be harmonized.
- d) It believed it to be necessary to emphasize the importance of some strategic elements for a successful management, these ones especially: to enjoy teachers' stability; to define the school educative project (citizenship and coexistence space); to develop welcome programs (in order to bring the schools closer to the families and make the students' arrival easier); to look for closer attitudes and agreements between the administrations and the schools and, finally, to redefine the concept of 'school success', relating it to the students' profiles and the answer to the diversity needs.
- e) It showed a particular interest in two topics: Socio-Cultural Diversity and Justice and Equity. To meet the problems related to them, it considered pertinent these strategies: to increase educative programs and resources; to provide a large offer of Vocational Training; to encourage teachers to adopt new methodologies (especially to make more flexible groups); to pay special attention to tutorial action and to get involved in conflicts solving; to improve the relationship between teachers and students; to make the access to principals easier for the whole school community; to increase the families' relationship, coordination and training (school for parents, mediation services, support to social aspects: regularization, health, accommodation...); to make teachers more professional (mainly through training at the work centre and learning teaching techniques to meet diversity); to improve coordination among teachers and promote new organizational solutions such as flexible groups, subjects organized in modules, etc.)

### 2.5. Final drawing-up

This research concluded collecting together the work done by all the national groups along 2008, what took place in the Nottingham final conference in August, where both researches and principals from the involved countries took part. After the appropriate debates and contributions, a definite materials selection was agreed, which are grouped around the following topics:

- a) Diversity meeting and social and cultural inclusion.
- b) Learning conditions at schools and classrooms.
- c) Sustainability.
- d) Teachers' professional development.
- e) Challenges to involve students in their learning (participation, influence and change)
- f) Justice and equity.

Each topic develops a training module that is organized in different parts. The first one starts with a short introduction to the module contents and characteristics. The second part specifies its aims, justifying it and explaining its possible uses. The third one offers a task proposal, which includes multiple exercises (to work individually or in collaborative/focus groups, to answer questionnaires and matrixes, etc.); most of these tasks are based upon the participant principals' study cases, upon their quotations and mentions, upon the same sceneries offered by these studies and upon other ones that principals taking part in future training actions will be able to contribute. The module finishes with a selection of readings, in which texts, webs and some other supporting and deepening resources are proposed.

They keep a modular structure because researchers and school communities consider it as the most appropriate and functional one. The seven modules of the project are structured according to the sequence explained in an above paragraph.

### 3. Conclusions and implications

The first conclusion to be reflected is that the research group has managed to implement the project successfully, since training materials have been elaborated with examples of key challenges and dilemmas as well as strategies used by principals to face up to them, integrating students from diverse socio-cultural contexts and raising their levels of achievement. The materials include real experiences, exercises and tasks, as well as a selection of meaningful readings, to reinforce their interest and facilitate the future principals' training.



Furthermore a transnational research network has been activated, with a high productive capacity, which has managed to carry out its tasks with an important participation level and a high involvement from every participant. Besides, it has been the object of a positive evaluation from an external agency: the Danish University of Education (Aarus University), by the team coordinated by Dr. Lejf Moos.

As for the diffusion of the research results, apart from specific actions in other participant countries, being limited to Spain, we shall point out that it has been the object of a wide treatment in the local and national media, with a certain periodicity of three years. And, within the Portuguese-Spanish space the experience has been spread in the academic context, especially in the Successful Schools Conference that took place in Palma de Mallorca in April 2008, where a poster was submitted. A research article was also submitted to the world meeting of the Council on Education for Teaching (ICET 2008, Braga), in July 2008. Finally, a communication was submitted to the Educational Leadership Conference at Malta University in November 2008.

Moreover it is to be stated that the research has motivated an intense reflective process from researchers and participant school leaders or communities based upon the analysis of the educational politics and reforms as well as their effects on schools and leadership. This, as Ferreira (2007) has pointed out, means to distinguish between two levels that correspond to different rationalities and produce diverse paradoxes related to autonomy. On the one hand, at the legal or political level, some decentralization and debureaucratization are promoted together with some flexibility and autonomy. On the other hand, at the practice level (schools and teachers), arising opportunities, challenges and limitations are strongly influenced by a very centralized and bureaucratic tradition.

In other words, politics orientated to decentralization and debureaucratization, together with their emphasis on valuation processes and results securing coexist with centralized practices, which underline the importance of structures and the value of formal procedures in the organizational culture. As a consequence, principals and teachers tend to worry much more about documents, about the application of legal rules and regulations, about the importance of formal meetings rather than about the questions affecting to the daily school life and teachers. As many authors hold, this situation leads to tensions, ambiguities and dilemmas that must be taken into account when analyzing the challenges and strategies designed and applied at the school level (Knapp & al., 2003; Newman, King & Youngs, 2000). Nevertheless, despite the current tendencies towards uniformity, in the context of centralized and bureaucratized systems, schools and their leaders continue developing strategies and show specific qualities to face up to limitations and take advantage of opportunities. All of it highlights the importance of questions such as

culture understanding, leadership and micropolitics, as well as interaction among them in different contexts, something authors like Dimmock & Walker (2005) or MacBeath (2006) have dealt with.

The developed case studies have emerged key questions related to the above mentioned perspectives such as vision, passion, knowledge management, teachers and students' participation, motivation, ethics and morals in aims, leadership sharing, ability and pro-action. As for strategies, we have already underlined the high participation of teachers in questions related to the school management and organization, giving great importance to communication and exchange of information at both internal and external levels, to the need of assuring transparence in the students' assessment, as well as promoting collaborative work among teachers in order to guarantee the school curriculum coherence and to improve dynamics inside and outside the classrooms, through extracurricular activities, etc. Besides, the necessary refurbishing of the school installations, together with the special attention to socio-cultural diversity and the students' learning process, demands diverse curricula and more flexible ways to form the groups of students.

Participants have identified some of the qualities successful leaders, as their ability to promote participation and engagement among every school community member, to guarantee every democratic decision and to introduce assessment of complex aspects (lesson planning coherence, students' assessment, welfare and healthy atmospheres at schools, etc.)

In short, this research provides evidences of successful leaders mark differences, even within difficult circumstances, due rather to general conditions (the legal framework) or to specific school contexts. It also reinforces other researches about the role of leadership in the creation and continuity of those schools trying to become learning communities, as it has been described in Leithwood, Jantzi y Steinbach (1999), Fernández (2000), Barker (2001), OECD (2005)

In Spain, the democratic management at schools started in the 1980s. Since then it is directed by teams whose composition and functions have been modified along time, with some reforms relating to decentralization, autonomy and participation. Regulations have been adopted in order to avoid bureaucratization and to increase autonomy and self-management at schools. But in practice, these reforms were not always successful and many times they implied tensions, ambiguities and contradictions. Literature on educational leadership has often criticized hierarchical, centralized, bureaucratized approaches, opting more openly for perspectives of shared leadership based upon collaboration. Not always the legal framework and the leadership practices at Spanish schools have favored these approaches; what is more, in the last years a strengthen, effective leadership seem to have been imposed, answering to personal approaches rather than col-

laborative perspectives, orientated to accountability rather than participation and collegial school management. These thinking preconceptions affect more and more diverse schools, whose complexity exceed a leadership of this kind and demands other ways of management through distributed approaches, which promote collaborative communities and learning/management networks, as the participant schools in this research have proved with their daily practices, achieving success for 'almost everyone', even within their complex contexts and despite the importance of the challenges they have ahead.

Research findings from the Leading Schools Successfully in Challenging Urban Context project revealed the powerful impact of leadership in securing school development and change. Case studies of schools that served children who are from low-income families, especially those that succeeded beyond expectations and provided detailed portraits of leadership. Findings from these studies are intended primarily to be descriptive and not necessarily transferable to other contexts. As it was a small-scale study, the possibilities for generalization are inevitably limited. Nevertheless, the richness of data collected, together with the perceptions of numerous stakeholders, i.e. senior managers, middle managers, teachers, pupils, parents, which took part in the project, offers a rich empirical basis for exploring leadership practice in schools facing challenging contexts. The findings show a remarkable degree of commonality demonstrating that the core aspects of successful school leadership can be identified in ways that can help explain the complexity of principal leadership that leads to improved student outcomes in schools, which took part in the research. We can state that collectively, these studied schools demonstrate what look to be indications of promising progress in relation to sustainable school improvement. On the one hand there are certainly common ingredients within the strategies that have led to school improvement; and on the other hand a solution, which each of the school has for solving the problems, tend to be individual and context specific.

The evidence is sufficient to suggest that existing theories of leadership only partially reflect or explain the current approaches to leadership in schools facing challenging contexts. It is suggested that schools facing challenging contexts place demands upon leaders that require them to have a broad range of leadership approaches underpinned by a core set of values and a strong moral purpose.

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## School Leadership and the Influence on a School Development Process

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### Introduction

What are the determinants of a good school? What school do we consider to be good or bad? The one which has many school-contest prize winners and competition laureates or the one with much worse results, measured on absolute scale, but which tries to bring as many students as possible to the stage of final examinations, students who quite often cannot afford to pay for private lessons and for whom the very fact of school completion is a great success? Or a school which is liked by its students, to which students come back with pleasure and which meets their requirements in the sphere of interests and needs? Or a school which respects its students the way they are and tries to provide them with comprehensive development?

The notion of a good school is undeniably connected with the management method which is applied to run it. The modern and efficient school management system requires inclusion in the all important school topics, i.e. teachers, parents and students. What is most essential for the school principal is to include all the subjects in the process in the right proportions as far as the influence on the school is concerned.

The process of school management is directly connected with the system of values prevailing in the school as well as with the persons who, formally and informally, have the right skills and qualifications to manage the school. One of the most important factors which have influence on the quality of school work are the persons who hold managerial positions in the school and the persons who play the role of formal or informal leaders of teachers' or students' groups.

School as a self-teaching organization must watch and must be responsible for the process of its own development by analyzing the process, making evaluations and drawing conclusions from its own activity and must be able to implement them. It is at school where for many people the process of shaping their managerial and leadership skills, which are then used in adult life, starts.

### Theoretical justification

The world is in a state of a permanent crisis – that is how Vaclav Havel, former President of the Czech Republic and an outstanding Czech politician, has described the condition of modern society and the world. Are there really just states of crisis; state crisis, society crisis, family, school and values crisis? How should school and teachers react to the needs of the society in such a situation? What tasks should the school set itself and how should they be carried out?

In order to overcome all the 'crises' mentioned above, we must first of all educate and prepare future social leaders. People willing to lead the society and the schools through the intricacies and threats of the modern world. Leaders who can help in the establishment of any groups' goals. Leadership and being a leader starts at school (Paton, 2007). School is a place which offers an appropriate environment to prepare future leaders. What does the modern educational paradigm look like?

Every country is in a state of constant change and educational reforms, which consequently leads to changes in the modern paradigm of education. In principle, each reform is implemented in the context of one country and one culture sometimes one nation. Most of these reforms are leading without paying attention even to the neighboring countries in the area of no borders within Europe and the process of globalization in the world. Every country tries to organize or reorganize the system of education in their own way, taking into consideration the opinion that education is a very sensitive organism, susceptible to any political indoctrination.

Educational systems are based on the past and, in general, include no vision of the future; the future of the Earth and its inhabitants. Even such important documents as the Earth Charter and the UN Millennium Declaration are not commonly known and propagated widely enough among the society, not only in Poland and Europe but in the whole world. Educational system involves people and participation in it, within a certain age limit, is obligatory for everyone, but at the same time the system fails to take into account an individual's expectations and rights. Modern school (including schools of higher education) is boring for young people and does nothing to meet their expectations and needs. Modern school fails to develop: (1) student's skills, (2) student's system of values, (3) student's interests.

Instead, we have schools which are ruled by educational (or rather examination) added value which is often incorrectly used or interpreted. It shows to nobody the path of development, it is still based on the past, and it demands that plans of school development, and consequently programs of students' development, are created on the basis of other students' experience, achievements or lack of achievements.

And school is not an industrial plant, it is not a market – it is a place where the young generation should be developing. For many students, it is the only possibility to acquire skills that will enable their full individual development or to use all their known and hidden (or rather undiscovered) talents. Education needs a different approach. As noted by Bush (2010), there are several arguments which support the thesis that education requires a special approach, namely (1) difficulties in determining the subject of education and methods of its measurement, (2) the student or young person as ‘an end product’ or ‘client’ of educational institutions, (3) the need for high level of autonomy for teachers working in educational institutions, (4) the fact that persons in charge of schools, mainly on the level of primary schools, have very little time for the activities connected with their managerial role.

The process of managerial and leadership abilities development starts in a formal and, which is perhaps more important, in an informal way at school. Properly designed program of school activities as well as after-school activities allows students to taste for the first time the feeling of leadership, creative leadership and the taste of being a responsible leader.

Such requirements will certainly be met by a program which is oriented on students’ activity rather than on the teaching contents. The methods of work which are defined in it stimulate the students into action and give them the opportunity to work on their own under the teacher’s supervision. This program also includes the description of school activities with regard to education for values.

Students’ extracurricular activities, less formal than the activity in class, give them many opportunities to gain managerial and organizational experience. Such activity is often individually planned and carried out by the students depending on their interests and abilities.

Extremely important for the development of managerial and leadership abilities are the informal structures which function at school, the ‘hidden’ program of school activities, the program of after-school activities in which the student participates voluntarily because such activities really facilitate the student’s development as well as the development of his skills and abilities.

The vision of school which is not out of date has been presented by Schreiner, Banev and Oxley (Schreiner, Banev, Oxley, 2005). One of the basic elements of such a school is the student’s freedom of choice which is reflected in modern school by the student’s possibility to choose the right extracurricular activities. And, as emphasized by Arends (1998, p.17), the kind of extracurricular activities chosen by the student in a secondary school has a significant influence on the admission to good universities.

## Research design

The author has chosen participatory “action research” due to the necessity of holistic analyses of the schools situation. Research of the ‘action research’ type was carried out in four post-junior secondary level schools in Wielkopolskie Province. Each school was chosen from a different background: a high school from a big city (No. S1,  $n_1 = 28$ ), a high school from a small town (No. S2,  $n_2 = 30$ ), a complex of vocational schools from a big city (No. S3,  $n_3 = 25$ ) and a complex of vocational schools from a small town (No. S4,  $n_4 = 32$ ). The total number of surveyed students amounted to  $n = 115$ . The essence of the participatory type of “action research” was the fact that the author took an active part in the research and if necessary he was able to modify it and influence its progress.

The study was preceded with workshops for students and a discussion, lead by the author, about the essence of the notion of value as well as the influence of values on human beings and the system in which they live. The author also presented the details regarding the types of personalities according to Spranger to the students. He also explained their meanings. The students also discussed the notion of development, including the development of school with the tasks resulting from the sustainable development of the society taken into account. They also pondered over the nature of leadership, the different types of leadership and the role of the leader. For the students who participated in the research, it was very important that they could immediately get answers to questions which they found difficult and which were connected with the understanding and distinguishing between such notions as attitudes, values, system of values, hierarchy of values, etc. The purpose of all this, as stated by Arends (1998, p.478), was to achieve one of the most important aims of “action research”, that is to improve the quality of school work by more intense involvement of students in the process of school management. All the actions were also subordinate to the principle described by Bargal (Bargal, 2006) that “action research” should first of all stimulate reflection, in this case also the students’ reflections. It should also, as noted by Enosh, Ben-Ari and Buchbinder (Enosh, Ben-Ari, Buchbinder, 2008), generate knowledge by integrating different methods and methodological approach.

The research was carried out by asking the respondents to fill a questionnaire consisting of 10 questions as well as by using the method of an interview with the school principal. The first question was based on Eduard Spranger’s typology of men’s personality (Spranger, 1928)<sup>1</sup> in the context of the system of values prevail-

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1 Eduard Spranger described six types of men’s personality which define the personality and generate a specific system of values: (1) theoretical type, (2) economic type, (3) aesthetic type, (4) social type, (5) religious type and (6) political type.



ing in the school. The introductory question was to define (describe) the system of values prevailing in school. Students had to choose from six types of personalities, classified according to the system of values which are important to each of them. Which of these types characterizes the system of values prevailing in respondents' school the best: (1) Political type, (2) Economic type, (3) Aesthetic type, (4) Religious type, (5) Social type, (6) Theoretical type.

A specific type of personality generates a specific system of values recognized and accepted by a given person, which has a direct influence on the system of values in a given social group. The students were informed to choose a personality that is commonly accepted and recognized as positive on the basis of their own experience and their own observations of life in their school.

The next question concerned the actual school actions aiming at the creation of appropriate conditions for the development of managerial and leadership skills and abilities in students and the possibility of their influence on school activities, including the activities within the didactic process.

## Research results

### *Contents analysis*

The type of personality that describes the atmosphere in the school and the prevailing system of values the best was determined on the basis of the students' answers to the introductory question based on Spranger's typology. In each school the three dominating types have been determined, which is shown in the table below. The surveyed students gave the following answers:

### Part I

Question 1: Please define the system of values prevailing in your school.

No. S1	No. S2	No. S3	No. S4
Aesthetic type	Social type	Social type	Social type
Social type	Economic type	Economic type	Aesthetic type
Religious type	Aesthetic type	Religious type	Economic type

In the schools No. S1 and No. S2 (both are general secondary schools), when asked to point out the dominating types of personality which determines the system of values (the most characteristic of the school), the students indicated the aesthetic type, followed by the religious and social types, and at the same time they explicitly denied the presence of the political type. It is probably the result of students' interests as well as the emphasis the school management in both

schools puts on the development of such interests and on the building of a specified social attitude. In these schools, much less attention is probably given to the shaping of the economic attitudes. What may be surprising, however, is the response to the theoretical type being the basis of shaping appropriate scientific attitudes that are the essential part of education in a general secondary school, the aim of which is to prepare students for further education. The interviews with the principals of the above mentioned schools confirm that the school management also lay emphasis on the shaping of appropriate aesthetic attitudes, typical of people sensitive to art and beauty.

In the schools No. S3 and No. S4 (both are secondary technical schools), the students decidedly defined their schools as schools dominated by the economic and social types. It seems to be understandable taking into account the character of these schools – they educate future specialists in specified areas (here technicians of sanitary installations and environment protection as well as technicians of food technology). It also results from the fact that in such schools less emphasis is put on the aesthetic and artistic education. The interviews with the principals of the above mentioned schools also confirm that in their schools great emphasis is given to the vocational training in specified areas. Lack of time requires to shift the emphasis on vocational education so that the future specialists are well prepared for very difficult examinations in vocational qualifications which they need to take apart from exactly the same matriculation examination as the one taken by students in general secondary schools.

The analysis of students' answers to the introductory question gives reasons to claim that the type of school has a significant influence on the system of values prevailing in the school.

The above statement seems to be true taking into account the fact that neither the social and financial background nor the parents' education or any other factors were taken into consideration in the presented research. Besides, in each of the schools only third-class students (final year) were surveyed, that is students who were exposed to the long-term influence of the school. Thus, the fact that the type of school sets specific goals as well as didactic and educational tasks for the school is obvious. The tasks approved to accomplish the goals, in particular the educational ones, as well as the adopted methods of their realization require teachers' adequate attitudes and conduct. It is also connected with the system of values that prevails in a given school.

In order to get young people interested in the possibility of having influence on the school activity, it is necessary to create appropriate conditions for the development of self-government in the school, which significantly helps to shape the

managerial and leadership attitudes. That is why the students' answers to the questions below are of such great importance.

**Part II**

The aim of the second part of the research was to receive the answer according to the situation in each school taking into consideration the organization of each school and students' opinion.

*Question 1: Is there Students' Self-Government in your school?*

The students have given the following answers: in three schools 100 per cent of the students know that there is students' self-government in their schools whereas in school S1 approximately 36 per cent of the students have no idea whether or not such students' self-government exists. It probably results from a total lack of interest in this respect.

*Question 2: Are you interested in its activity?*

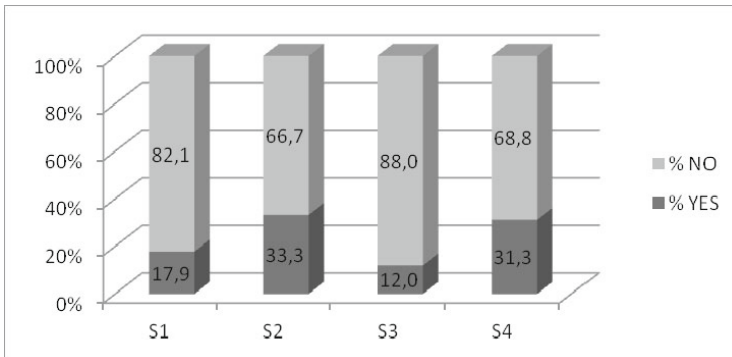


Fig. 1: Are you interested in students' self- government in your school?

It is very significant that the vast majority of students is not interested in the activities of the school council. This is clearly so in the case of the school No. S1. The lowest number of students who are interested in the activity of the student government is in the vocational school and the high school in a big city, which seems to be contradictory to the fact that in these schools, in the students' opinion, the social and religious types of personality describe the situation and atmosphere in the school best.

*Question 3: What are the main areas of work of the Student Council?*

The students in all schools with difficulty pointed out areas of work of a student or class council. The most popular in general was (1) the organization of school events, (2) to organize charitable actions, (3) to help other students (4) to issue the school newspaper, but the vast majority of students in all schools did not provide any answers.

*Question 4: Have you noticed any effects of your influence on the school life?*

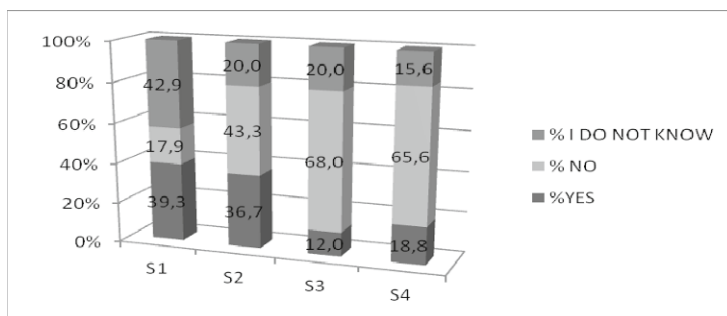


Fig. 2: Have you noticed any effects of your influence on the school life?

About 40 percent of high school students can see their own influence on the school activities. The percentage in vocational schools, regardless of the location, is definitely lower and amounts to less than 20 percent. What is worth noticing is the fact that in schools No.S1 and No.S2 over 60 percent of students do not know whether or not they have any influence on the school activities – or maybe they are not interested in having such influence at all, which in connection with the answers given to question 5 may mean that they prefer other students to have such influence and make the decisions for them.

**Question 5: Have you noticed any effects of your friends' influence on the school life?**

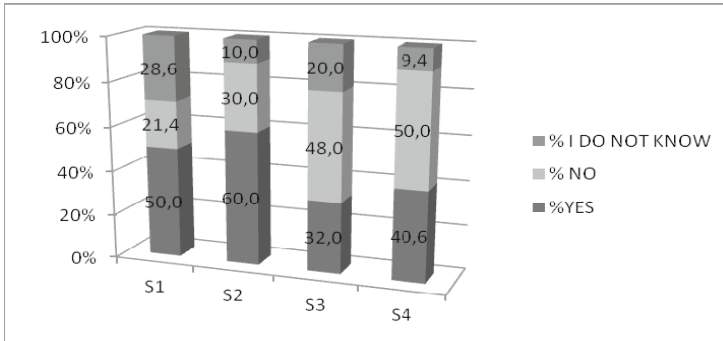


Fig.3: Have you noticed any effects of your friends' influence on the school life?

About 50 percent of high school students have noticed the effects of their friends' influence on the school life whereas about 50 percent of the students in vocational schools have noticed no such influence.

**Question 6: Do you have any influence on the didactic process in your school?**

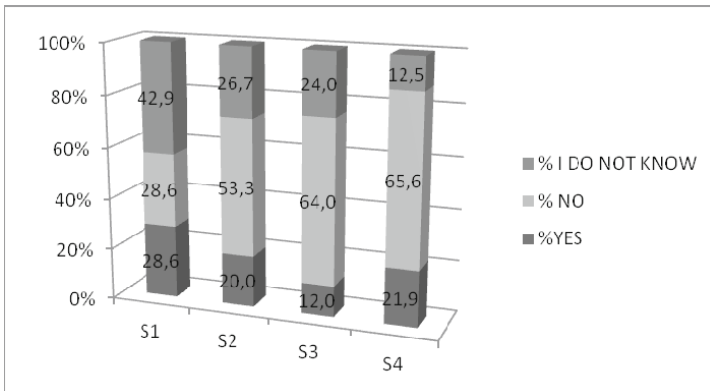


Fig.4: Do you have any influence on the didactic process in your school?

The level is definitely higher in general secondary schools than in vocational secondary schools. It may arise due to the specificity of the school and lack of faith in the possibility of having any influence on the didactic process. It may also mean that the students gave all the didactic matters over to the teachers, which is a typ-

ical behavior of students in Polish vocational schools where the young people are usually passive and do not want to participate in the planning and realization of the didactic process.

*Question 7: In case you wish to make any suggestions concerning the work of school, who can you turn to?*

On the scale of all those surveyed, in 100 cases out of 115 (86.9%) a student may submit his own suggestions related to the school activity directly to the principal (with the highest percentage in school No.S1), and in 65 cases out of 115 (56.2%) a student may turn to any teacher. In the case of class teachers, the percentage is definitely lower – in 53 cases out of 115 (46.1%). The position of a class teacher is much less significant than expected. A class teacher seems to be the person who should have the best relationship with his students. It should also be the person who acts as a liaison between the school management and the students. Only 9 out of 115 respondents (7.8%) believe they can turn to the student government with their suggestions. It proves lack of trust and faith in the effectiveness of the student government activity.

*Question 8: Who is the real leader in your school?*

*Formal leader*

In the vast majority of cases, that is 85 out of 115 (73.9%) the principal is the formal leader of the school. The highest percentage of such answers was recorded in school No.S2 (96.7%) and No.1 (85.7%) and the lowest in school No.3 (53.4%). The principal in school No.3 has the shortest period of experience on this position. In this school, the students also indicated the political type as one of the dominating ones, which may weaken the position of the principal and give more power to the political arrangement.

*Informal leader*

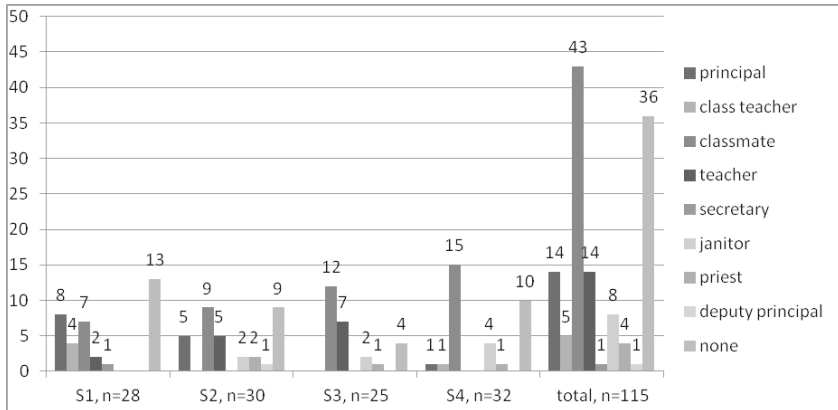


Fig.5: Informal leader

On the scale of all those surveyed, in 43 cases out of 115 (86.9%) a classmate is the informal leader (37.4% of all answers given). The students also indicated the principal (in 14 cases, most often in schools No.1 and No.2) and a teacher (also in 14 cases). Thirty six respondents (31.3%) gave the answer – ‘there are no informal leaders in my school’ – most often in school No.S1 (46.4%) and No.2 (30%).

*Question 8: What makes him/her a leader? What does he/she do as a leader?*  
 (all answers are in original writing of respondents)

For surveyed students (n=115) to be a **formal leader** means: (1) the person is in power (29 answers), (2) the person has authority (23 answers), (3) the person takes care of functioning of the school (21 answers; 10 in the school No 2 and 9 in the school No S1), (4) the person is helpful in different matters (13 answers), (5) but 21 respondents gave no answer.

For surveyed students (n=115) to be an **informal leader** means: (1) the person has influence on decisions made by class (14 answers), (2) the person is eager to help (10 answers), (3) the person can be an example to follow (5 answers) but there were 66 questionnaires with „no answer”.

**(B) Discussion of the results**

The system of values pointed out by students as the system prevailing in their schools seems to have a big influence on the school activity, particularly as re-

gards the shaping of appropriate public spirit. It is essential that students also have specified possibilities of their own development which meet their personal needs as well as social needs. What is particularly interesting is the fact that in schools of a similar type (general secondary and technical secondary schools), the systems of values are also similar, regardless of the place where the schools are located – a big city or a small town, which seemed to be an important prerequisite for the final result of the research.

The lack of particular interest in the activity of students' self-government, which is the basis of the shaping of appropriate social attitudes as well as the starting point for the education of future managers and leaders, results from the general very low interest in social activities in Poland or any active participation in social life.

It is a great problem when we look at it from the perspective of the building of civil society, actively interested in the participation in the life of the country as well as local communities. It is also a consequence of the previous discouragement that the society experienced in the fruitless and surface social life in the past epoch. The contemporary young people have not experienced that personally, but their parents' big influence on shaping their social attitudes has brought the negative results.

The modern educational paradigm of Polish schools, focused mainly on achieving good examination results, also does not help to improve the situation. The widely common belief that school, particularly on the secondary level, should be perceived as a place where students are to get only knowledge has also contributed to the present unsatisfactory situation.

The school principal's power and position, both in the students' eyes and in reality, is very strong. It is particularly noticeable in schools No.S1 and No. S2. It might be the consequence of either (1) actual extremely deep commitment to the school life or (2) the way in which the school is managed, quite domineering with a low level of involvement of the other school members in the decision-making process in the school. The interviews with the principals show a great commitment to all matters connected with the school life, particularly in the case of schools No.S1 and No. S2. In both of these schools, the principals enjoy a great authority and the students' deep respect.

According to the students, their possibilities of having any influence as well as their actual influence on the school activity are on a quite low level, especially as regards their influence on the didactic process of the school. Attempts made, created possibilities and proper organization of the school operation, particularly in schools No. S1 and No. S2, are slowly bringing about some changes, but the process is not common and not commonly accepted in Poland.



### (C) Implications for practice

The research was made upon the consent and full approval of the persons responsible for the operation of individual schools and hence it is hoped that the results shall be used in the planning of school activities by the participating schools. The workshops with students run by the author of this article were the first step on the way to change the reality in the above mentioned schools. The next step will be getting the students familiar with the research results and making a joint analysis in order to determine the actions which are required in individual schools.

It is also necessary to re-program the school activity and operation so that the students have a greater possibility of having influence on the way the school works. The didactic process also needs to be re-programmed to raise the students' awareness as regards the necessity to develop their managerial skills and abilities which are indispensable in adult life.

### (D) Conclusions

- The general social situation in the country has an enormous influence on the young people's attitudes to specific social situations.
- The research results will be used by schools in further work, particularly to modify and to create the development plan of the school.
- It is necessary for each of the schools to analyze the roles played by individual members involved in the work of the school.
- School plans of work should take into consideration and actually include new possibilities of getting students involved in the decision-making process in the school.

The didactic process should take into consideration also the educational impact of school and not only the transfer of knowledge.

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## Motivation in Political Education Lessons

*Georg Weißeno & Valentin Eck*

### 1. Introduction

The development of political competence is an important task of political education in school. It requires volition and motivation to solve tasks that are presented in political education lessons or in daily life. Cognitive abilities and skills are needed for that purpose. Emotions can also play a role. Competences are social, emotional, volitional and cognitive achievement dispositions (Weinert 2001) required to cope with problems in the area or domain of politics. Thus, political competence is a complex construct that is not only based on subject-specific content knowledge, but also on other motivational and volitional factors, for example. This reflects the problem of the current paradigm shift from provider orientation to customer orientation, or from the input to the learning results as the outcome. Customer orientation means the focus on competences as a way of describing the outcome in concrete terms.

The “Teacher Empowerment to Educate Students to Become Active European Citizens” (TEESAEC) project which was supported by the European Union from the year 2006 to 2009 within the framework of the Comenius Programme has two objectives. On the one hand, lesson materials on the European Union were developed in the form of a WebQuest (<http://www.politikwiss.ph-karlsruhe.de/tee-saec/>). On the other hand, a knowledge and motivation test was conducted in participating countries (Germany, Netherlands, UK, Austria, Estonia, Switzerland). The results of the German study are reported below.

### 2. Competences in the didactics of political education

In the discussion on the didactics of political education, the focus of research and theory construction has shifted to concrete descriptions of the various dimensions of competence such as motivation, attitudes, political operational competence and political judgment. In this regard, a model of competence has been published which presents a proposal for discussion of a scientific, empirically substantiated description of political competence (Detjen, Massing, Richter & Weißeno, 2012). It takes up the previous methodological and conceptual discussion of the didactics of political education and describes a scientifically based model of the dimensions of political competence from the standpoint of cognitive psychology. Furthermore, based on research in the fields of political science, cognitive psychology and the

didactics of political education, it reveals what will be involved in a standardized review, nationwide comparisons and individual marking by the teachers.

Detjen, Massing, Richter and Weißeno (2012) distinguish four dimensions of political competence: political knowledge, political judgment, political operational ability, and attitudes/motivation. Like other specific ideas about teaching objectives, these dimensions cannot be logically derived from the educational goals of political education. Knowledge is a fundamental dimension of competence. In the didactics of political education, the consensus has long been that the ability to formulate a political judgment is an important goal. The political judgment of the citizens is the complementary element for both the communicative character of politics as well as for popular sovereignty (Detjen, 2007, pp. 434 ff.). The rationality of the political judgment is influenced by needs and interests, feelings and associations, expectations and experiences (Massing, 1995).

Political judgment paves the way for political action. Thus, the requirement for political operational capability is also an important dimension of competence, which is already being empirically studied by researchers in the fields of political culture and youth culture. In political science, political action is being discussed in conjunction with the requirements for citizens' competence (Buchstein, 2002). These discussions have frequently influenced the normative objectives of the didactics of political education.

Attitudes and motivation, which represent the fourth dimension of competence in the present model, are closely connected to these dimensions of competence. They are already being investigated by researchers in the fields of political culture, youth culture and systematically by researchers in the field of didactics in political education. The following presentation makes reference to this research.

The motivation to learn is of interest because it is a significant pupil characteristic used to explain performance. The long-term development of competence also depends largely on motivational orientation. Numerous studies on motivation in other subjects confirms that domain-specific self-concepts of ability and the interest in the subjects of the lessons have predictive effects for learning results (Artelt, Demmrich & Baumert, 2001). However, information about self-concepts for the school subject of politics is rare. Moreover, the domain-specific self-concept has not been taken into account in the debate on the didactics of political education so far. This is surprising, because the link between knowledge and motivational competences, for example, is the basis for the operational competence for mastering tasks in everyday school life (Klieme & Hartig, 2007, p. 18).

### 3. Theoretical background

The present study aims to contribute to conceptual knowledge of the specialised concept of European players - a sub-facet of political knowledge. To this end, a comprehensive model of competence which normatively describes the domain-specific knowledge to be learnt in school is first required. Such a theoretical model is now available and underpins the concept employed in the lesson series (Weißenso, Detjen, Juchler, Massing, & Richter, 2010). It specifies the specialist concept "European players" and further terms which are necessary for the conceptualisation of the lessons. The theoretical model describes "European players" as elements of the political system of the European Union: besides the institutions and their members (European Parliament, Commission, Council, European Court of Justice), a growing number of players who address their claims to the system have established themselves: trade unions, political parties, industrial, financial and automobile organisations, associations for environmental protection, and so on. The citizens can address their claims to the EU via national elections, European election, legal actions and by joining parties or lobbies. The decisions of the EU affect a multitude of political areas like, for example, social, environmental, landscape and financial policy, external trade, defence and transport policy. Meanwhile, European legislation and financial policy have great impact on the distribution of power and resources among citizens, groups and states. In this process the political competences of the different EU organs/institutions are intermingled with each other as well as in regard to their relations with EU member states (p.108). With this enumeration, the contents are named that must be imparted to the students in class. All German students take part in lessons about the EU's political system and its connection to the German political system.

Before the hypothesis was tested, influencing factors (predictors) for learning motivation were theoretically derived. Post-test knowledge is only one predictor. Another goal is therefore the investigation of the characteristics of the pupils who have influence in the political science lessons. Thus the motivational orientation was assessed as a dependent variable in each case in order to increase the knowledge of the influencing parameters in school lessons. Table 1 lists all of the predictors used with their reference theories and expected effects.

Table 1: Summary of the variables and their expected effects on the criterion variables

	Theoretical back-ground	Expected effect of the domain-specific concept	Expected self-effect of the interest in political lessons
Sex	Westle, 2002		+
Class level	Trautwein & Lüdtke, 2010	+	+
Migration background	Baumert, Stanat, & Watermann, 2006	+	
Number of books	Bourdieu, 1979	+	
Membership in associations/ clubs	Putnam 1994, 2001; Coleman, 1988	-	+
Domain-specific self-concept	Köller, Schabel & Baumert, 2000		+
Democratic classroom climate	Watermann, 2003		+
Media use	Maiello, 2003	+	+
Interest in the subjects of the lessons	Köller, Schabel & Baumert, 2000	+	

#### 4. Hypothesis

The central questions of the study arise from the aims of the study and the references to empirical research:

How are class levels, club membership, class atmosphere and interest in the subjects of the lessons associated with the domain-specific self-concept when performance is monitored?

How are class levels, club membership, class atmosphere and domain-specific self-concept associated with interest in the subjects of the lessons when performance is monitored?

#### 5. Procedure

The employed lesson series was a self-learning project in the form of a WebQuest which is accessible via internet. Ultimately, the students are required to create their own networks of terms on the European Union based on the interlocked networks of terms and materials provided. Learning tasks pursue the sole aim of promoting the systematic development of knowledge. The series comprises four learning units and five lessons. Knowledge of the European Union was assessed

using a standardised questionnaire which was completed in written form. The questionnaire comprised a knowledge test with multiple-choice questions which were to be answered by selecting one of four presented response options. On both measurement occasions, questionnaire completion lasted 45 minutes.

The questions about domain-specific self-concept and interest in the domain were posed during the post-test after the series of lessons was completed. Pupils expressed the domain-specific self-concept by means of the degree of agreement with four statements (Although I certainly try, I find civics more difficult than many of my classmates"; "Nobody can do everything. I simply have no talent for civics"; "With regard to some things in civics that I didn't understand, I know right from the start that I will never understand them"; "I'm not particularly good at civics") on a four-point scale (1 = do not agree, 4 = agree). Pupils expressed their domain-specific interest by means of the degree of agreement with five statements ("It's simply fun to work out a problem in civics"; "It's important to me personally to be good at civics"; "When I'm working on a problem in civics, I sometimes don't even notice how time flies"; "When I can learn something new in civics, I am prepared to use my leisure time for this as well"; "Civics is one of the most important things to me personally") on a four-point scale (1 = do not agree, 4 = agree).

## 6. Sample

The TEESAEC project comprised an intervention study in which lessons with WebQuest were compared with teacher-directed lessons in 9th-grade classes from middle-track secondary schools (Realschule) and 10th-grade classes from high-track secondary schools (Gymnasium) (n=22). A total of 572 students were assessed on the first measurement occasion and 502 of these were identified on the second measurement occasion. The sample comprised 292 boys (58%) and 210 girls. In 122 cases (24%), at least one parent did not originate from Germany. This distribution deviates a little bit more from the distribution in the age group. In the German Federal Republic there are 51.6 % male and 48.4% female students.

There were 45 students (8.96%) with one parent not originating from Germany and 77 students (15.34%) with both parents not originating from Germany. Thus, the proportion of students having a migration background is below the national average of 29.7%. From Germany originate 492 students, 80.9 % of the students state that they speak only German at home and 3.2% of the participants spoke only one different language at home, while 15.9% of them speak one different language besides German. There was only a small proportion of 3.4% adolescents having ten books or fewer available in their parental home. Here, the modal category is the number of books from 22 to 100.

## 7. Method

The present study tries to empirically examine the domain-specific concept of “European players“ with the help of a test booklet (34 items). Two aspects of migration background were assessed: Students were asked to state their mothers’ and fathers’ country of origin as well as the languages spoken at home. In cases where at least one parent did not originate from Germany, students were assigned to one of the following categories: “Turkey”, “Southern Europe”, “Eastern Europe”, or “other”. Combinations of these categories (e.g., father originating from Turkey and mother from Eastern Europe) did not occur in the present sample. This classification is based on the three migration groups that are highest in number in Germany. With regard to languages spoken at home, of interest was whether students reported that only German, only a different language, or both German and a different language was spoken. Thereby it must be considered that migration background is a far more complex phenomenon than measuring it only with these two variables.

Data on families’ cultural practice was also collected using only a single variable. The book question was an indicator to collect data on affinity to the bourgeois life-style. Further questions, for example about music or theatre visits, could not be asked due to the reasons mentioned. Since it can be assumed that social background is characterised by multidimensionality, social background has been determined only to a limited extent by a total of four variables in this study.

Data were analyzed using the software MPlus under consideration of the two-parameter logistic Birnbaum model. The fit values for the measurement of interest in the subjects of the lessons (CFI = .986, TLI = .984, RMSEA = .061) and domain-specific self-concept (CFI = .996, TLI = .993, RMSEA = .087) are acceptable. The one-dimensional structure of the scales can be confirmed.

## 8. Results

The following results were computed using a multivariate regression analysis and an ordinary-least-squares (OLS) estimation approach. Including the independent variables step by step provides insight into the causal structure between the factors influencing motivation.

The domain-specific self-concept of one’s own talent as an aspect of motivational orientation had positive significant effects on the class level across all models. This corresponds to the formulated assumptions. However, the effect decreased from model to model. Gender had no effect in any of the models, which did not correspond to expectations. The parents’ country of origin had no effect in



any of the models. There was a weak significant negative effect starting with the second model when a different language was spoken at home. No assumptions were formulated for these results.

In Model 2 the question of books and interest in the subjects were added. Although the book question is an excellent predictor for domain-specific knowledge, it showed no effect on the domain-specific self-concept in any of the models, as expected. Effective immediately, interest in the subjects had the strongest effect on the domain-specific self-concept. The effect remained consistently high and was expected.

In Model 3, the social networks, class atmosphere and media use were added. Social networks appear to be conducive to the dissemination and processing of knowledge data, but they had no effect whatsoever on motivational orientation. No assumptions were made in this regard. In contrast to the assumption, a democratic class atmosphere had no effect on self-concept. The effects of the media in models 3 and 4 were weakly significant and not very large. No assumptions were formulated regarding the positive effects of reading newspapers in models 3 and 4 or of television use in model 4.

The post-test knowledge was added in model 4. As expected, it had a large effect and this led to a notable increase in the explained variance. With regard to media use, television additionally showed a constant positive effect. No assumptions were made with regard to this result.

In model 1, the school form and class level showed a weakly significant effect, which however vanished in the following models. To this extent, this corresponds to expectations. Contrary to the assumption, gender had no effect in any of the models. As expected, a migration background had no effects in any of the models.

In model 2 the factors of books and domain-specific self-concept were added. While the book factor had no effect in any of the models as expected, the domain-specific self-concept had a strong significant effect in all of the models. The effect remained consistently very high and was expected.

In Model 3, the social networks, class atmosphere and media use were added. As expected, the organisations consistently had no effect. Only the use of the television had a small positive effect with respect to the media. No assumptions were made in this regard. The significant negative effect of the democratic class atmosphere ran contrary to the assumptions. Instead of the expected furtherance of interest in the subject, a decline was noted.

Table 2: Regression analyses for the prediction of the domain-specific self-concept

DV: Domain-specific self-concept	Model 1	Model 2	Model 3	Model 4
Class: Gymnasium	<b>.370***</b>	<b>.287***</b>	<b>.262***</b>	<b>.127**</b>
Sex: Female	-.017	-.043	-.011	.000
Parents' country of birth (reference category: Germany)				
- Turkey	-.024	-.013	.001	.034
- Southern Europe	-.014	-.010	-.006	.014
- Eastern Europe	-.076	-.053	-.067	-.055
- other	-.054	-.027	-.020	-.016
Languages spoken at home: (reference category: only German)				
- German and other	-.041	-.035	-.028	-.023
- only other	-.089	<b>-.095*</b>	<b>-.100*</b>	<b>-.094*</b>
Number of books at home		.081	.070	.025
Interest in the subjects of the lessons		<b>.556***</b>	<b>.492***</b>	<b>.509***</b>
Membership in				
- youth organisations			-.002	-.025
- political & social organisations			-.033	-.041
- sport clubs & cultural organisations			.003	-.001
Democratic class climate			-.058	.057
Media use				
television			.086	<b>.087*</b>
daily newspaper			<b>.154**</b>	<b>.104*</b>
magazine			-.047	-.036
radio			.042	.032
internet			.048	.017
Post-test knowledge				<b>.373***</b>
R <sup>2</sup>	.148	.426	.429	.518

The post-test knowledge was added in model 4 and showed the expected significant positive effect. However, it was not very large, and this time the post-test knowledge led to a minor increase in the explained variance.

Table 3: Regression analyses for the prediction of the interest in the subjects of the lessons

DV: Interest in the subjects of the lessons	Model 1	Model 2	Model 3	Model 4
Class: Gymnasium	<b>.131*</b>	-.049	-.065	.026
Sex: Female	.052	.059	.057	-.066
Parents' country of birth (reference category: Germany)				
- Turkey	.002	.012	.020	-.008
- Southern Europe	.001	.006	.008	.002
- Eastern Europe	-.014	.018	-.010	.014
- other	-.030	.006	-.021	.024
Languages spoken at home: (reference category: only German)				
- German and other	-.027	-.007	-.009	.015
- only other	.006	.052	.026	-.022
Number of books at home		-.018	-.029	.012
Domain-specific self-concept		<b>.608***</b>	<b>.503***</b>	<b>.621***</b>
Membership in				
- youth organisations			-.073	.168
- political & social organisations			.007	-.048
- sport clubs & cultural organisations			-.030	.039
Democratic class climate			<b>-.235***</b>	<b>-.237***</b>
Media use				
television			<b>.146**</b>	<b>.108**</b>
daily newspaper			.031	.020
magazine			.053	.040
radio			.029	.019
internet			-.060	-.073
Post-test knowledge				<b>.227**</b>
R <sup>2</sup>	.019	.380	.434	.451

## 9. Summary and discussion

Until now, the motivational influence factors have been discussed only generally in the philosophical-normative discourse on the didactics of political education. No one has disputed their significance, but up to now no one has provided any specific information on the diagnosis and promotion of positive feelings. However, knowledge of the individual prerequisites of the pupils is important for the adapta-

tion of instruction and feedback on the part of the teacher. Pupils with low domain-specific self-concepts of their abilities require moderately difficult assignments that are just beyond their current level, and positive feedback on their performance. Supportive, individual feedback from the teachers leads to the pupils gaining orientation to a realistic level of performance. This requires the teachers to give more attention to each individual pupil and the ability to assess the level of difficulty of assignments in the subject correctly. Up to now, there have been very few, indirect, rather unsatisfactory individual observations in qualitative research on the teaching of domain-specific subjects.

The results for the influence of the class level on the domain-specific self-concept with monitoring of the pupil's own performance supports the hypothesis (most recently stated by Trautwein & Lüdtke, 2010), that the pupils at a "Gymnasium" (secondary school leading to a qualification for university entrance) are not only older, but in a more selective and more prestigious type of school, which has a positive influence on the pupils' domain-specific self-concept. The expected results can thus be an indication that the pupils integrate social comparison information in their self-concepts, which goes beyond the direct context of the performance comparisons in their own school class (Trautwein & Lüdtke, 2010).

The findings on the reference group effects with regard to interest in the subject must be interpreted with caution. Here the expected decrease in interest in the subject appears to have occurred due to age. The adolescents had a greater variety of competing interests. The initial, weakly significant positive effect vanished very quickly when further variables were added. Age and type of school had no effect on interest in the subject in this study. Pupils at a "Realschule" (a type of German secondary school leading to a vocational or technical secondary school diploma) were just as interested in the subject as pupils at a "Gymnasium" (secondary school leading to a qualification for university entrance).

The findings show that there was no gender-specific effect on the domain-specific self-concept of the pupils. This contradicts our expectations. Boys and girls did not differ in their domain-specific self-concept when their performance was monitored. Likewise unexpected was the insignificance of the effect of gender on interest in the subjects of the lessons. According to sociological research, the boys should have been more interested in politics. The topic's lack of relevance to everyday life and politics in general did not lead to the girls showing less interest. The appreciation of the subjects of the lessons did not differ between boys and girls.

As expected in this study, a migration background, subject to monitoring of performance, had no effect overall on self-concept or interest in the subjects of the lessons. Pupils with migration backgrounds do not strive to achieve top perform-

ance in politics in order to be successful. On the other hand, their somewhat poorer performance only with regard to self-concept led to a slightly significant negative motivation effect in those who spoke a language other than German at home. The encouragement received at home appears to have no effect on learning motivation. It is conceivable that pupils with migration backgrounds do not have a different appreciation of lessons in politics, as their motivation differs little overall from the motivation of other groups of pupils. However, it is also possible that the teachers generally do not succeed in generating and fostering motivation in individual groups of pupils.

The cultural capital of their parents (books question) had no effect whatsoever on their interest in the subject and their self-concept. No expectations were formulated in this regard. There are also no indications for the regulation of motivation by means of parental reinforcement. Rather, motivation appeared to be self-determined. Due to the study design, no statements can be made about effects due to the teaching.

The strong connection between interest in the subject and domain-specific self-concept corresponds to expectations. The emotional aspect in the exploration of political subjects had a positive effect on self-concept. Subjects perceived as important not only promote efforts to acquire competence but a positive self-concept as well. Subject to performance monitoring, the reciprocal effects of self-concept and interest in the subject provide evidence that there is a strong correlation between pupils' involvement in politics and their own goals and desires.

In this study, contrary to expectations, the influences of the democratic learning environment did not result in an enhancement of the domain-specific self-concept. Subject to performance monitoring, there was no influence of a participatory ethos. A democratic classroom environment even had a negative effect on the interest in the subject. The pupils may perceive that too little knowledge is conveyed in such an environment (Nelson, Watt & Kerr, 2010). This reduces the importance of the subject in the perception of the pupils. In this study, no evidence of the positive effects noted by Watermann (2003) was found. One possible explanation is that an open atmosphere for discussion tends to lead to circular expressions of opinion rather than to effective teaching with clear results. The pupils may not value the discussion format, as it already exists in their lessons anyway (see also Oesterreich, 2003).

In contrast to this, knowledge has a strong positive effect on self-concept and subject knowledge. The results indicate the importance of knowledge transfer emphasised in the field of didactics of political education and the accompanying reinforcement of the subjects.

The effects of the media showed that being informed about current political events possibly promoted not only political knowledge but to a limited extent the perception of self-concept as well. However, the effects were only slightly significant and not very large. The inconsistent picture was not improved by looking at the interest in the subject, either. Daily newspapers had no effect and television only a weak, minor effect. In contrast, with regard to prior political knowledge, the expected effects did exist and these correspond to the assumptions of political science and educational research. However, with regard to motivation, television use is the only remaining, if weak, constant. Thus, the data available for this study cannot contribute to clarification of these effects on motivation. Further research is necessary.

As expected, the results provide evidence that a positive domain-specific self-concept accompanies the experience of competence that greater knowledge facilitates. The subjective assessment of the pupils' own abilities and talents also depends on their cognitive performance, according to the present results. The image of a connection between performance, domain-specific self-concept and interest in the subject of the lessons (Köller, Schnabel & Baumert, 2000, p. 76) is confirmed here for the first time for political science lessons. Successes and failures influenced the pupils' knowledge of their own strengths and weaknesses. When pupils assumed they could be successful, their performance was better.

Their interest in the subject of the lessons was likewise closely tied to performance and the domain-specific self-concept. Their interest in the subject of the lessons declined during their school years, but the effect was still retained subject to performance monitoring in the class levels studied. It was assumed that pupils had to decide in which subjects they would invest their resources (Brunner & Krauss, 2010, p. 113). Subject to monitoring performance, the optimisation of the competences specific to politics was highly significant, measured by interest in the subject of the lessons and self-concept.

The pupils' own success is an important predictor for success and the experience of competence in political education classes. The teachers need to convey knowledge in a structured manner and support pupils' motivation with appropriate individual feedback. When the pupils believe they can solve the problems assigned, they must have the necessary persistence and cognitive resources. A poor domain-specific self-concept and low level of interest in the subject result in the pupils' avoidance of tackling the problems. Good feedback on performance and a high level of interest are mutually dependent on each other (Sjoeberg, 1985), as do the perception of and behaviour in political education classes. A positive overall self-assessment also develops via the fostering of personality and learning development and not only via the class composition. The teachers can support the

pupils in their search for the causes of success and failure and set new, moderately difficult goals for individuals.

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## **II Education for Sustainable Development and Citizenship Education**

## Civic Education for Sustainable Development and Democratic School Development in Germany – Perspectives for the Local Community

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### Introduction

A civic education for sustainable development can theoretically be designed on the basis of a four-dimensional target model of sustainable development. According to this the goals of social justice, ecological sustainability, economic productivity and good governance refer to each other with conflicting aims. Within and across the social, ecological, economic and political dimensions, different modes of human action towards sustainable development can be distinguished on the micro-, the meso-, and the macro-structural levels of the society in order to balance the vertical coherence between local and global thinking and acting.

Against this background, and considering previous models of competencies in educational sciences and in civic education didactics, political-democratic civil competencies for a civic education for sustainable development demonstrate the idea of an informed and empowered global citizen who is able to engage in democracy as a way of life, as a social system and as a form of government. In addition, an extended model of competencies, regarding education for sustainable development with a particular focus on global learning, gives insights into the core competencies of recognizing, evaluating and acting, which in turn can be combined with relevant contents and tasks in the area of education for sustainable development. In this context, the global perspective especially requires specific modes of learning which include aspects of global change and global development and which can be taught in spatial, objective, temporal and social dimensions. While the previous models of competencies are generated with regard to citizens in general, or students in particular, the imparting of an education for sustainable development is primarily a task for teachers. Therefore it is also necessary to describe the profile of requirements for teachers: to act as multipliers and political educators in relation to education for sustainable development in order for them to initiate a change of consciousness in the next generations.

These reflections lead to the question whether, and to what extent, could democratic school development support the formation of student's competencies for a civic education for sustainable development. This notion will be demonstrated, and further developed, on the basis of an already concluded school development program in Germany.

To conclude, an explanation will be presented as to how democratic school development activities can be interlinked with issues and task fields related to sustainability and which concern the local community. To this end, indicators of sustainable development are considered which specify the aims and efforts in local fields of action within the ecological, the economic, the social and the political dimension. Accordingly, the quality of school can be measured in terms of the achievement of the concrete target indicators. At the same time, diverse opportunities for participation in local policy arise for the students and teachers. These range from: models of service-learning; to commitments in local NGOs, as well as in other institutions; and the development of initiatives of civil society with respect to a sustainable development of the municipality.

## 1. Civic Education for Sustainable Development

### 1.1 *The Concept of Sustainable Development*

In a publication from the year 2000 it was stated that the term *sustainable development* can be translated into 70 different German expressions (Wullenweber 2000, 23). Besides “sustainable development” there is another more common translation variant: “future-oriented development” or “future viability” for “sustainability” (cf. Wuppertal Institut 1997). More translation variants are: “durable development” (United Nations 1987), “development for a stable future” (ICLEI – *International Council for Local Environmental Initiatives* 2011), “development for a compliant future” (Enquete-Kommission “Globalisierung der Weltwirtschaft” des Deutschen Bundestages 2002) or “maintaining development” (Meadows et al. 1972). In the media as well as colloquially the significance of the term “sustainable” has decreased considerably, mostly due to its frequent use. Often it now only means “having a long time effect” or “leaving an impression” or “long-lasting effect” (Duden 2011), or it is only used in the sense of “permanently” or “constantly”.

The combination of the terms “sustainable” and “development”, thus conveying a new meaning, appears at first in the “*World Conservation Strategy*” published in 1980 as well as in the study “*The Global 2000 Report to the President*” (1980) or “*Global Future. Time to Act*” (1981). However, the worldwide spread of the term “sustainable development” in science and politics occurred primarily through the “*Report of the World Commission on Environment and Development*” titled “*Our Common Future*” in 1987. This United Nations’ document is also referred to as the “*Brundtland-Report*”, because the former Norwegian Prime Minister *Gro Harlem Brundtland* was chairman of the commission at the time. Here, the general concept of *sustainable development* consists largely of an attempt to affect compromise and consensus between the often conflicting goals of *environmental protec-*

*tion* on the one hand and *development* on the other. In this context we have to consider that, at that time, development was mainly understood as economic growth in the southern hemisphere.

The Brundtland-Commission defines the concept of sustainable development in two ways:

1. "Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs. It contains within it two key concepts:

- the concept of 'needs', in particular the essential needs of the world's poor, to which overriding priority should be given; and
- the idea of limitations imposed by the state of technology and social organization on the environment's ability to meet present and future needs"

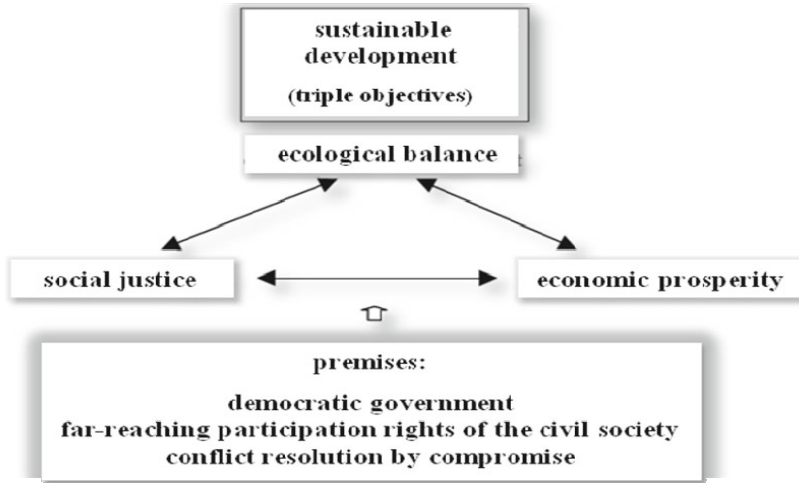
(United Nations 1987, p. 46).

In this first definition the concept of intergenerational ecological justice becomes apparent. In contrast, the second definition includes the claim for a holistic change of behaviour. Therefore it is referred to more seldom and it is probably less used in politics.

"15. In essence, sustainable development is a process of change in which the exploitation of resources, the direction of investments, the orientation of technological development and institutional change are all in harmony and enhance both current and future potential to meet human needs and aspirations" (United Nations 1987, p. 49).

Against the background of the intentions of the Brundtland-Commission the basic model of sustainable development has three interdependent dimensions. That is the fundamental trilogy of *ecology*, *economy* and *society*. According to these components sustainable development aims to *ecological balance*, *social justice* as well as *economic security*.

During the 1990s it became apparent that the three interdependent divisions of sustainable development could not be successfully connected with each other without the political conditions of a *democratic government*. It also became evident that *far-reaching participation rights of the civil society* and mechanisms were necessary in order to *solve conflicts* through *compromise*. The following illustration, from which the basic concept was developed, clearly highlights this problem. The preconditions, which affect the three-fold goal of sustainable development, have their roots in the *political system and culture* of that society. This model society would then orientate its ecological, social and economic actions to sustainability.

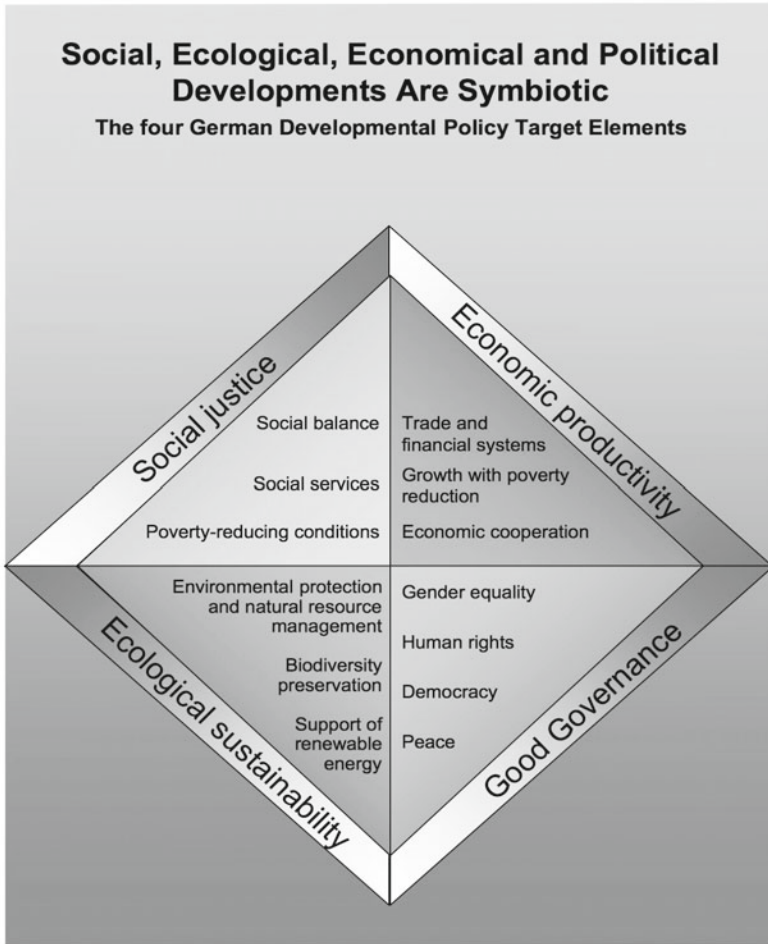


Original target model of sustainable development (Source: Brunold 2009, p. 314, following Meyers & Waldmann 1998, p. 291)

### 1.2 The Concept of a Civic Education for Sustainable Development

The consideration of the political aspects in the context of an education for sustainable development requires an analytic model which maps the triple objectives of the original target model of sustainable development and adds the preconditions of democratic government, far-reaching participation rights of the civil society and conflict resolution by compromise as an own dimension. This means that the three-dimensional model of sustainable development originally formulated at the world conferences of the United Nations can be extended by a civic or political dimension. Therefore, the four target dimensions of ecological balance, economic prosperity, social justice and democratic government can be seen as four coherent dimensions of development. Such a new model does not only illustrate more clearly the affinity to the school subjects and professional structures but is also already used by the German Federal Ministry of Economic Cooperation and Development in order to describe interdependent contexts in development policy (see the following figure). According to this the goal of *ecological sustainability*, for instance, contains environmental protection and natural resource management, biodiversity preservation as well as support of renewable energy, while social balance, social services and poverty-reducing conditions are partial targets of *social justice*. In contrast, *economic productivity* refers especially to trade and financial

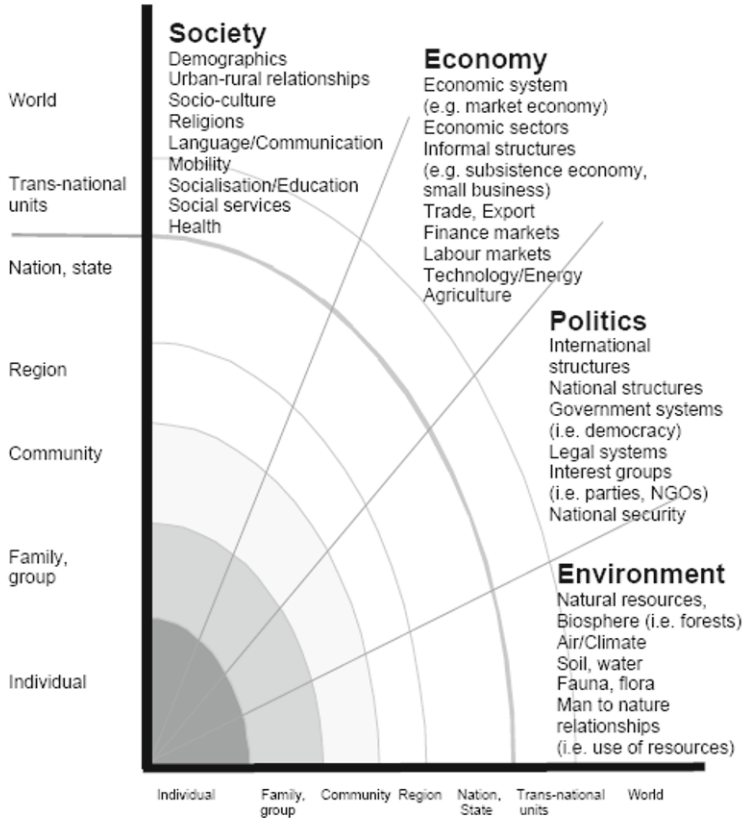
systems, growth with poverty reduction as well as economic cooperation. And not least gender equality, human rights, democracy and peace serve to strengthen *good governance*.



The four target dimensions of sustainable development according to the Federal Ministry for Economic Cooperation and Development (Source: BMZ & KMK 2007, p. 25)

For further structuring of these complex issues for school and educational processes, elements and operational levels of the four dimensions of development can be also shown in a coordinate system in which the quarter circles indicate the dif-

ferent operational levels straight through the dimensions (see the following figure). According to the analytic purpose and the current development it can also be suitable to select the levels and elements differently (cf. *ibid.*).



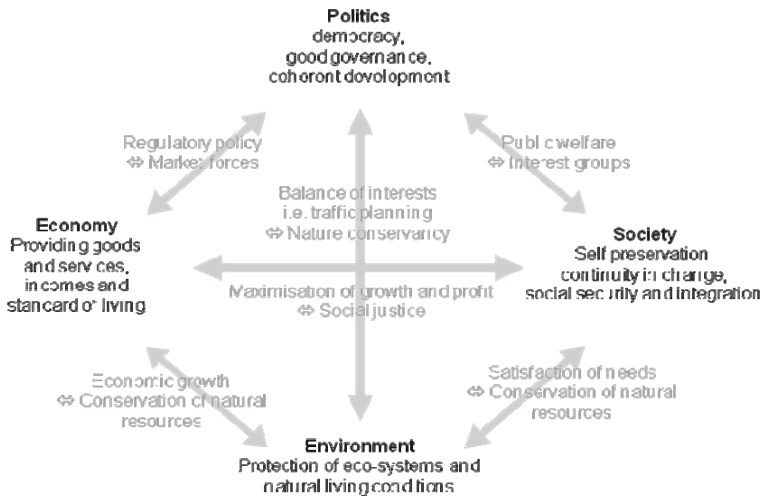
Components and structural levels of development (Source: BMZ & KMK 2007, p. 26)

At this point it must be noted in particular, that human actions in each of these four dimensions are mostly determined by distinguishable control modes at the respective level. For example at the micro level of the social environment the expectations of actions within a family are communicated predominantly by personal contacts which are mainly based on informal and socio-cultural role expectations. On the contrary, formal rules or juridical standardisations become more and more important from the meso level like the community, the province or region upwards to

the macro level of nation, state and transnational unities (cf. *ibid.*, p. 18). The highest operational level in this multi-level model is, ultimately, the world. At this level the operational options can be realised, for instance, in using the opportunities presented by globalization within the scope of the sustainable requirements. This is possible, for example, by state and civil participation in the *United Nations*, the *World Trade Organisation (WTO)* and other multilateral organisations as well as bilateral co-operations for environmental and development policy, for peace protection etc. (cf. *ibid.*). Regardless, within a system-oriented analysis of the actions, and the possible lines of action regarding sustainable development at every level, it is better to orientate at the respective control modes. An example of this is the postulate that an analysis of conditions of personal peaceable nature in a social environment contributes little to the understanding of war or peace in a transnational context. In this case the civic educationalist would speak of the *trap of parallelisation*, because interactions in social environments would be transferred to complex macro sociological issues and political contexts and would be parallelised without differentiation and comparative limits.

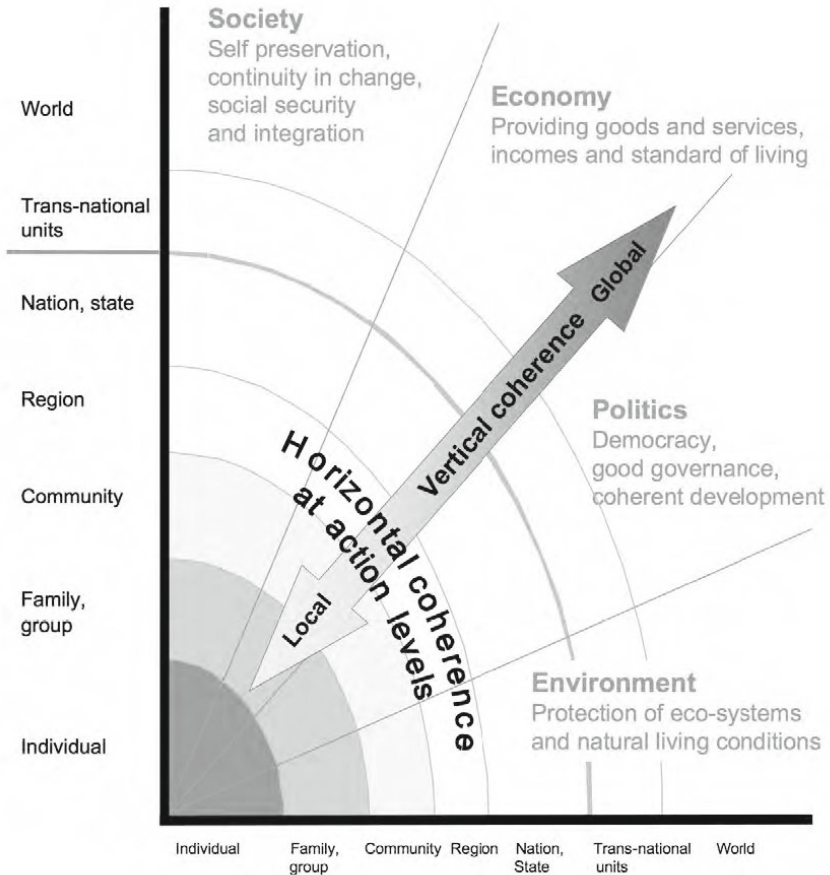
In order to understand the observable failure of processes of development initially declared as “sustainable”, it is crucial to consider the tensions and the opposing aims which inevitably occur between the single dimensions of development. This is because the ecological, economic, political and social target dimensions of sustainable development cannot always be related to each other in a synergetic or coherent way. The following illustration shows clearly that, in each case, significant incompatibilities of aims appear between two dimensions of development which can seldom be solved harmoniously and generally only in favour of one dimension of development to the disadvantage of the other. At this abstract level this results in already existing inconsonant objectives: *economic growth* versus *conservation of natural resources*; *regulatory policy* versus *market forces*; *balance of interests* in politics versus *nature conservancy* from the perspective of the environment; *maximisation of growth and profit* in the economy versus *social justice*; *public welfare* as a political aim versus *particular interest groups*; and *satisfaction of needs* on a societal level versus *conservation of natural resources* from the perspective of the environment.





Conflict of goals between development components (Source: BMZ & KMK 2007, p. 30)

Besides overcoming the tensions and conflicting aims between the dimensions of development of sustainability in the sense of a *horizontal coherence*, the question is also how the activities of both individuals and institutions from local, national and global levels can be associated practically. Therefore, the concept of *vertical coherence* refers to the demand that interaction between political decision-making processes and their effects at a local and global level must find a proper balance and mesh together to become effective in sustainable development (see the following figure). The slogan *think global – act local* is meant to express, for example, that locality and globality in thinking and acting cannot be uncoupled from each other. Against the background of this dimension-related and level-related model of development, the special challenge for sustainable policy and for sustainable behaviour of individuals is obviously to reconcile coherently the horizontal dimensions as well as the vertical levels within the model of sustainable development and to allow synergetic effects (cf. *ibid.*).



Horizontal and vertical coherence (Source: BMZ & KMK 2007, p. 34)

However, this assumes that individuals are able to orientate their actions in micro-, meso- and macro-sociological contexts towards the principles of sustainability. Such a citizen who has the *ability to intervene* (cf. Detjen 2007, 223-224) must be educated, in particular politically, to be able to reflect on and estimate behaviour at the different social levels. Especially their understanding of democracy must be accordingly sophisticated. The usual distinction in civic education between democracy, and learning about democracy as *a way of life*, as *a social system* and as *a form of government* (Himmelmann 2007), makes it clear that citizens

at all three levels are faced with increased demands on their thinking and acting. Thus, the understanding of democracy by *John Dewey* (1916), as a way of life in its social and pedagogical relevance, can be described with the concepts of *civil liberty*, *constitutional equality*, *social mutuality*, *social cooperation* and *civil responsibility*. In contrast, democracy as a social system can be described using the concepts of *pluralism*, *peaceful regulation of conflicts*, *solidarity*, *public* and, especially, *civil society*. Regarding sustainable development on a global level, it becomes evident that the participation and intervention capabilities of individuals must go beyond the limits of nation states. According to this, *informed and empowered global citizens* appear to be the ones who are aware of the conflicts between political, economic, ecological and societal goals, whilst also being cognisant of their own interests in global society. Furthermore, the informed and empowered global citizen should be able to use their competencies in a sustainable and responsible way in order to strengthen their civil commitment on both a local and global level (cf. Brunold 2009, p. 319).

## 2. Competencies for a Civic Education for Sustainable Development

### 2.1 Models of Competencies in Educational Sciences and in Civic Education Didactics

In the course of conducting international studies in the context of the OECD's Programme on Student Assessment since 1997, and in particular since the publication of the first PISA study in 2001, schools policy in Europe, and especially in Germany, has undergone a paradigm shift. According to this, education should no longer be steered only by the *input* but mainly through the *output* of learning. Thus, it is not surprising that the discourse in educational sciences, as well as the debates in education policies, have been determined by the demand for the development of educational standards and an orientation towards the technical term *competence*. The pedagogical communities are, therefore, faced with the task to formulate their domains in terms of theoretical concepts of competencies as well as to design subject-related standards of education.

Following the generally recognized definition of *Franz Weinert*, competencies can be understood as

(...) die bei Individuen verfügbaren oder durch sie erlernbaren kognitiven Fähigkeiten und Fertigkeiten, um bestimmte Probleme zu lösen, sowie die damit verbundenen motivationalen, volitionalen und sozialen Bereitschaften und Fähigkeiten, um die Problemlösungen in variablen Situationen erfolgreich und verantwortungsvoll nutzen zu können“ (“cognitive abilities and skills available and learnable for individuals to solve specified problems, as well as, the associated motivational, volitional and social willingness and abilities to utilize the problem solutions in variable situations successfully and responsibly“ (transl. B.O.) (Weinert 2001, 27ff).

Within the German civic education community, the GPJE (Gesellschaft für Politikdidaktik und politische Jugend- und Erwachsenenbildung / “Society for Civic Education Didactics and Civic Youth and Adult Education”) developed and published a draft of national educational standards for specialized teaching on civic education in schools, which identified the ability to judge politically, the ability to act politically, and methodical abilities as areas to include in the development of competencies (GPJE 2004, p. 13). Additionally, in 2010, a first author group designed a competence model of political knowledge based on a theory of civic literacy following Bybee (1997) and referred to as “concepts of politics”. These are composed of the three key concepts of regulation, decision and common wealth. A range of selected specific concepts are related to these basic concepts, for example the specific concepts of: freedom, peace, justice, equality, human dignity, sustainability, public goods and security are related to the key concept of common wealth (Weißen/Detjen/Juchler/Massing/Richter 2010, p. 12). As part of this competence model, the author group has already formulated educational standards as minimum standards for the end of primary as well as lower secondary school. Therefore, the specific concept of sustainability is closer determined by the constituent technical terms of environmental policy, poverty/richness and generational justice. However, these knowledge-related concepts and terms have not yet been connected with competencies in the area of acting and methodical abilities. Furthermore, the lack of more far-reaching social science based concepts within the competence design of the “concepts of politics” is, among other things, criticized by a second author group from this pedagogical community (Autorengruppe Fachdidaktik 2011, p. 163). Although the authors of this group have developed an alternative approach for the design of competencies in the field of civic education, they have avoided, up to now, determining educational standards because of the postulated openness of multi-perspective accesses to political and social phenomena. Furthermore, the broadly based “concepts of civic education” of the second author group only focus on six key concepts (systems, actor, needs, basic orientations, power, change) and these are only loosely interconnected with

a wide range of specific concepts within which the concepts of sustainability and globalization are missing (ibid., p. 170).

As a result, from the perspective of civic education didactics there is no generally acknowledged model of competence for schooling which seems to be sufficient elaborated to include the task field of sustainable development or sustainability. Therefore, the following remarks about competencies in the field of education for sustainable development can also be read as provisional reflections on the development of a key or specific concept of a civic education for sustainability which considers global learning requirements.

## *2.2 Models of Competencies for a Civic Education for Sustainable Development*

The development of public understanding and awareness of sustainability, and the progression towards more sustainable societies require a population that is aware of the goals of sustainability and has the competencies to contribute towards those goals (cf. Brunold 2011a, p. 210). These competencies range from the daily activities, which support government policy related to resource management and civic conduct, to the role of a well-informed consumer who purchases goods with low lifestyle impacts, and who uses his purchasing power to support corporate social and environmental responsibility and sustainable business practices. Therefore, it is evident that in order to participate in the development and implementation of a more sustainable society, an active citizenry also needs competencies regarding democratic citizenship (cf. ibid.). In this context an *education for democratic citizenship*

“(...) should aim the promotion of a culture of democracy and human rights concerning goals like participation, social cohesion or solidarity as well as practices to promote the development of communities committed to genuine relationships. Civic education for sustainable development combines both education for sustainable development and education for democratic citizenship (cf. ibid., p. 210-211)”.

This leads to the fact that an education for sustainable development necessitates the acquisition of competencies that allow for active and independent future action. For this purpose rational, emotional as well as activity-related components and the ability to evaluate are relevant. Education for sustainable development focuses especially on acquiring the competencies of: knowledge; skills; attitudes and values; including the skills required to operate with knowledge about sustainable development; and recognizing the problems of non-sustainable development (cf. de Haan 2004, p. 39-46). To specify this concept with regard to political

needs, *Brunold* has modified *de Haan's* eight competencies in relation to civic education, and formulated a *model of political-democratic civil competencies* for a civic education for sustainable development:

“These are

- the competency to recognize and evaluate forms and conflicts of aims of political, economic, ecological and social ‘value orientation’ and their interests, as well as being able to act upon it,
- the competency to develop skills of participation and intervention for own interests and interests related to the common welfare, as well as being able to act upon it,
- the competency to engage in the civil society and civic involvement in democracy,
- the competency to percept global challenges from multiple perspectives,
- the competency to perceive human and civil rights and being able to represent them actively,
- the ability to understand and form the link between local experiences and their global context in the global society,
- the competency to anticipate future risks and reflect the individual and global alternatives of acting and taking the responsibility of it, and
- the competency to reflect the individual and cultural models which are provided by the media as well as to reflect consumption patterns and life styles as a political mature citizen”

(Brunold 2011a, p. 211-212).

This model of political-democratic civil competencies for a civic education for sustainable development is oriented on the idea of an *informed and empowered global citizen* who is able to participate and intervene responsibly in local and global levels of democracy as: a way of life; a social system; and a form of government (cf. chapter 1.2).

Regarding education for sustainable development from the perspective of civic education didactics and educational policy with a focus on global learning, another model seems appropriate to fulfil the demand for political and civil participation. This extended and modified model of competencies for education for sustainable development is founded on three areas of core competencies: *recognizing* with a focus on knowledge acquisition, *evaluating* with a focus on reflection and, finally, *acting* with a focus on the ability and motivation to take an active part in society (see next page, Source: Brunold 2011b, p. 36-37, following BMZ & KMK 2007, p. 57-61).

	<b>Core competency</b>	<b>Professional competency</b>
<b>Recognizing</b>	Searching for information and information processing	<ul style="list-style-type: none"> <li>▪ Information about political and economic situations in different countries</li> </ul>
	Recognizing socio-cultural and natural variety	<ul style="list-style-type: none"> <li>▪ Recognizing different political systems and explaining those topics for the developing possibilities of the people</li> </ul>
	Analyzing the global change, globalization processes and development processes according to the principles of sustainable development	<ul style="list-style-type: none"> <li>▪ Analyzing relations between politics, economy, society, environment</li> <li>▪ Recognizing forms and aim conflicts of the political, economic, ecological and social value orientation and interests (multi-perspective)</li> <li>▪ Explaining political characteristics of the countries</li> <li>▪ Competency to anticipate possible future risks and reflect individual and global alternatives and the distant responsibility</li> </ul>
	Differentiating social operation levels	<ul style="list-style-type: none"> <li>▪ Explaining political participation possibilities of individuals</li> <li>▪ Recognizing the role of political actors regarding the creation of sustainability</li> <li>▪ Recognizing different operation levels (local and global)</li> </ul>
<b>Evaluating</b>	Changing the perspective and empathy: Being aware of, appreciating and reflecting own and foreign value orientations in their significance for life	<ul style="list-style-type: none"> <li>▪ Perceive or anticipate own and other interests</li> <li>▪ Evaluating interests according to political values</li> <li>▪ Evaluating forms and conflicts of aims of the political, economic, ecological and social value orientation and its interests</li> </ul>
	Critical reflection and giving an opinion: regarding questions of globalization and developing and following the principles of sustainable development and human rights	<ul style="list-style-type: none"> <li>▪ Knowing the relevance of Good Governance for a sustainable development</li> <li>▪ Justifying human rights and reflecting the tensions within it</li> <li>▪ Reflection on individual and cultural concepts as well as on consumption habits and life styles which are provided by the media (evaluating as a politically mature citizen)</li> </ul>
	Evaluating development measures: taking into account different interests and conditions	<ul style="list-style-type: none"> <li>▪ Recognizing effects of political and juridical measures and evaluating them in relation to sustainable development</li> </ul>
<b>Acting</b>	Solidarity and joint responsibility: Recognizing areas of personal joint responsibility and accepting them as a challenge	<ul style="list-style-type: none"> <li>▪ Perceiving the relevance of sustainable development (also for the globalization process) and developing the ability and motivation for responsible political acting</li> </ul>
	Communication and conflict resolution: Overcoming socio-cultural and interest-related barriers	<ul style="list-style-type: none"> <li>▪ Appreciating the sense of human rights and representing actively human and civil rights</li> <li>▪ Enduring cultural differences and differences of interests</li> <li>▪ Contributing to the balancing of interests and to conflict resolutions</li> </ul>
	Capacity of acting within the global change: cooperation and motivation to innovate in the personal and job-related area; enduring uncertain situations	<ul style="list-style-type: none"> <li>▪ Recognizing and enduring complex political situations within the globalization process</li> <li>▪ Behaving in accordance with the principles of sustainable development</li> </ul>
	Participation: taking part actively in implementing the principles of the sustainable development in the private, school and job-related area as well as on the political and social level	<ul style="list-style-type: none"> <li>▪ Based on a political opinion the students are able and ready to be involved with different social situations regarding the aims of the sustainable development</li> <li>▪ Developing skills of participation and intervention for own interests and interests of public welfare</li> </ul>

To choose relevant contents for the development of competencies there are some decisive criteria. In the field of civic education these typical criteria are current relevance, as well as orientation on problems. For didactic realisation the appropriate criteria are student-orientation, activity-based learning, the “principle of controversy” (“what is controversial in science and politics must also be controversial in lessons”), exemplary learning and scientific correctness. Following the conception of *BMZ & KMK* (2007) several topics which consider these criteria can be regarded as exemplary *thematic areas and tasks* within a civic education for sustainable development:

1. *Diversity of values, cultures and living conditions*
  2. *Globalisation of religious and ethical guiding principles*
  3. *History of globalisation: From colonialism to the "global village"*
  4. *Commodities from around the world: Production, trade and consumption*
  5. *Food and agriculture*
  6. *Illness and health*
  7. *Education*
  8. *Globalised leisure-time activities*
  9. *Protection and use of natural resources and energy production*
  10. *Opportunities and dangers of technological progress*
  11. *Global environmental changes*
  12. *Mobility, urban development and traffic*
  13. *Globalisation of the economy and labour*
  14. *Demographic structures and developments*
  15. *Poverty and social security*
  16. *Peace and conflict*
  17. *Immigration and integration*
  18. *Political power, democracy and human rights (Good governance)*
  19. *Development cooperation and institutions*
  20. *Global governance – World order*
- (*BMZ & KMK* 2007, p. 63)

This list must not be considered complete because the subjects that are meaningful to the pupils and to society at large can change at any time. However, the thematic areas can be interrelated with the core competencies of an education for sustainable development. Thus, a complex grid arises which can be used as overview for designing framework directives and curricula for schools (see the following figure).



<div style="text-align: center;"> <b>Competencies</b>  <hr/> <b>Thematic areas</b> </div>		RECOGNITION				EVALUATION			ACTION		
		1. Acquisition and processing of information	2. Recognition of diversity	3. Analysis of global change	4. Differentiation between structural levels / levels of social action	5. Shift of perspective and empathy	6. Critical reflection and formation of opinion	7. Assessment of development aid measures	8. Solidarity and co-responsibility	9. Communication and conflict management	10. Capacity to act on global change
1. Diversity of values, cultures and living conditions											
2. Globalisation of religious and ethical guiding principles											
3. History of globalisation: From colonialism to the "global village"											
4. Commodities from around the world: Production, trade and consumption											
5. Food and agriculture											
6. Illness and health											
7. Education											
8. Globalised leisure-time activities											
9. Protection and use of natural resources and energy production											
10. Opportunities and dangers of technological progress											
11. Global environmental changes											
12. Mobility, urban development and traffic											
13. Globalisation of the economy and labour											
14. Demographic structures and developments											
15. Poverty and social security											
16. Peace and conflict											
17. Immigration and integration											
18. Political power, democracy and human rights (Good governance)											
19. Development cooperation and institutions											
20. Global governance – World order											

Competencies and thematic areas (Source: BMZ& KMK, p. 64)

In the course of developing framework directives and curricula, as well as implementing civic education for sustainable development at schools and in extracurricular contexts, the global perspective especially requires specific modes of learning which include the aspects of global change and global development. In this context the One World-approach highlights differentiation instead of homogeneity and an equality of nations in addressing all questions about the future co-verage of issues involving global risks (cf. Brunold 2011b, p. 32). Global Learning as a

partial concept of education for sustainable development refers, ultimately, to changed processes of learning which can be taught in their spatial, objective, temporal and social dimensions. The following table shows such a modified model of global change that is a breakdown of these dimensions with respect to future problem-solving (cf. *ibid.*).

	<b>Characteristic</b>	<b>Cognitive Presentation of Problems</b>	<b>Competence</b>	<b>Modes of Learning</b>
<b>Spatial Dimension</b>	Global space	Intransparency	Horizontal expansion and ability for networking	Global learning
<b>Factual Dimension</b>	Complexity	Contingency, interdependence, multicausal issues	Ability to abstract and multicausal thinking	Systemic learning
<b>Temporal Dimension</b>	Dynamics and relativity	Risk, nonlinearity	Thinking in alternative forms of acting and time, reflection	Anticipatory learning
<b>Social Dimension</b>	Multiculturalism	Relativity	Changing the perspective, empathy, tolerance, participation	Inter- and transcultural learning

A modified model of global change (Source: Brunold 2011b, p. 32, and Brunold 2009, p. 323, following Seitz, 1998, p. 55-70)

It is evident that the requirements for global learning as represented in this model are extremely high. This results, among other things, from the fact that, in former times, knowledge has been usually accumulating without consideration of the fact that mechanisms of cause and effect have to be included as key global problems. Furthermore, the supply of knowledge remained valid for a relatively long period of time before important discoveries in economy and technology impacted on society and culture (cf. Brunold 2011b, p. 32-33).

“Knowledge that was acquired during one’s youth used to be sufficient for a whole life time. This has changed completely over recent years” (*ibid.*).

In contrast, present global challenges imply new modes of learning. It is not sufficient that human beings are focused on their immediate surroundings. If the consequences of human activity are taken into account and made future-compliant,

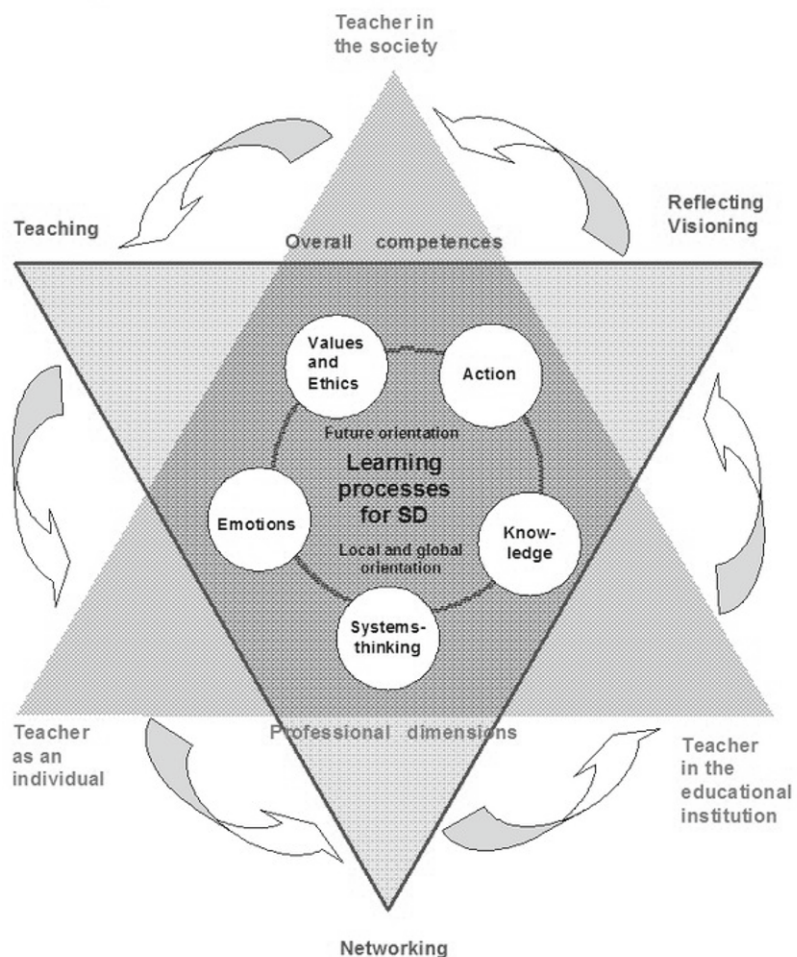
systemic and anticipatory learning on all (micro-, meso-, and macro-)levels of actions, as well as inter- and transcultural learning, are therefore required. This involves, among other things, a wide range of methodological approaches in teaching and learning, including networked thinking, in particular specific activity-based learning arrangements which are used by civic education didactics and appropriate to the area of education for sustainable development. Some of these methods are: simulations such as role-playing games; business games, modelling and (future-)scenarios; future workshops; wide-ranging hazard and risk analysis; technology assessments; life-cycle analysis of products as well as product-line analysis; and case studies in ecological, economic, social and political problem fields. In addition, tasks based on a variety of concepts, such as the prisoner's dilemma, are appropriate in order to provide insight into problems associated with 'common goods', referred to as the "tragedy of the commons" (Hardin 1968).

Imparting an education for sustainable development at school is primarily a challenge for teachers. Thus, the question is which abilities and competencies do the teachers need themselves – especially in their role as multipliers and political educators – to be able to initiate a change of consciousness in future generations? One of the initiatives which attempted to deal with this challenge was the *C SCT project (Curriculum, Sustainable development, Competences and Teacher training)*. It was established as a result of comprehensive preliminary work by the international organisation *ENSI (Environment and School Initiatives)* and was implemented as the *Comenius-2-project*, which followed the appeal of the ministers of the *UNECE (United Nation Economic Commission for Europe)* in 2003 to include an education for sustainable development in the curriculum from pre-school up to adult education. In cooperation with 15 partners from eight European countries, the project developed a model of competencies which included a broad profile of requirements for teachers on how to act professionally in relation to education for sustainable development. The crucial ideas of this model are represented by the following figure.

Within this model the blue triangle refers to the professional dimension of the teachers as instructors, as well as being individuals who have a dynamic relationship with their students, their colleagues and the wider society. This means that teachers are no longer simply communicators of knowledge, but part of an institution which has a collective focus on the way all of its members deal with issues of sustainability. Therefore, teachers need competences which are explained with the five domains: *knowledge; systems-thinking; emotions; values and ethics; as well as action*. Furthermore, the red triangle comprises the overall competencies,

termed as *teaching, reflecting and visioning* as well as *networking*. The focus on teaching therefore takes a constructivist approach, in that acquiring competencies

### Dynamic model for ESD competences in teacher education



CSCT Project – Curriculum, Sustainable development, Competences and Teacher Training  
(Source: Comenius 2008)

in the field of education for sustainable development is a self-steered and active process, which implies a balanced communication between teachers and learners and between learners themselves. According to this, the traditional tasks undertaken by teachers such as teaching, instructing and communicating will change to school-processes which consist of projects and efforts related to sustainability issues, and these would be carried out by all members of the school community (teachers, pupils, parents, representatives of the local community etc.).

The second competence, reflecting and visioning, has an even greater emphasis in an education of sustainable development. This is because it has to consider future orientation as well as local and global orientation. It is therefore primarily a matter of creating new perspectives on future action in order to implement sustainable solutions and new ideas. To improve teachers' competencies in this area, action research is an effective tool to foster such learning processes. Furthermore, it is evident that networking with other partners in, and out of, school is also necessary in order to create a learning environment with ongoing vision, strategy, action and reflection on an education for sustainable development.

Finally, the design of competencies of an education for sustainable development in teacher education should be read as a dynamic model. The relationship between the professional dimensions and the overall competencies refer to all the possible combinations. The two triangles are geometrically linked, whereby opposing angles have the strongest relationships with each other (cf. *ENSI – Environment and Schools Initiative*).

It is thus clear that the realization of an education for sustainable development is accompanied by demands on, and expectations of, the teachers that reach far beyond traditional specialist knowledge. In contrast to the classical school subjects and professional cultures at schools, the teacher in civic education for sustainable development is, in particular, committed to a democratic practice at all levels of social and political life. The teacher has to consider himself as a political-democratic personality who is orientated towards the ethics of sustainable development. At the same time he operates – also in the context of school – as a politically enlightened citizen and is – as far as personal circumstances allow – also politically active. The question is now, to what extent do the already existing models of school development and the educational paradigm that have been laid out here, support or complement each other, so that synergic effects can also be possible?

### 3. Democratic School Development in Germany

Programs for democratic school development in Germany are based on the consideration that, of all institutions, only the school can reach all children and adolescents and assure their commitment to democracy. So, how can schools use this chance, and what support do they need? In this section, an example of an already concluded school development program, which aimed to efficiently promote democracy in a school context, is illustrated. Following this, it shall be examined as to what extent the program met its requirements and in which parts of the program structure synergic effects can arise within the context of a civic education for sustainable development.

The school development program „Demokratie lernen & leben“ (“The Learning and Living of Democracy”) was carried out within the framework of the Bund-Länder-Kommission für Bildungsplanung und Forschungsförderung / („German Federal State Commission for Educational Planning and Research Promotion”) (BLK) from 2002 to 2007. It was financed by the Federal Ministry of Education and Research (BMBF) as well as by 13 participating federal states. Altogether, there were approximately 200 state and vocational schools involved in the project. In the first place the program aimed to encourage the willingness of young people to participate actively in civil society by means of the democratization of teaching and school life. In addition, the program not only regards itself as an answer to violence and right-wing extremism as well as racism and anti-Semitism, but also as an answer to the increasing disaffection from politics or with politicians, and the associated disenchantment with politics (cf. BLK 2002-2007a).

Two principal purposes of this school development program were the promotion of democratic action competence and the development of a democratic school culture. The “learning of democracy” as a process in acquiring competence in civic action, and the “living of democracy” as the practice of a democratic lifestyle and politics, were considered as the best means and the real aims in the discussion about violence, and disenchantment with politics. The program initiators assumed that democratic action competence (e.g. the development of a loyalty to democracy and the rejection of violence) requires more, and especially long-term, oriented learning processes. In these processes experience, action, knowledge and the ability to think critically must be interlinked. Thus, democracy should be experienced as a quality of the social life at school and be, at the same time, an object of learning (cf. BLK 2002-2007b).

The starting point for the school-based work was one of the possible subject areas: *lessons/teaching; learning in projects; school as a democracy; and school*

*in democracy* (BLK 2002-2007c). The basic structure for the program concept was formed by a *school set*. This is a local network of six to eight schools cooperating with each other, having similar development goals and assisted by network coordinators (cf. BLK 2002-2007d).

In the thirteen participating federal states 28 school networks were formed. These networks focused, among other things, on the following main topics:

- Democratic speech, learning responsibility
  - Taking over responsibility for oneself and others
  - Supporting democracy competence at school and its environment
  - Mediation and participation in elementary schools, in secondary schools as well as in vocational schools
  - My local community during dictatorship
  - Facets of democracy development at school
  - Participation of pupils as well as parents as a local alliance for education at school, a culture of arrangement and pupils' feedback as an action strategy of school development
  - Cooperation of school and youth work as a basis for municipal cooperation projects within the scope of local alliances for education
  - Cooperation of pupils representations with children's offices and officers, children's and youth parliaments
  - Development and testing of participation opportunities for pupils in and outside schools
  - Participation as a contribution to school development
  - Handling conflicts in school and society
  - Social-science research methods in interdisciplinary lessons
  - Development of participatory action competence and a culture of recognition in order to strengthen democratic school culture
  - Learning in projects – ways to a democratic school culture
- (cf. BLK 2002-2007e).

The aim of these thematic focuses was to bring school development forward as a *learning school*. As many partners as possible were to be part of this development process. They were people who were directly involved in school life, like pupils, teachers and parents as well as municipal actors. In the understanding of the school development program, a learning school requires constant change and advancement. Furthermore, it is monitored on how the work progresses, whether it has proved itself worthwhile and which measures are necessary to form a democratic school culture. Ultimately, a learning school also creates the conditions

for the transfer of successful experiences regarding the education system as a whole (cf. BLK 2002-2007f).

An evaluation of the school development program *Living and Learning Democracy* can not be comprehensively presented here, instead several essential features are highlighted. On the whole, the basic claim to encourage the readiness of young people to participate actively in civil society appears to have been generally fulfilled. In addition, the program activities were also suited for counteracting violence, right-wing extremism, racism and anti-Semitism among adolescents and young adults. Both principal purposes, meaning the support of democratic action competence and the development of a democratic school culture, seem to have been largely achieved, too – at least at the level of the social environment. Accordingly it can be assumed that all actors involved in the school development program have gained experience in democratic practice and could extend their competence in democratic action in immediate life situations. It must also be mentioned that the formation of co-ordinated networks by school sets, as well as coordination via the internet, were useful in the development of a democratic school.

However, when considering the main topics which the school networks dealt with, it becomes clear that the political aspects of the democracy were insufficiently considered. Explicitly some merely appear within the following subjects:

- Supporting democracy competence at school and its environment
- My local community during dictatorship
- Cooperation of school and youth work as a basis for municipal cooperation projects within the scope of local alliances for education
- Cooperation of pupils' representations with children's offices and officers, children's and youth parliaments
- Development and testing of participation opportunities for pupils in and outside schools
- Handling conflicts in school and society.

All the other main subjects occurred at the level of the social environment at school. Hence, they cannot sufficiently fulfil the claim of the program to counteract students' increasing distance to politics, or their disaffection with politics and politicians. Certainly, these varied, educational and democratic projects offer fertile opportunities to acquire the competence to take part in civil-social action. However in the end, as activities which were largely limited to the context of school, they remain without political-didactical substance, and also without broader public effect as political considerations are not thoroughly addressed. As a result, the intention is pursued merely by the aforementioned subjects.



Overall, both the program structure and the main subjects can be potentially connected to a civic education for sustainable development. Synergic effects are to be expected, for example, if the networks of the schools also perceive themselves as *actors of educational policy*, – actors who implement the strategies of democratic school development not only “inwards”, but also seek to mediate these programs “upwards”, possibly in confrontation with the higher school supervisory authorities. In addition, the aim of these efforts would be a stronger consideration of *political* issues, as well as the inclusion of subjects and contents for an *education for democratic citizenship* within directives and other curricula by the educational administrators. Since in Germany, school policy and educational policy are generally structured at a federal level, the respective Ministries of Education of the federal states will have to play their part. Above all, it is their duty to be open to such attempts and to drive forward the democratic school developments as a “top down” process at an institutional level. Therefore, such a democratization of the education system could also extend the particular scopes of action of the school networks as well as the single schools. This, in turn, is the precondition for the continuation of democratic school development programs. On the whole, it can be seen that the school development program *The Living and Learning of Democracy* provided important impulses for the democratization of the school from the inside, as well as for the democratic opening of the school to the outside world.

#### **4. Perspectives for the Local Community**

##### *4.1 Democratic School Development and Sustainability*

Another path for connecting with a civic education for sustainable development could be followed if the thematic focuses of the school sets were associated more strongly with the ecological and socio-political challenges and problems of the schools and their respective local, municipal and regional surroundings. In this respect the guiding principle of sustainability is particularly suitable for improving the quality of schools. Since models of quality assurance and management systems have been incorporated in German schools, various approaches and methods have been developed to assess the quality of schools from the perspective of sustainability. These efforts are related to a wide range of topics and task fields such as: school grounds and buildings; material and waste; energy; mobility and traffic; “healthy school”; financing; participation within and outside of the school; and management (cf. *Schulqualität und nachhaltige Entwicklung*); protection of species; one world; fair trade; climate; noise; air quality; constitution of the school; water; and forest (cf. *Nachhaltigkeit in Schulen – Themen*). Meanwhile, models of already implemented school projects are available which indicate that sustainabili-

ty awareness in schools in the context of the local community is especially based on democratic participation structures. These models concern, for instance: projects about municipal transport policy (*Jebbink & Kreuzsch*); agenda reporters (*Völkel*); the management of a sustainability process (*Wahl-Aust*); as well as environmental management in practice (*Büldt & Hagemann*).

These different projects are part of, and combined with, management systems which can be subsumed under the terms *environmental check*, *eco-audit* and *sustainability-audit*. The *environmental check* represents a preliminary self-examination, which requires answering a set of questions to environmentally-related themes and problems, such as: heating; transport to school and traffic; rain water; waste discharge; school grounds; environment and health; pupils and their role concerning environmental education and protection; and assistance required in these matters by eco-audit agents (cf. *Willkommen zum Umweltcheck für Ihre Schule*). In the first place, such an environmental check serves as an entry point into the more complex test methods of an *eco-audit* or a *sustainability-audit*. These auditing procedures are oriented towards the *Environmental Management and Audit Scheme (EMAS)* originally created by the European Union to encourage environmental protection within the business community (cf. *Schulqualität und nachhaltige Entwicklung: Öko-Audit nach EMAS (II)*). In 1998, with *EMAS (II)*, the scope of these test methods was extended to public facilities. In order to commit themselves to the comprehensive *EMAS (II)* regulation, organizations have to manage their environmental protection. As part of this, they have to use evaluations as well as to work transparently and in a dialog-oriented manner. Moreover, they have to promote the operational participation of their employees. After successfully passing the external assessment, these facilities obtain a test seal and are then authorized to promote their environmental performance (cf. *ibid.*).

There are principally two possibilities for schools to become *EMAS (II)* compliant. If they choose a complete *EMAS (II) eco-audit* their efforts will aim at a certificate of a professional environmental management which is associated with high organizational expenditures and a variety of expenses. In contrast, only the most crucial elements are applied in the course of a scaled down *EMAS (II)* audit. In the context of this reduced version of a management scheme an external validation does not take place, so that schools can concentrate on their pedagogical work and the direct reduction of their environmental impact (cf. *ibid.*). On the other hand, the *sustainability-audit* can be understood as a further stage of the eco-audit. This audit goes beyond the ecological dimension and includes economic, social and participatory aspects, too. Due to the sustainability-audit a quality development in schools must be organized which is oriented towards the model of sustainable development and which creates, particularly, the general framework

and the learning arrangements for an education for sustainable development. These efforts imply the participation of all members of the school community. Moreover, the sustainability-audit requires that the whole school has to submit to a comprehensive process of self-evaluation. However, an external certification is not yet available (cf. *Nachhaltigkeitsaudit*).

As one example of a complex *sustainability-audit* within the school, the following figure shows a draft of an *indicator set* consisting of *sub-objectives* as well as *core indicators* of sustainable development with regard to the areas of *ecology*, *economy*, *social issues* and *participation* (see Figure next page).

The presented indicator system is oriented towards guidelines and criteria relevant for the overall goal of sustainable development in a school context. In each area five sub-objectives are formulated and, in turn, respectively substantiated by one core indicator (cf. Teichert 2006, p. 6). Therefore, an *indicator* can be understood as an illustrative measure and parameter for describing and assessing key issues, in comparison as well as over the course of time. *Objective indicators* are dependant on the available data on objects, things and material; whereas the *subjective indicators* rely on perceptions, opinions, and attitudes of the people involved. If necessary, the core indicators can be complemented by further indicators which can describe the sub-objectives in more detail (cf. Teichert 2004, p. 1-2 and p. 4).

The set of indicators below was tested between 2002 and 2005 at four schools initially, this was followed by a second phase conducted at ten schools of different levels and types, three of these schools repeated the programme of testing. In this process the indicators could be used extensively and were complemented by specific sustainability reports. Altogether, it turned out that the set of indicators is workable and has notable effects on the results (cf. Teichert 2006, p. 4-5 and p. 18). Thus, the set of indicators seems to be generally appropriate to serve as a benchmark for sustainable developments in schools.

From the perspective of a civic education for sustainable development, however, the dimension of participation requires more detail. Due to the fact that efforts towards improving sustainability in schools have to be orientated towards a democratic school culture in order to be carried by all stakeholders such as: pupils, teachers, parents and public employees. Accordingly, school leaders are well-advised to provide a number of varied possibilities and opportunities for all actors to participate in school matters. These include, for instance, the basic and every day running and organisation of the school, as well as further school activities, such as: school projects on a variety of related topics; cooperation with other insti-

Ecology	Economy	Social issues	Participation
<p><b>Low-waste school</b>  <b>Core indicator:</b> volume of waste in kg per pupil and teacher</p>	<p><b>Optimal workplaces in school</b>  <b>Core indicator:</b> amount of positive/negative assessments in regard of arranging classrooms, staff rooms...</p>	<p><b>Balanced school climate</b>  <b>Core indicator:</b> amount of pupils who feel well in school</p>	<p><b>High rate of voluntary work at school</b>  <b>Core indicator:</b> amount of parents who actively support school issues in relation to the total number of parents</p>
<p><b>Energy-saving and climate-friendly school</b>  <b>Core indicator:</b> energy consumption for heating and electricity in litre or kWh per pupil and teacher</p>	<p><b>Satisfying working conditions for teachers</b>  <b>Core indicator:</b> amount of teachers, who evaluate the spirit of collaboration at school positively or negatively</p>	<p><b>High cultural programme at school</b>  <b>Core indicator:</b> amount of pupils who participate at (inter-)cultural projects</p>	<p><b>Integration of foreign pupils and relations to schools abroad</b>  <b>Core indicator:</b> amount of pupils who participate at school exchanges per year</p>
<p><b>Careful use of resources in school</b>  <b>Core indicator:</b> water consumption in litre per pupil and teacher</p>	<p><b>Continuous investments in school</b>  <b>Core indicator:</b> yearly renovations regarding the building size</p>	<p><b>Improving nutrition at school</b>  <b>Core indicator:</b> amount of pupils who have their own homemade lunch</p>	<p><b>High support by teachers</b>  <b>Core indicator:</b> amount of teachers in leading positions and with special tasks in relation to the total number of teachers</p>
<p><b>Environmentally compatible and socially acceptable mobility</b>  <b>Core indicator:</b> pupils and teachers who go to school by foot, by bike or by public transport</p>	<p><b>Many environmentally compatible and fair-trade products</b>  <b>Core indicator:</b> amount of environmentally compatible and fair-trade products</p>	<p><b>High level of health at school</b>  <b>Core indicator:</b> amount of pupils who smoke on the school grounds every day</p>	<p><b>Varied praxis of forms of teaching</b>  <b>Core indicator:</b> amount of open forms of teaching</p>
<p><b>Conservation of the ecosystems and the biodiversity on the school grounds</b>  <b>Core indicator:</b> ecologically valuable areas in percent of the school grounds</p>	<p><b>Improving the environmental protection at school</b>  <b>Core indicator:</b> savings by environmental protection measures per year</p>	<p><b>Low potential for aggression and violence</b>  <b>Core indicator:</b> amount of pupils who are intimidated by other pupils or by teachers</p>	<p><b>Participation of school in the sustainability process</b>  <b>Core indicator:</b> amount of explicit lessons regarding sustainability or the local agenda 21</p>

Sub-objectives and core indicators of sustainable development at schools with regard to the areas ecology, economy, social issues and participation (following Teichert 2006, p. 6-10, translated by B.O.)

tutions; image and public relations projects; and celebrities and other events. To ensure the participation, appropriate institutions and committees should be established. Some examples of these are: pupils and class councils, class conferences, conferences between teachers and pupils, school meetings and parliaments, mediating or dispute settlements. Moreover, it should be clear, that a democratic-school culture can only be achieved if the schools strive to care for a democratic culture of learning and teaching. This implies, among other things, a change in the understanding of a teacher's role to an encouraging moderator rather than an instructor or master of the syllabus.

Therefore, the long-term establishment of democratic and sustainability-oriented school development programs should be marked by a political culture of participation and discourse. This could be observed, for instance, during the 1990s in the course of social and political initiatives and activities within the implementation of the Local Agenda 21 process. Inspired by the intention for sustainable development, citizens at the time pursued goals set by themselves, and determined the paths themselves to achieve these goals. The best opportunities of action to strengthen the efforts for democratic and sustainability-oriented school development then arise in the local community environment as well as at the interface of school and community.

#### *4.2 Opportunities for Participation in Municipal Fields of Action*

To extend the scope of school development programs towards a civic education for sustainable development, school and community interactions can be stimulated, in particular, by the concept of *service learning*. This term and learning method was first used in American models and follows the democratic understanding of communitarianism there (cf. Richter 2009, p. 157). In Germany, as a teaching method, service learning is used to distinguish from pure *community service* and *community-based learning*, because it combines both social commitment and subject-related learning (cf. Seifert & Zentner 2010, p. 11 and p. 15-16). The concept is based on the idea that pupils learn and develop themselves through an active participation in municipal tasks. These tasks are attentively focused on the needs of the local community, whereas the social and political activities of the pupils are also integrated into the curriculum, as well as the timetable of the school (cf. Furco 2004, p. 13f). In this context, *von Hentig* is talking about "probation" and the "useful experience of being of service", especially for pupils of secondary schools. *Von Hentig* also demands a "de-schooling" of the lower secondary school level and an obligatory one-year social service for the community at the end of school days for all young people (von Hentig 2005).

One of the quality standards for the implementation of service learning is that the social-work commitment of the pupils reacts to the real needs or problems of the municipality (cf. Seifert & Zentner 2010, p. 17). Furthermore, it is provided that the activities of the students are interlinked with school lessons, as well as being reflected on at regular intervals (cf. *ibid.*, 18-19). Service-learning projects of schools comprise commitments to social facilities, such as: daycare centers for children; senior citizens' homes; homeless shelters; and facilities for counselling. However, they can also include activities, such as: learning partnerships for immigrant children; the maintenance of a local recreation area; remembrance work with regard to the National Socialism; and investigations into the strengths and weaknesses of the municipality (cf. *Lernen durch Engagement; Schule: sozialgenial!*; and Seifert & Zentner 2010, p. 31f). These ideas are being trialled through a network called "*Service-Learning – Lernen durch Engagement*" in Germany, in which more than 100 schools from 11 federal states are involved (cf. *Lernen durch Engagement*).

Service learning aims to be also a component of civil society learning, which does not rely on the state, market forces or the responsibility of any particular human individual in order to solve common societal problems (cf. Sliwka & Frank 2004, p. 7). From the perspective of a civic education for sustainable development, it would be desirable if the social and societal activities of the pupils in corresponding projects also reach the political level of local affairs. This is because, at the interface of the school and the municipal community, various opportunities for cooperation and participation for the school's stakeholders can be realised. This is, in particular, possible, if towns, communities and administrative districts conceive of sustainability as a cross-sectional task of policy (cf. *Rat für Nachhaltige Entwicklung / German Council for Sustainable Development 2010, p. 10*). Furthermore, education for sustainable development should become part of the municipal's guiding principles. Pioneers in this respect are, for example, the winners of the "*Municipalities of the World Decade*" award, which have connected their future with the prospects of an education for sustainable development.<sup>1</sup> In addition, similar networks enable local points of contact to establish education for sustainable development in cooperation with schools, such as: Local Agenda 21-Initiatives; the "Learning Locally" Program of the German Federal Ministry of Education and Research (BMBF); the award for "Fairtrade Town"; and the successful participation in the contest "Federal capital of biodiversity", as well as "German climate protection capital" (cf. *ibid.*, p. 14). Interfaces between schools and municipi-

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1 The municipalities were awarded by the *German UNESCO-Commission* within the *UN Decade of Education for Sustainable Development* for their particular engagement. Up to 2011 the following cities have been honoured: Aalen; Alheim; Bad Honnef; Bonn; Erfurt; Frankfurt a. M.; Freiburg i. Br.; Gelsenkirchen; Hamburg; Heidelberg; Hellenenthal; Minden; and Neumarkt i. d. OPf. (see *Deutsche UNESCO-Kommission 2011, p. 2*).

pal fields of actions with regard to a civic education for sustainable development arise, if, for example, the working groups and specialist forums of the Local Agenda 21 cooperate with schools in order to include the pupils in the real political decision-making process. These school and community interactions can be related to a wide range of topics, such as:

- Expansion of cycle paths
- Promotion of clean drinking water
- Energy saving and use of renewable energies
- Provision of local public transport
- Recycling of waste
- Education for sustainable development for the citizen
- Support for various local economic structures
- Civic participation with regard to policy and planning
- Reduction of CO2 emissions
- Promotion of bio- and fair-trade products.

These fields of actions are, additionally, regarded as criteria for municipalities to be members of the Network *ICLEI (International Council for Local Environmental Initiatives)* (cf. *ICLEI*). Under the slogan “*Local Governments for Sustainability*”, cities from all over the world are working together for sustainability in order to support the *Rio+20 United Nations Conference on Sustainable Development* which will be held in June 2012.

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## Policies and Practices of Schools in Educational Priority Territories: What Sustainability?<sup>1</sup>

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### Introduction

The idea of sustainable development is not new but gained more and more visibility through the second part of the 20th Century, mainly due to the impact of both the economy and the welfare State crises. As the Brundtland report elaborated by the UN World Commission in 1987 recommends, this innovative concept should be a matter of all nations concern and commitment. Indeed, since the beginning of the XXI century, the concept of education for sustainable development (ESD) became a worldwide priority (ONU, 2002; Unesco, 2003; Bona, 2009) while reinforcing education as the key to development, as well as to the transformation of societies.

To the extent that the concept of ESD became pluridimensional and multiple interpretations emerged on education and development (Dias, 2008; Sanches, 2009), it matters to clarify its meaning and relevance attributed in the present paper. Indeed, education for sustainable development has been equated to the awareness of problems like climate change, environmental risks, ethnic and religious intolerance. Yet, the idea of sustainability is being extended to social and cultural issues, so diverse as human rights, poverty reduction, sustainable livelihoods, corporate responsibility, protection of indigenous cultures, or environmental education. According to Burnett's view (2009), ESD should be understood as a question of values, of equality and educational justice:

It is about learning for change and about learning to change. In particular, it is about the content and processes of education that will help us to learn to live together sustainably. If education systems are characterized by inequality, discrimination and exclusion, they risk perpetuating or even deepening the social and economic disparities which already exist. That is why ESD aims to encourage a shift towards more inclusive education systems, based on respect for diversity (Welcome Address ESD, Bona, 2009).

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It is this social and educational perspective, which places an emphasis on the need for the education systems to become more inclusive, that constitutes the analytic framework for an interpretative understanding of current Portuguese policies in the domain of priority education (TEIP).

*Research problem.* School systems have been confronted with new challenges regarding their own sustainability in terms of efficiency and accountability but also with acute dilemmas concerning social equity *versus* quality, diversity and inclusion *versus* students' failure and growing school dropout. European policies, particularly those expressed in the *Lisbon Strategy* as well as in other recent directives, underline social cohesion and universal access to the knowledge economy and information society as main purposes of the public school for all European Union countries. Yet, as international studies show, such educational and social aims are far from being achieved in many countries.

In Portugal, the programme issued in 2008 concerning the Priority Education Territories (TEIP) has been intended to deal with the existence of particular social contexts in specific urban and suburban zones, which may potentiate school failure and the dropout of students in the regular state school system. These government policies also purport to reinforce the universality of the educational mission, the inclusion and success for all students regardless of their socioeconomic and cultural origins. In line with the *Lisbon Strategy* and the United Nations proclamation of the Decade of Education for Sustainable Development (2005-2014), basic education is considered to be a citizenship right and a condition for the nation's social cohesion, as well as a factor for modernization towards the knowledge of economy and information society. The official rhetoric also reinstates concerns with the development of a democratic society, with school quality, the promotion of equality of rights, and social equity. The TEIP programme is based on a twofold school mission. On the one hand, schools become responsible for promoting students' success; on the other hand, they are viewed as a central via for community development. Partnerships involving schools and various community services and organizations are particularly relevant for schools (or groups of schools) located in deprived areas.

Considering these assumptions, the paper is organized through the following questions:

- How do educational policies have evolved while dealing with the growing diversity of communities and the students' academic failure?
- What are the main factors of sustainability and development of schools located in territories of educational priority intervention (TEIP)?

In order to address these research questions, the first part of the present paper characterizes the new generation of European policies for priority education and shows the specific nature of the Portuguese situation in this regard. The second part reflects on the impact of the new types of priority education in Portugal, and identifies both the constraints and sustainable opportunities associated with the new generation practices. A critical review of recent policies is assumed, while tracing their evolution in terms of the underlying assumptions, purposes, and functional structure. The third part analyses empirical data obtained from the external evaluation of schools located in Priority Education Territories (TEIP), carried out by the General Inspection of Education (IGE). The paper concludes with some comments regarding the sustainability of recent TEIP programmes.

### **Evolution of Policies for Priority Education in Europe and Portugal**

In Europe, there has never been a cohesive set of policies for priority education (Demeuse, Frandji, Greger & Rochex, 2008), as can be seen from the diversity of target publics (socioeconomic, linguistic, territorial, school and other criteria), and from several strategies adopted, of an administrative, educational, participatory and redistributive nature. Nevertheless, it is possible to identify, in the transition to the twenty-first century, the emergence of a new generation of policies for priority intervention in Europe driven in the name of modernization of the education system (quality and efficacy), transformations in the labour market, and also due to the "imperatives" of international competitiveness (Gewirtz, Dickson, Power, Halpin, & Whitty, 2005). These policies also propose a new definition of social inclusion and exclusion, emphasizing the learning of skills regarded as the key to the knowledge-based society and economy according to the priorities issued from the *Lisbon Summit*: a reduction in school dropout, secondary education as the minimum requirement for inclusion in European territory, an increase in the number of graduates (especially in mathematics, exact sciences, and technologies), and adult participation in ALV activities (Dias, 2008).

*Policies for priority intervention in Portugal.* Yet, if we consider that some countries like Portugal are still at a considerable distance from other European countries in terms of education and development, this set of orientations is liable to originating "exclusion" although in some benign forms. The educational track diversification and the curricular 'flexibility' constitute an example of how to introduce palliative measures to prevent school dropout, although they do not guarantee the equity and sustainability of results. It is therefore important to analyze recent developments in areas of educational priority intervention in Portugal, especially the TEIP programme.

The Portuguese policies for priority education were implemented later than in other European countries, an aspect which cannot be dissociated from the tardy arrival of the transition to democracy (1974) and the introduction of mass education. The April Revolution tried to promote a concept of education committed to the struggle against social inequalities and, although this concern gradually faded from the political agenda, it nevertheless contributed to a considerable expansion of all levels and subsystems of education (see Figure 1).

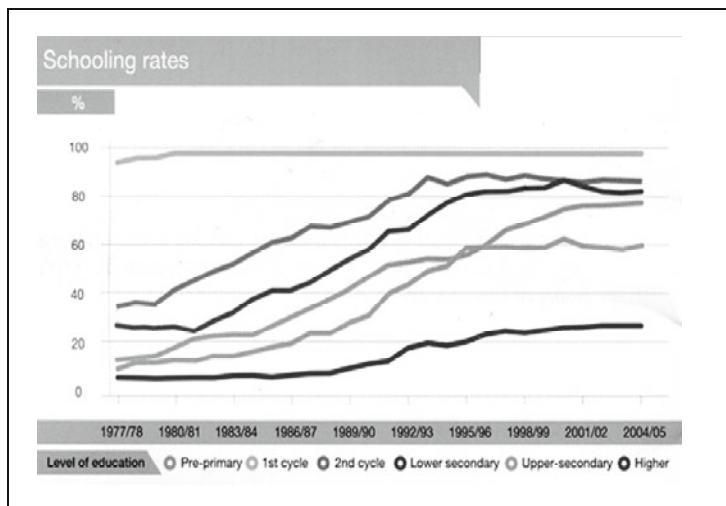


Figure 1: Evolution of schooling rates in Portugal.

The expansion of the Portuguese education system was not, however, accompanied by a corresponding democratization of education. Persistent excessive rates of non-attainment led to the launching of a variety of programmes to promote school achievement (PIPSE, 1987, PEPT, 2000) and the creation of the first schools for priority intervention in 1986. These policies were intended to address a broad range of issues and school community problems, such as those originating in the schools located in isolated areas, or seriously deprived suburbs; the high under-attainment rates and high pupil/teacher ratio; and, especially, to prevent possible harmful effects on the pupils' attitude towards education and learning processes (DESP.119/ME/88, 15th July). Accordingly, in order to facilitate the achievement of such aims, the schools labelled as 'priority' were entitled to a reduction in class numbers and the support of special needs teams.

About ten years later, this stereotyped vision of families and communities was abandoned, at least officially, and replaced by the first Priority Intervention Educational Territories (TEIP) programme, currently known as TEIP1. Although TEIP schools were created as an attempt to refocus educational activity on the issue of social inequality (Canário, 2008; Sarmento, Parente, Matos & Silva, 2000), they also involved targets and problems of a different nature (restructuring of the schools network and improving the connectivity between levels of education) and introduced new forms of school governance (openness to the community, possibility of self-management of certain resources) directed to decentralization and larger schools' autonomy.

However, a few years later, this first generation of TEIP schools had virtually disappeared from Portuguese school system, to the extent that they were submersed by an 'epidemic' of education policies that followed the restructuring of Portuguese State schools during the transition to the twenty-first century. The Lisbon Summit thus encountered a country in a distinctly different position from the one recommended by the new standards of inclusion (secondary education) and with a working population with far lower levels of schooling than those of their European counterparts (see Table 1).

Level of Education	6th grade or less (%)	9h grade (%)	Secondary (%)
Portugal	59	15	13
Spain	24	27	20
Greece	29	11	32
Finland	11	10	44
Norway	0	22	41
Denmark	1	16	50

Table 1: Level of Education of Adult Population in Portugal (2005) (Source: Dias, 2008).

Even the younger generations, the main beneficiaries of the educational expansion of recent decades, had a long way to go to achieve parity with the rest of Europe in education and training. As Table 2 indicates, the percentage of school dropouts in Portugal largely supersedes the percentages of other EU countries. Faced with this situation, national education policies, especially during the XVII Constitutional Government (2004-2008) strove to confront the problem, combating non-achievement and dropout among young people and creating new programmes for the education and training of young people and adults.

This is the context in which the new TEIP Programme (2008) was created with the designation of '2<sup>nd</sup> generation' to distinguish them from the initial programme



in 1996. This new generation currently includes over 100 school consortia. Table 3 summarizes the Programme's main features.

<b>Country</b>	<b>Dropout (%) 18-24 Years Old</b>
Portugal	44.8
Spain	29.5
United Kingdom	19.7
Greece	17.8
Sweden	6.9
EU(15)	20.5
EU (25)	15.9 (*2005)

Table 2: Early School Dropout (1999) (Source: Dias, 2008).

<b>Focus</b>	<b>Strategies</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>➤ Quality of school trajectory and pupils' achievement.</li> <li>➤ Reduction in dropout and under-achievement.</li> <li>➤ School to work transition.</li> <li>➤ School as a focal agent of educational and cultural intervention in local communities.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Drafting of educational projects to involve the school and the community.               <ul style="list-style-type: none"> <li>▪ Partnerships</li> <li>▪ Internal and external evaluation</li> <li>▪ Contract-Programs</li> </ul> </li> <li>➤ Administrative flexibility.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Technical support in projects development and assessment (DGIDC and specialists).</li> <li>➤ Financial backing.</li> <li>➤ Additional human resources: mediators, social workers, psychologists, and teachers.</li> </ul>

Table 3: TEIP Programme's Main Features (2008).

The analysis of Table 3 allows for identifying both continuities and differences between the former and the present in comparison with the previous TEIP programme in Portugal. The most significant differences regard the following dimensions:

- clarification of target publics and goals regarding non-achievement, dropout, indiscipline, and violence;
- attention to organizational and school community characteristics, such as team work members, and consultancy;
- clarification of the importance of partnerships, monitoring of results;
- action plan concerning the educational project development, strategy, quantified results, and internal and external evaluation.

Given these changes, it matters to examine how the new normative guidelines are put in the field, and in which ways is the sustainability of such changes taking place.

### **Results from TEIP Schools Consortia Evaluation**

This part of the paper starts with the analysis of empirical data selected from the official 2008-2009 evaluation report (Inspeção-Geral da Educação, 2009) which included TEIP schools aggregated in 17 consortia, located in the largest metropolitan areas of Lisbon and Porto. These State schools were characterized by a climate of insecurity and violence, including students from families of low socio-economic status, cultural diversity, social exclusion, and problems of housing degradation. This programme was expected to reach the following aims at (a) giving the schools opportunity for critically reflecting on the quality of educational performance and students' success; (b) reinforcing the school autonomic capacity; (c) tracing the socioeconomic and cultural profile of the school community; (d) gathering and disseminating knowledge pertaining to the State service of education to the community; (e) increasing community participation in schools' activity; and (f) contributing to the betterment of schools' performances.

The report also contains information related to specific domains and corresponding factors. As Table 4 illustrates, the domains are: *results, educational service performance, organizations and management, leadership, and self-regulation capacity and school improvement*. The analysis of the evaluation data focuses on innovative practices as well as on weaknesses and strengths concerning both the organizational and the students' results domains. Specifically, this paper will analyze the following factors: (a) *academic success, participation and civic development of students*; (b) *parents and community participation*; (c) *partnerships and projects*; (d) *openness to innovation*; and (e) *sustainability of progress*. The classification scale applied to each domain is distributed in four points, *very good, good, fair and insufficient*. This analysis is described by the domains and its specific factors. In addition, graphics illustrate how many school consortia are located through the four points of the classification scale.

### **Global Evaluation for all Domains**

In general, as Figure 2 indicates, the analysis by domain of the school consortia showed that the highest classification value (very good) had greatest incidence in leadership, organization and management.

In contrast, the lowest value (Insufficient) was not attributed to any school. The second higher level of classification (Good) was found in three domains: public educational service, organization and management, and leadership. The highest number of schools with classification of 'Good' regarded the public *educational service performance* (n=13), followed by *organization and management* (n=11), and *leadership* (n=10).

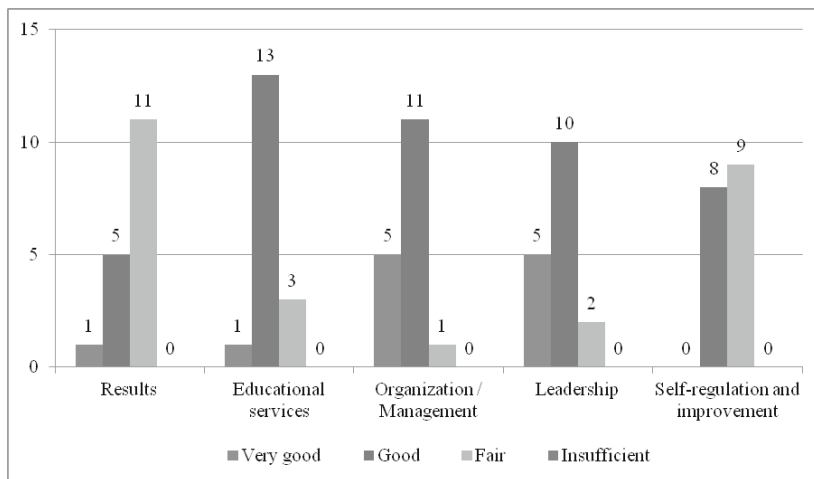


Figure 2: Evaluation by domains and number of schools consortia.

### Academic Success and Participation

Regarding the student's *Academic Success*, the degree of *Participation and Civic Development* (see Figure 3) shows that the highest number of schools falls in the two lowest points of the scale. Indeed, for *academic success*, seven schools are rated in the 'fair' classification and five with 'insufficient'. Results for *Participation and Civic Development* follow a similar pattern, with 10 schools rated 'fair' and only 4 with 'good'.

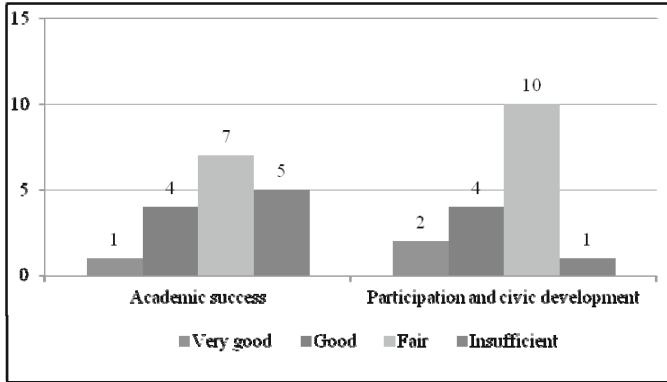


Figure 3: Evaluation and number of schools consortia regarding students' academic results, participation and civic development.

The results concerning the *Innovation, Partnership and Projects*, summarized in Figure 4, suggest that being open to innovation and developing local partnerships and projects were characteristics of 10 and 11 grouped schools with the 'good' classification, respectively.

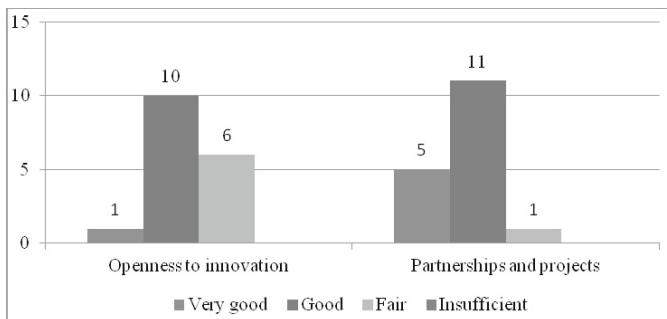


Figure 4: Schools consortia classification and number relative to openness to innovation and developing partnerships.

The study also assessed the domain of *self-regulation capacity* and *school improvement*, and the factor of *sustainability of school progress*, (see Figure 5).



Figure 5: School consortia classification and number per self-regulation and sustainability of progress.

The analysis of the figure indicates that the classification of 'Very good' was not attributed at all. Eight school consortia got 'Good' in *self-regulation capacity* and 9 rated 'fair' in this domain. The *sustainability of school progress* rated 'good' for just nine while seven classified as only 'fair'. Yet, an only one school consortium was attributed 'Insufficient' regarding the *sustainability of school progress* factor.

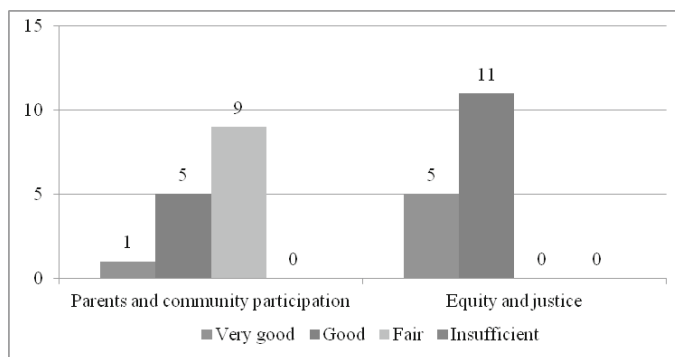


Figure 6: Number of schools and classification per participation, equity and justice.

The analysis of Figure 6, relative to *parents and community participation*, and *equity and justice*, reveals that some school consortia are promoting community participation and a greater involvement in the educational matters. However, a greater number of schools consortia (n=16) show concern with equity and justice,

with a level of 'very good' attributed to 5 and a classification of 'good' to 11 schools consortia. In addition, the comparison of TEIP schools consortia results with regular schools nationwide for the 2008 evaluation, suggests a significant lower level in the following dimensions: students' academic success, students' participation and students' civic development.

### **Factors of Sustainability and Development in Priority Intervention Educational Territories (TEIP)**

One purpose of this study was to identify the degree of sustainability of the policies implemented in the particular context of the new generation of TEIP schools. The IGE evaluation report (2009) covers this issue through the identification of *weak* versus *strong* points in relation to each of the domains previously referred. It is assumed that, despite some positive effects, weak points regard to schools' initiatives that lack systematic planning, consistency, sequence through time, and cohesiveness with other areas of school management. In this sense, such factors do not contribute to the sustainability of this educational programme. In contrast, it appears that other points are contributing to enhance sustainability as they refer to the following aspects of school governance: sustaining activities toward educational betterment; development of autonomic school capacity; making the school recognizable by its educational vision as an institution of excellence; being a high quality institutional reference both internally and in the community; and, in addition, making sure that successful results are generalized. It is worth underlining that such efforts did not rely on individual and occasional initiatives. Indeed, they are inscribed in the mission and policy of schools as translated from its general educational project.

Other indicators of sustainability, either in terms of potentialities or constraining factors, emphasize the schools awareness and the value of self-knowledge development. In this regard, the following aspects emerged: capacity to use strong points to support school development; finding new opportunities toward educational excellence without weakening an active policy of inclusion and equity; being open to innovative solutions; finding new ways of organization and alternatives to persisting problems; and innovating in terms of adequate strategies for improvement. Other domains were identified as strong factors of sustainability as referred below.

*Sustainability factors.* In synthesis, the analysis of data showed two strong domains that might be considered to work as sustainability factors: *leadership* and *delivery of the educational service*. Indeed, the following leadership factors are associated to sustainability:

- Motivation and commitment of teachers and other staff members;
- Distributed leadership;
- Partnership's involvement;
- Vision and strategy: redefining action plans, clear goals and priorities;
- Promoting external school image.

Other sustainability factors regard to improving community and parents' participation and equity. A high number of schools appear to be concerned with the real issues of equity and justice, leading them to adopt policies oriented towards social and school inclusion, differentiation and support, and to show a greater sensibility to families' contexts. This result was expected since students from these schools belong to very deprived families.

*Constraining factors.* The analysis also found some constraining forces that might restrict sustainability of the TEIP programme. One refers to the school's self-regulation capacity, which may hinder the school's improvement process. The other regards school resources and the serious limitations of spaces and equipments. The domain of community participation also continues to be a point in need of further improvement, so that it may contribute to reinforce the global sustainability of this programme.

As concluding remarks, it is important to mention that this paper regards a short period (2008-2009) of the TEIP programme implementation in schools. Indeed, the TEIP schools under evaluation were found in a very early stage of development. Even so, it appears that previous criticisms rose at the first generations of educational priority policies (Canário, Alves & Rolo, 2001; Bettencourt, 2000; Stoer & Rodrigues, 2000) are now losing place. Indeed, despite the persisting constraining factors, the numerous sustainability factors that were identified in this study underline not only the schools efforts in meeting current TEIP Programme's main objectives, but also suggest the sustainable continuity of the priority education action.

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## Action Research for Education for Sustainable Development in Teacher Education: Research and Learning Environment at Daugavpils University

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### Introduction

Although numerous attempts have been made to date to rise to the challenge of overcoming the crisis of sustainability (Orr, 1992), we are still grappling with this complex and demanding task. Therefore, it becomes acutely necessary to review best current initiatives of implementing sustainability oriented educational endeavours, not least in the context of higher education, in order to shed some light on the specifics of approaches and pathways pursued by separate individuals or groups, which might serve to inform practices in similar contexts. Recent reports indicate that the need to encourage the discussion and dissemination of good practices in the European Higher Education Area is recognised on the level of the European Commission (Tauch, 2011). We believe these discussions should be placed in the broader context within which higher education institutions of today are functioning.

Higher education institutions are recognised as major sites for promoting the ideas of sustainable living. Moore (2005) argues that universities have come to adopt a commitment to sustainability as a core educational value. Thus, sustainability is becoming more and more of an issue in higher education institutions. A quest has been undertaken to seek such models of higher education which would enhance what has been variously termed ecological literacy (King, 2010) or ecological awareness (Gadotti, 2010) and ultimately lead to desired social transformations.

Moore (2005) perceives universities as sites for practicing new ways of living, thinking, teaching and learning, capable of initiating a profound paradigm shift towards sustainability, which entails a re-examination of what universities teach and how they view knowledge creation. Such radical changes presuppose questioning of deeply ingrained assumptions. What is considered legitimate knowledge? Is it knowledge at all that we need in order to achieve sustainability? Discussions have been raised about the need to abandon striving for more knowledge and increased competences in favour of seeking wisdom for forging sustainable relationships among people as well as between humans and the natural environments they inhabit (Kelly, 2006). Unlike attempts to gain more knowledge and thereby contribute to a person's cognitive development, this quest for wisdom is associated with the spiritual dimension of education – education of the human spirit

(King, 2010) and learning to live wisely (Watson, 2007) with and among human and non-human others. Therefore, higher education oriented towards seeking wisdom of insight for sustainability is concerned with creating spaces for experiential engagement, inquiry, dialogue, reflection and action in connection with the concept and goals of sustainability (Moore, 2005). Success stories recounting the experiences of such educational endeavours in the European Higher Education Area are numerous, though many of them still unpublished.

The present study constitutes an attempt to contribute to the growing discourse about best practices and initiatives in higher education for sustainable development by recounting the experience of educational action research for sustainability at the Faculty of Education and Management at Daugavpils University, Latvia (hereinafter – Faculty).

Therefore, the present paper presents a review of the experience of educational action research for sustainability at the Faculty. The paper specifically targets the following question: what are the features of research and learning environment for sustainability oriented teacher education created at the Faculty through the implementation of action research based and sustainability oriented study courses in teacher education programmes, as depicted in the scientific publications by the Faculty's staff? Qualitative meta-analysis of the 13 selected articles published from 2002 till 2011 in various scientific editions yielded several key themes that characterise the development of research and learning environment for sustainability oriented teacher education at the Faculty: examination of the aims of education for sustainable development (ESD), studying the conceptual understanding of the dimensions of ESD, exploration of pre-service and in-service teachers' frames of reference, seeking wisdom of insight for sustainability, and focus on exclusion and inclusion as features of educational (un)sustainability.

### **Institutional context**

Faculty of Education and Management was established in 1996 as a structural unit of Daugavpils University (Latvia) and its main mission is to prepare teachers and educational leaders. Daugavpils is an Eastern European university town located near the border of Latvia, Lithuania and Belarus, with strong traditions of teacher education and training. These traditions trace their roots back to the establishment of a teacher training institute in 1920s, which later grew into Daugavpils Pedagogical University and since 2001 is known as Daugavpils University.

Over the 15 years of its history, the Faculty has experienced substantial changes. Already in the 1990s, the Faculty shifted its focus to application of the insights derived from the philosophy of deep ecology (Naess, 1989; Orr, 1992;

Berry, 2006, 2009; Jensen, 2008) in environmental education of future teachers (Salīte, 2002; Salīte & Klepere, 2003), as well as seeking bridges between environmental education and education for sustainable development (Salīte & Pipere, 2006). Ongoing critical reflection on the insights gained from the implementation of the study course *Environmental Pedagogy* led to the design and implementation of a new study course entitled *Education for Sustainable Development*. Over the past years, it has become an integral part of preschool and primary school teacher education programmes at the bachelor level. The curricula of these two study programmes are organised so as to ensure continuity between the two study courses – *Environmental Pedagogy* places its primary focus on the ecological dimension of sustainability whereas *Education for Sustainable Development*, a mandatory course taken in the second semester of studies directly after completion of the course *Environmental Pedagogy*, draws first year students' attention to the interrelations between all the dimensions of sustainability (environmental, cultural, social and economical).

European experts are recognising the need to establish closer links between research and higher education (Tauch, 2011). In line with this argument, a parallel endeavour at the Faculty was to extend the research methodology from mainly quantitative studies towards adopting an orientation to educational action research (Salīte, Mičule, Kravale, Iliško, & Stakle, 2007). The staff gradually accumulated experience in action research that was used as a basis for programme design and development of a holistic approach to educational research (Salīte, Gedžūne, & Gedžūne, 2010). The chosen direction gradually led to a commitment to explore the possibilities of creating sustainability oriented research environment at the Faculty, thereby contributing to the development of pre-service and in-service teachers' research skills and their researcher's identity. These issues were addressed in the context of the involvement of the Faculty's staff in the global UNESCO/UNITWIN project on reorienting teacher education to address sustainability within UNESCO DESD (2005-2014) and, more specifically, contributing to the formulation of UNESCO Guidelines and Recommendations for Reorienting Teacher Education to Address Sustainability (2005).

A recent focus of the study courses *Environmental Pedagogy* and *Education for Sustainable Development* is reflective co-exploration of inclusion and exclusion as manifestations of sustainability and unsustainability in relationships between humans as well as between the human and other-than-human worlds (Salīte et al., 2009; Gedžūne, Gedžūne, Salīte, & Iliško, 2011; Gedžūne, Gedžūne, Skrinda, & Mičule, 2011; Gedžūne & Gedžūne, 2010a, 2010b, 2011a, 2011b). The purpose of interweaving critical reflection (Mezirow, 2000) on these issues in the process of study course acquisition is to help students reflect on the philosophical and

ethical underpinnings of sustainability and relate them to the students' own life experiences and practices. The meta-aim of the above-described study courses is to assist future teachers in integrating the insights gained from theoretical readings and class discussions into their personal practical theories of environmental pedagogy and education for sustainable development. This is considered a crucial step in preparing students for their future classroom work.

In the process of study course acquisition, pre-service teachers become accustomed to a learning process that occurs in an open communicative space (Cassell & Johnson, 2006; Reason, 2006; Gayá Wicks & Reason, 2009) – is cooperative, flexible, democratic, dialogical, conducted in a mode of caring and sharing, oriented towards fostering deep listening, exploration of assumptions, formulation of viewpoints and broadening of perspectives. The ultimate aim of such learning is neither knowledge, nor competences, but something that goes beyond these traditional learning outcomes. It can be called *phronesis* (Saugstad, 2002; Gibbs & Angelides, 2004; Birmingham, 2004; Carr, 2007; Gibbs, Costley, Armsby, & Trakakis, 2007; Roca, 2007) or moral practical wisdom of insight for sustainability (Salīte et al., 2009). Sustainability requires ability to make wise choices (Orr, 1992). Hence, we need wisdom for a healthier future (Kelly, 2006) of the Earth and its diverse human and other-than-human communities. As pointed out by King (2010), universities are places that permit to seek not only knowledge and learning, but also vision and wisdom, thus realising the transformative potential and spiritual dimension of higher education for sustainability.

Such wisdom is gained through engagement in critical evaluation of own and others' lived experiences and related values, attitudes, beliefs, assumptions and preconceptions, in other words – our frames of reference. Sustainability oriented and action research based study courses at the Faculty are following this pathway (Gedžūne & Gedžūne, 2011a, 2011b; Gedžūne, Gedžūne, Salīte et al., 2011; Gedžūne, Gedžūne, Skrinda et al., 2011). The Faculty's staff believe that educational action research is a useful tool for reorienting teacher education towards sustainability since it helps pre-service teachers to come to recognise reflection on experience and its discursive evaluation as legitimate sources of insight that can contribute to building the wisdom for sustainable and inclusive relationships with the natural and social world (Gedžūne & Gedžūne, 2011a). It is regarded as a crucial step in raising a generation of insightful teachers for sustainability – committed and creative agents of change who are willing and able to encourage pupils to reflect on the meaning of sustainable living, work towards transforming their thinking and practices, embrace a vision for a more sustainable future for the Earth and its communities, and follow the chosen path.

The following sections of the paper will present a qualitative meta-analysis of the experience of educational action research for sustainability at the Faculty, as depicted in scientific publications of its staff, by trying to answer the following question: what are the features of research and learning environment for sustainability oriented teacher education created at the Faculty through implementation of action research based and sustainability oriented study courses in teacher education programmes?

## Method

The method used in the present study is qualitative meta-analysis of research experience at the Faculty, as reflected in the scientific publications by its staff. The method was selected because it is said to yield *broader insights than individual studies and, through synthesizing qualitative findings, provide a foundation for improvement of practice* (McCormick, Rodney, & Varcoe, 2003). To uncover the meaning of lived experiences of groups and individuals (Banning, n.d.), an ecological triangulation approach to qualitative meta-analysis, which examines the studies in their context by focusing on the mutual interdependence among theory, method, and findings (ibid.), was applied. We decided to ground our qualitative meta-analysis in the following questions: (1) What topics (research questions) were explored in each study? (2) What theoretical framework was employed? (3) What methodology (research design) was applied? (4) What persons were involved? (5) What were the major findings? While trying to answer these questions, we focused on seeking overarching themes that would uncover the specific features of research and learning environment for sustainability oriented teacher education at the Faculty in the context of the implementation of sustainability oriented and action research based study courses.

Out of the extensive amount of scientific publications produced at the Faculty over the 15 years of its existence, a selection of articles for qualitative meta-analysis was performed by using the following criteria: (1) the study reported on in the article deploys the methodology of action research, (2) the study reported on in the article is focused on exploring sustainability related issues, (3) the study reported on in the paper is performed in the context of teacher education, (4) the study reported on in the paper is conducted by the Faculty's staff.

By reviewing the 13 selected articles published over the period of 10 years from 2002 till 2011 in various editions<sup>1</sup> (scientific journals, collected articles and conference proceedings), several key themes emerged that characterise the development of research and learning environment for sustainability oriented teacher education at the Faculty. The paper will continue with a deeper exploration of

these themes and relate them to the current discussions in academic literature. For a more concise summary of the major findings from the performed qualitative meta-analysis, please refer to the table in Appendix 1.

### **Action research based research and learning environment for sustainability oriented teacher education at the Faculty: key thematic strands**

As stated above, this section of the paper will outline the main thematic strands that emerged from qualitative meta-analysis of the experience accumulated at the Faculty in implementing sustainability oriented teacher education as reflected in the publications by its staff. The publications will be referred to thematically to trace gradual emergence of new nuances in the research and learning environment at the Faculty. By presenting the identified themes, we will try to provide answers to the five qualitative meta-analysis questions outlined in the Method section, attempt to relate the studies by Faculty's staff to other scientific publications and identify the features of research and learning environment for sustainability oriented teacher education at the Faculty that emerge from each study by the Faculty's staff reviewed in this paper.

#### *Exploration of the aims of education for sustainable development*

Salīte (2002) explores Latvian pre-service and in-service teachers' approaches to defining the aims and principles of ESD. The author uses the methodology of a case study within a broader educational action research undertaken at Daugavpils University with an aim to reorient teacher education towards sustainable development and extend the understanding of anthropocentric and ecocentric approaches surrounding sustainability. The theoretical underpinnings of Salīte's study revolve around the philosophy of deep ecology in the works by Thomas Berry, in particular, the concepts of anthropocentrism and ecocentrism. The practical part of Salīte's study involved 259 in-service and pre-service teachers enrolled in preschool and primary school teacher training programmes at Daugavpils University. The author qualitatively analyses data from cooperative assignments performed by 49 groups in the study course *Environmental Pedagogy*. The findings indicate that ecocentrism was used by the teachers as a background for defining the aim of education in those cases where the aim was comprehended in the context of person's or humanity's spiritual development (Salīte, 2002). Formulations of the aim of education proposed by the research participants implied that educational interests which extended beyond those of a human being as a species were grounded in the joining of anthropocentrism and ecocentrism. In pre-service and in-service teachers' interpretations of education for sustainable devel-

opment, a purely ecocentric perspective was observed only in three cases while the majority of interpretations were grounded in different combinations of anthropocentrism and ecocentrism (Salīte, 2002).

While Salīte (2002) focuses on exploration of ecocentrism as the grounds for defining educational aims, Gadotti (2001), in a similar vein, advocates the necessity to adopt a different kind of pedagogy – an ecopedagogy, which emphasises learning about meaning from everyday experiences, is oriented towards cooperation, appreciation of and deep abiding love towards life and its support system. The findings from Salīte's (2002) study also resonate with Berry's (2009) recent arguments that, in an ecocentric perspective, the Earth is perceived as a source of spiritual energy and attuning to its voice can enhance person's spiritual development. The study by Salīte (2002) highlights that, in pre-service and in-service teachers' opinion, education for sustainable development should be ecocentrically oriented and strive for what Berry (2009) calls a "spirituality of intimacy with the natural world" (Berry, 2009, p.133). Hence, the feature of research and learning environment for sustainability oriented teacher education at the Faculty that emerges from this study is *cooperative exploration of anthropocentric and ecocentric underpinnings of the aims of ESD*.

Salīte (2006) continues to explore the perspective of teachers on the aim of education and attempts to identify the features of education important for the future. The conceptual underpinnings of the study conducted by Salīte in 2006 are related to the idea that future oriented behaviour, which is grounded in hope, is an inherently human trait acquired in the course of the evolution of our species. As stated by Salīte, people need to have an interest in the future in order to seek ways of building sustainable relationships with the social and natural world and, more specifically, organise educational process so as to promote sustainable relationships among the members of the learning process. 38 in-service teachers undertaking their part-time master studies in pedagogy at Daugavpils University participated in workshops held during practical classes within the study course "Education for Sustainable Development". Data were collected in several stages from teachers' involvement in reflective and constructive activities both individually and in small groups or pairs, and analysed both quantitatively and qualitatively. The findings demonstrate that, having repeatedly and critically reflected on the aim of education for both present and future, the teachers emphasise the need for education to nurture values, promote the development of each learner's personality and guide the learners towards assuming sustainability oriented attitudes (Salīte 2006).

Thus, the feature of research and learning environment for sustainability oriented teacher education at the Faculty that emerges from this study is *reflexive*

*insights into the spiritual dimension of education through focusing on the aims of sustainability oriented education for the present and for the future.* This is consistent with Kelly's (2006) observation that education for sustainability is concerned with interweaving values in the process of teaching and learning with a purpose to contribute to each person's intellectual as well as spiritual sustenance. Beloua (2002) also argues that learning for sustainability should be oriented to promote a person's intellectual and spiritual development. A similar line of thought can be inferred from King (2010) who speaks of the need for education to contribute to each person's spiritual literacy so that the humanity can forge harmonious and sustainable relationships with the world.

#### *Studying the conceptual understanding of the dimensions of ESD*

A study by Salīte and Pipere (2006) explores the interrelations between aspects of sustainable development from the perspective of in-service teachers. The theoretical basis of the study lies in the Venn's diagram framework capturing the essence of sustainable development. As part of the learning process in the study course *Education for Sustainable Development*, the two researchers engaged 144 in-service preschool and primary school teachers in workshops to ascertain their awareness of the content of single (economical, social and environmental) aspects of sustainable development, as well as on their various combinations. Teachers were encouraged to build on their life (int.a.l. learning) experiences and provide associations on maintenance and development of sustainability, then dialogically evaluate the identified items with a partner and, finally, use Venn's diagram to select five most typical features for ecological, economical and social aspects of sustainability, as well as for the integration of two and three aspects. The researchers categorised data in each of the aspects in terms of needs, attitudes and activities. Qualitative research data indicate that, in teachers' conception of sustainable development, human primary survival needs and lifeworld needs are balanced with sustainability oriented activities and individual attitudes. Yet quantitative data analysis reveals that teachers are more preoccupied with their survival needs rather than sustainability related activities and attitudes. The authors advocate the necessity to improve teachers' quality of life so as to direct their energies towards enhancing sustainability in education (Salīte & Pipere, 2006).

Vandenkendelaere (2011) argues that by implementing student-centred learning in higher education (i.e. learning that occurs through dialogue with teachers and takes students seriously as active participants in their own learning) it is possible to develop such transferable skills as problem-solving, and critical and reflexive thinking. Presently it is clear that sustainability places new demands on teachers and requires them to adopt a new role – the role of a teacher-researcher who



is able to critically reflect on the meanings of such concepts as sustainability, sustainable development and sustainable living and relate them to his or her pedagogical activity. Leitch and Day (2000) explore the issue of teachers becoming reflective practitioners, capable of learning from their experience to improve their practice, through engagement in educational action research. Thus, higher education, and teacher education in particular, has the potential to promote the development of teachers' research skills by enabling them to gain experience of involvement in educational action research for understanding the concept of sustainability and its relevance to education and the teacher's mission. In this context, such endeavours as the study by Salīte and Pipere (2006) become particularly significant in that they lead the teachers towards discovering their own conceptual framework of sustainability as well as provide the necessary action research experience into sustainability issues during their training years. Thus, the feature of research and learning environment for sustainability oriented teacher education at the Faculty that emerges from the study by Salīte and Pipere (Salīte & Pipere, 2006.) is *teachers' experience-based reflection and critical discourse on the multi-dimensional concept of sustainable development*.

A later study by Salīte (2008) is contextualised within the broader discussions about the necessity for higher education institutions to prepare teachers for reflective practice and develop their research skills. The action research case reported on by Salīte involved 114 first-year students of preschool and primary school teacher education programmes implemented at the Faculty in reflective construction of their vision for a sustainable future of their country by using the four dimensional (environmental, social, economical, cultural) frame of reference for viewing sustainability. The findings indicate that the research participants' future visions exhibit their hopes for transformation of social and cultural relationships and setting immediate objectives for reorientation of education at all levels towards sustainability (Salīte, 2008.).

These findings are consonant with the arguments of Orr (1992) and O'Sullivan (1999) who perceive education as the key driving force for transformation of the human mind, which is the only way to achieve desired changes in our practices and build inclusive and mutually complementary relationships with the Earth and its various human and other-than-human communities. In view of the above, the feature of research and learning environment for sustainability oriented teacher education at the Faculty that emerges from the study by Salīte (2008) is *reflective construction of a vision for a sustainable future on the grounds of a four dimensional frame of reference for viewing sustainability*.

*Exploration of pre-service and in-service teachers' frames of reference*

Salīte and Klepere (2003) focus on biotism as a ground for enhancing reflection and for reorientation of teacher's professional thinking towards ESD. The theoretical underpinnings of the study are grounded in Mezirow's insights about frames of reference, as well as in the concept of biotic attitude which is perceived as caring interaction between different systems. The elaborated methodology of educational action research was focused on promoting in-service teachers' critical and constructive learning from each other, reflection on and critical evaluation of their experiences, and the use of the latter to define the aims of teacher's professional activity. The study (Salīte & Klepere, 2003) concluded that

- biotism and abiotism emerge as multicoloured nuances that characterise teachers' frames of reference, more specifically – their attitude to non-human friends (biotic) and strangers (abiotic).
- teachers' propositions for the aims of ESD underscore recognition and promotion of feelings, empathy and biotic attitude
- the elaborated methodology (teachers constructing graphic profiles of their attitude, transforming these profiles into verbal form and evaluating them critically on the grounds of individual and professional experience) is a successful tool for investigation of teachers' attitude and their engagement in discussions about the aims of ESD.

Hence, the feature of research and learning environment for sustainability oriented teacher education at the Faculty that emerges from the study by Salīte and Klepere (2003) is *critical reflection on biotic and abiotic attitudes in teachers' frames of reference*. Interestingly, the conclusion drawn from the study about development of an emphatic connection with otherness as an aim of ESD resonates with a more recent study by Yorks and Kasl (2006). These authors emphasise the necessity to organise the learning process in such a way so as to create an "emphatic field" (Yorks & Kasl, 2006, p. 52) which would help to nurture emphatic relationships among the participants of the learning process. By constructing bridges between these two independent studies, we argue that, with time and deeper experience-based reflection on the possible ranges of attitudes (from biotic to abiotic) towards the world, the empathy created in the emphatic field which is sustained in the learning environment might be extended to include non-human others beyond the immediate context of learning, thus helping learners become more open, inclusive and sensitive towards otherness, as well as more appreciative of diversity, and thereby develop more inclusive frames of reference for forging sustainable relationships with the world.

Salīte, Mičule, Kravale, Iliško and Stakle (2007) give a comprehensive account of an extensive educational action research endeavour conducted over the period of two years (2005 and 2006) at the Faculty and involving researchers from the Institute of Sustainable Education (scientific research unit of the Faculty), as well as students who, at that time, were acquiring or had previously acquired study courses *Environmental Pedagogy* and *Education for Sustainable Development*. The theoretical underpinnings of the study fall within the scope of Mezirow's transformative learning theory and insights about frames of reference. The study analyses data from three action research activities: (1) students identifying the contents of sustainability/unsustainability and evaluating environmental, social and economic issues, (2) researchers exploring the contents of sustainability in students' essays and (3) students modelling the contents of sustainability in group discussions. The study concluded that action research into the issues related to sustainability, embedded into the process of study course acquisition, can be used as an environment for the development of university students' research skills (a) by creating a space where future teachers can reflect on their experiences and identify their individual frames of reference in research activity, (b) by encouraging the reorientation of these frames of reference towards sustainability, and (c) by providing opportunities for students to articulate their views on sustainability related issues (Salīte et al., 2007).

Hence, the feature of research and learning environment for sustainability oriented teacher education at the Faculty that emerges from the study by Salīte et al. (2007) is *creating spaces for students to explore their individual frames of reference through reflection on lived experiences and seeking personal meaning in sustainability related concepts*. These considerations resonate with the arguments advanced by Reason (1999) and Bradbury Huang (2010) that participation in action research has a transformative potential in that it helps us make sense of our world and lives, develop new and creative ways of looking at things as well as gain insights into ways of improving current practice for the flourishing of persons, communities and the broader ecology.

Gedžūne, Gedžūne, Salīte and Iliško (2011) use the metaphor of a journey to relate the experience of an educational action research cycle conducted with 36 pre-service teachers who were taking a mandatory study course *Environmental Pedagogy* at the first year of their university studies. The theoretical framework of the study is built around Mezirow's (2000) concept of a frame of reference. By involving research participants' in cooperative inquiry into their experiences of using various ways to interact with nature, Gedžūne, Gedžūne, Salīte and Iliško sought to uncover future teachers' underlying frames of reference. It is argued in the study that becoming aware of one's assumptions and underlying frames of refer-

ence through educational action research is the first step towards transforming pre-service teachers' personal and professional frames of reference towards inclusion in the broader community of life on Earth. The latter, in time, would enable future teachers to help their pupils become responsible members of an inclusive and sustainable world (Gedžūne, Salīte et al., 2011.).

In a similar vein, Berry (1999, as cited in Reason, 2003) speaks of the necessity to widen our experience so as to see ourselves as a part of a community of all beings. The study by Gedžūne, Gedžūne, Salīte et al. (2011) suggests that such a deeply inclusive stance can be achieved through reflexive exploration of our experiences of interaction with nature in educational action research which is integrated in the process of study course acquisition in the context of higher teacher education. Hence, the feature of research and learning environment for sustainability oriented teacher education at the Faculty, which emerges from the study by Gedžūne, Gedžūne, Salīte et al. (2011), is *educational action research journey for exploration of pre-service teachers' frames of reference and their orientation to inclusion or exclusion*.

Another recent study by Gedžūne and Gedžūne (2011a) is focused on using educational action research as part of study course acquisition in teacher education programmes to explore and promote pre-service teachers' ecological consciousness. Building on the ideas of deep ecologists like Naess (1989) and the insights derived from Dewey's philosophy by proponents of anthropological theory (Brereton, 2009), Gedžūne and Gedžūne (2011a) report how, during the acquisition of an action research based study course *Environmental Pedagogy*, 39 future pre-school and primary school teachers were involved in critical reflection on the concept of ecological consciousness on the grounds of the issues enclosed in an ethically charged and values-laden document "A manifesto for Earth" (Mosquin & Rowe, 2004). This approach is consistent with King's (2010) call for such education which would integrate ecocentric values in the process of learning, as well as with the argument advanced by Kelly (2006) that higher education for sustainability should develop the learners' responsibility before the Earth and an ethical perspective that would promote assuming this responsibility. Moreover, as suggested by Gadotti (2010), education for sustainability should strive for increased ecological awareness.

By applying qualitative content analysis to student's written reflections obtained at the end of the action research cycle, Gedžūne and Gedžūne (2011a) propose a conceptual framework of three frames of reference that pre-service teachers use for expressing their views on the issue of ecological consciousness and the ideas imbedded in the Manifesto: (1) inclusion-oriented frame of reference (2) exclusion-determining frame of reference (3) solution-oriented frame of reference. The au-

thors conclude that we are in need of such teacher education which would assist students in reflecting about their ecological consciousness and thus lead to exploration and, ultimately, transformation of their frames of reference towards inclusion since teachers are major agents of change in implementing education for a more sustainable, inclusive and ecocentric world. Hence, the feature of research and learning environment for sustainability oriented teacher education at the Faculty, which emerges from the study by Gedžūne and Gedžūne (2011a), is *exploration and development of pre-service teachers' ecological consciousness for transforming their frames of reference towards inclusion*.

An even more recent paper by Gedžūne and Gedžūne (2011b) reports the findings of one cycle in an educational action research conducted with 37 first-year students (future pre-school and primary school teachers) who were taking a mandatory action research based study course *Environmental Pedagogy* at the Faculty in the academic year 2010/2011. The theoretical underpinnings of the study evolve around Mezirow's (2000) insights about frames of reference. Gedžūne and Gedžūne (2011b) focus on exploring pre-service teachers' perspectives on the content of ecological attitude and seek to uncover a frame of reference that the research participants use for viewing this phenomenon. After applying qualitative content analysis of student's critical experience-based reflections on the concept of ecological attitude in pairs or small groups, the study concludes that the research participants use complex frames of reference with behavioural, cognitive, axiological and affective dimensions to view ecological attitude, though the behavioural and axiological dimensions were found to be more pronounced than others. Thus, the authors argue that, when implementing sustainability oriented teacher education, it is necessary to specifically target the affective and cognitive dimensions of students' frames of reference, focusing on the beliefs and emotions embedded in their experience to foster a more holistic ecological attitude (Gedžūne & Gedžūne, 2011).

Pooly and O'Connor (2000) also highlight the importance of emotions and beliefs as crucial affective and cognitive sources of ecological attitude. Kelly (2006) argues that education for sustainability involves person as a whole. Similarly, Yorks and Kasl (2006) stress that educational environment should be modelled to involve the learner in all the fullness of being – “as an affective, intuitive, thinking, physical, spiritual self” (Yorks & Kasl, 2006, p. 46). In view of the above, the feature of research and learning environment for sustainability oriented teacher education at the Faculty, which emerges from the study by Gedžūne and Gedžūne (2011b), is *critical reflection on lived experience to uncover pre-service teachers' frames of reference for understanding ecological attitude*.

*Seeking wisdom of insight for sustainability*

The study by Salīte, Gedžūne and Gedžūne (2009) recounts the experience of educational action research at the Faculty with a focus on 38 first-year students (future preschool and primary school teachers) evaluating their experiences regarding human attitudes towards own and other species as a way of seeking wisdom of insight for sustainability. The theoretical underpinnings of the study evolve around the concepts of inclusion and exclusion as characteristics of relationships between person and environment, as well as focus on the Aristotelian concept of phronesis which is interpreted as moral practical wisdom that involves ability to evaluate concrete problem situations in light of one's past experience and present context specifics with a view of finding an ethical solution which would benefit as much participants of the situation as possible. In the study by Salīte et al. (2009) reflective evaluation of experiences regarding human attitudes towards own and other species in pairs or small groups of three occurred in the following non-linear stages: (1) study of the content of experiences and its description in one word and one sentence, (2) evaluation of identified experiences in the context of inclusion and exclusion oriented frames of reference and (3) dialogue among researchers and participants in previous research stages and seeking phronesis in the context of learning.

The chief findings of the study reveal that pre-service teachers perceive relationships among humans and between humans and other species as mainly exclusion oriented. Salīte et al. (ibid.) also argue that, by making conscious effort to open communicative space at the initial stage of research, it is possible to extend the communicative discourse at later stages and successfully engage pre-service teachers in reflection on their experiences and seeking the seeds of phronetic wisdom for sustainability enclosed therein. This conclusion is consistent with Kelly's (2006) argument that education for sustainability should occur in an open and democratic learning environment based on dialogue and mutual respect. Moreover, the conclusions reached by Salīte et al. (2009) also resonate with the argument advanced by Bradbury and Reason (2003) that action research is focused on seeking "collective wisdom" (Bradbury & Reason, 2003, p. 163) through reflection about the participants experiences and practices, and aiming for a new and better future – harmonious flourishing of the Earth and its communities. Thus, the feature of research and learning environment for sustainability oriented teacher education at the Faculty that emerges from the study by Salīte et al. (2009) is *phronetically oriented educational action research with a focus on humans' attitudes towards own and other species as a space for seeking wisdom of insight for sustainability.*

This line of research is continued in the study by Gedžūne, Gedžūne, Skrinda and Mičule (2011) where pre-service teachers' views on ecological identity, which is considered the basis for a person's life activity, and its orientation towards inclusion in or exclusion from the global community of life, serve as the content for anchoring a quest for wisdom of insight for sustainability in educational action research at the Faculty. The theoretical framework of the study is constructed around the insights of Mezirow's (2000) transformative learning theory. Through gradual opening of communicative space, Gedžūne, Gedžūne, Skrinda and Mičule (2011) involved 31 students of preschool and primary school teacher education programmes in creation of critical discourse within cycles of reflection on their experiences of interaction with the social and natural world to reveal the features of individual and collective ecological identity that the students consider most characteristic for themselves and their community. The study established that ecological identity as perceived by the research participants has four dimensions (cognitive, affective, axiological and conative) as well as an orientation towards inclusion or apprehended belonging to the community of life and its support system. The authors argue that participation in the conducted educational action research engaged pre-service teachers in the process of generating ecological wisdom of insight for sustainability – a wisdom that pre-service teachers need so as to be able to help their pupils become responsible members of the community of life and actors of change for a sustainable future (Gedžūne, Gedžūne, Skrinda et al., 2011).

The insights gained from this study resonate with the stance held by Macy (1990, as cited in Ryland, 2000) who argues that our bondness with nature (or, in other words, inclusion in the natural living world achieved on the grounds of a developed ecological attitude) is a source of deep wisdom and magic synergy. In a similar vein, Orr (1992) and Kelly (2006) emphasise that sustainability requires wisdom rather than more knowledge – wisdom of living together inclusively, harmoniously and symbiotically, making wise (phronetic) choices and decisions that would benefit the Earth and its diverse human and other-than human communities rather than separate individuals or elite groups. In view of the above, the feature of research and learning environment for sustainability oriented teacher education at the Faculty that emerges from the study by Gedžūne, Gedžūne, Skrinda et al. (2011) is *opening of communicative space to enhance creation of critical discourse on ecological identity as a means to encourage seeking wisdom of insight for inclusion and sustainability.*

*Focus on exclusion and inclusion as features of educational (un)sustainability*

After examining the conceptualisation of social exclusion advanced by various scholars, Gedžūne and Gedžūne (2010a) report on a case within the broader educational action research implemented at the Faculty, which focuses on exploring pre-service teachers' views on the features and causes of social exclusion in the context of educational unsustainability. 25 first-year students participated in thematic workshops within the study course *Education for Sustainable Development* where they: (1) explored the broader context of the problem (2) evaluated personal experiences of social exclusion in educational settings (3) formulated a generalised explanation of the phenomenon and (4) sought solutions to the problem in the form of personal guidelines for their future pedagogic work. Qualitative analysis of data obtained this way led the authors to conclude that it is important to address the issue of social exclusion in teacher education programmes at university level because, operating on the grounds of an inclusive values orientation, teacher's can reduce social exclusion in educational contexts (Gedžūne and Gedžūne, 2010a).

Similar arguments are put forth by other researchers who underscore the effects of teacher's attitudes, beliefs, feelings, values and actions on either enhancing or diminishing exclusion in the classroom (Bricker, 2000; Conner & Greene, 2006; Silverman, 2007), and highlight the importance of not only teachers' didactic, managerial and social competence (Coleman & Olthouse, 2007), but also their moral character, virtue and values orientation (Carr, 2007). The feature of research and learning environment for sustainability oriented teacher education at the Faculty, which emerges from the study by Gedžūne and Gedžūne (2010a), is *reflexive exploration of social exclusion as manifestation of unsustainability in educational setting*.

Gedžūne and Gedžūne (2010b) explore the concept of inclusion in education. The theoretical framework of the study is built around Dewey's views on experience and its relation to humaneness, and on a holistic perspective, which entails person's awareness of deep connections with the natural as well as social worlds. Having involved 38 first-year students of pre-school and primary school teacher education programmes implemented at the Faculty in a semester-long educational action research within the study course *Environmental Pedagogy*, the authors compare the features of inclusion discerned in students' experience based reflections on the issue to the features emergent from theoretical readings on the topic. The authors conclude that diversity, meaningful and willing participation, mutual interconnectedness and a sense of belonging are the main features of inclusion which in theoretical literature are chiefly explored in the social context while pre-service teachers tend to supplement the latter with a broader ecological context.



Thus, the feature of research and learning environment for sustainability oriented teacher education at the Faculty that emerges from the study by Gedžūne and Gedžūne (2010b) is *experience and reflection based sense-making of the concept of inclusion perceived as a precondition for sustainable development of the planet*. The idea of a person's inclusion in the wider ecology of the planet is also emphasised by Ryland (2000) who argues that biosphere (int.al. person as a part thereof) is an integrated whole where everything is interrelated with everything else in a joint web of life, which needs to be respected in order to achieve sustainability.

## Discussion and conclusions

The discourse about universities as loci for implementing education for sustainability continues to expand. Researchers from around the world are sharing their insights about the potential of universities to enhance sustainability in their local communities by implementing sustainability oriented curricula, teaching and learning models and campus management practices (e.g., Rohweder & Virtanen, 2009; Grabovska & Grabowski, 2009; Buchanan & Griffin, 2010; Leal Filho, 2011). Undoubtedly, approaches to implementing sustainability-oriented practices in higher education differ across countries and even separate universities. Yet, in our opinion, it should be considered an asset rather than a challenge. We cherish the hope that accumulating a store of diverse accounts on successful practices in sustainability oriented higher education, imbued with multi-coloured nuances of local contexts, can create impetus for changes towards sustainability in universities around Europe and beyond, and sustain already initiated projects by suggesting new possibilities for improvement. The present paper contributes to expanding this unfolding discourse by outlining the experience of the Faculty of Education and Management (Daugavpils University, Latvia) in reorienting higher teacher education to address sustainability, focusing in particular on possibilities to create research and learning environment for sustainability in a regional university through implementing teacher training programmes at bachelor, master and doctoral levels.

Kelly (2006) advocates a process of learning about and for sustainability in higher education, which should be based on the following pillars: (1) appreciation of and respect towards diversity, (2) involvement with others and with self as other, (3) transgenerational thinking and (4) supportive learning. We believe that these features are present in the research and learning environment created in Daugavpils University since (1) students work in the mode of sharing and caring, being encouraged to listen with attention and respect to their group mates' view-

points and propose their own ideas, thus learning to appreciate diversity of perspectives, (2) students are led towards exploration of their own and their group mates' underlying frames of reference – basic assumptions, beliefs, attitudes and values, (3) students are acquainted with and encouraged to reflect upon emotionally charged and values laden texts that advocate our responsibility before the planet and the future generations to maintain favourable conditions for flourishing of life on Earth in all the diversity of its manifestations, (4) the dialogical and discussion-based learning process provides opportunities to receive encouragement and support from tutors and peers (Salīte et al., 2009; Gedžūne, & Gedžūne, 2010a, 2010b, 2011a, 2011b; Gedžūne, Gedžūne, Salīte et al., 2011; Gedžūne, Gedžūne, Skrinda et al., 2011).

As stated above in the paper, if our society wants to achieve sustainability in human relationships with the social and natural world we inhabit, specific demands are to be placed on education at all levels, not least higher education. In particular, achieving the vision of sustainability requires teachers-researchers who recognise reflection of their own educational experience as a legitimate source of insight for improvement of educational practice (Gedžūne & Gedžūne, 2011a). This idea is supported by Iliško, Ignatjeva and Mičule (2010) who highlight the importance of teachers' familiarity with the process of research in teacher training programmes, which they believe can promote greater comfort with exploring possibilities for ongoing professional development during their later pedagogical career. Similarly, Gravett (2004) links teacher development in nowadays educational contexts to their ability to learn from experience by reflecting on their educational practice, thereby developing personal practical theories of teaching for sustainability. In the context of these considerations, the Faculty's endeavours towards developing an action research based research and learning environment to contribute to the reorientation of teacher education towards sustainability become highly topical.

The overarching theme in the Faculty staff's research and teaching activity is reorientation of teacher education to address sustainability by using educational action research to create space for the development of teachers' research skills through exploration of their individual frames of reference and making sense of sustainability related concepts. The research and learning environment for sustainability oriented teacher education created at the Faculty exhibits the following content- and methodology-related features:

- cooperative exploration of anthropocentric and ecocentric underpinnings of the aims of ESD
- reflexive insights into the spiritual dimension of education through focusing on the aims of sustainability oriented education for the present and for the future
- teachers' experience-based reflection and critical discourse on the multi-dimensional concept of sustainable development
- reflective construction of a vision for a sustainable future on the grounds of a four dimensional frame of reference for viewing sustainability
- critical reflection on biotic and abiotic attitudes in teachers' frames of reference
- creating spaces for students to explore their individual frames of reference through reflection on lived experiences and seeking personal meaning in sustainability related concepts
- educational action research journey for exploration of pre-service teachers' frames of reference and their orientation to inclusion or exclusion
- exploration and development of pre-service teachers' ecological consciousness for transforming their frames of reference towards inclusion
- critical reflection on lived experience to uncover pre-service teachers' frames of reference for understanding ecological attitude
- phronetically oriented educational action research with a focus on humans' attitudes towards own and other species as a space for seeking wisdom of insight for sustainability
- opening of communicative space to enhance creation of critical discourse on ecological identity as a means to encourage seeking wisdom of insight for inclusion and sustainability
- reflexive exploration of social exclusion as manifestation of unsustainability in educational setting
- experience and reflection based sense-making of the concept of inclusion perceived as a precondition for sustainable development of the planet.

As seen from the list above, the endeavours undertaken at the Faculty over the last decade represent diverse strands in an overarching effort to create research and learning environment for sustainability in a higher education institution. In this paper we attempted to weave these different threads into a coherent web. We hope that this web of the Faculty's lived experience of educational action research for sustainability, which has been developed over the last 15 years, can be used as a reference point for evaluating current efforts and practices in implementing

higher education for sustainability on other contexts, as well as drawing inspiration and insight for new endeavours in the field.

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1 The majority of articles analysed in the present paper can be accessed electronically at the website of the Institute of Sustainable Education (Faculty of Education and Management, Daugavpils University, Latvia) [www.ise-lv.eu](http://www.ise-lv.eu), section Publications

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## Appendix 1:

*Research and learning environment for sustainability oriented teacher education as depicted in the publications of the Faculty's staff: a summary*

Authors of the study	Topic	Theoretical underpinnings	Methodological peculiarities	Participants	Major findings and conclusions	Emergent feature of research and learning environment for sustainability oriented teacher education
Salite (2002)	Approaches to defining the aims and principles of ESD	Thomas Berry's insights concerning anthropocentrism and ecocentrism	Qualitative analysis of data from cooperative assignments performed by 49 groups in the study course <i>Environmental Pedagogy</i>	259 in-service and pre-service teachers enrolled in preschool and primary school teacher training programmes at Daugavpils University (DU)	Teachers use ecocentrism as a background for defining the aim of education if the aim is comprehended in the context of person's or humanity's spiritual development Educational interests which extend beyond those of a human being as a species are grounded in the joining of anthropocentrism and ecocentrism Teachers' interpretations of ESD are grounded in different combinations of anthropocentrism and ecocentrism	<i>Cooperative exploration of anthropocentric and ecocentric underpinnings of the aims of ESD</i>
Salite (2006)	Aims and features of education important for the future	Future oriented behaviour, which is grounded in hope, as an inherently human trait acquired in the course of evolution	Quantitative and qualitative analysis of data from teachers' involvement in reflective and constructive activities individually and in small groups or pairs	38 in-service teachers undertaking master studies in pedagogy at DU	Teachers believe education should nurture values, promote development of learners' personality and guide them towards assuming sustainability oriented attitudes	<i>Reflexive insights into the spiritual dimension of education through focusing on the aims of sustainability oriented education for the present and for the future</i>



Authors of the study	Topic	Theoretical underpinnings	Methodological peculiarities	Participants	Major findings and conclusions	Emergent feature of research and learning environment for sustainability oriented teacher education
Salite and Pipere (2006)	Interrelations between aspects or dimensions of SD from the perspective of in-service teachers	Venn's diagram framework capturing the essence of SD	Building on life experiences to seek associations on maintenance and development of sustainability Dialogical evaluation of the identified items Use of Venn's diagram to select features typical for single and integrated aspects of sustainability Qualitative and quantitative data analysis	144 in-service preschool and primary school teachers undertaking their higher professional studies at DU	In teachers' conception of sustainable development, human primary survival needs and lifeworld needs are unbalanced with sustainability oriented activities and individual attitudes – teachers are more preoccupied with their survival needs rather than sustainability related activities and attitudes Need to improve teachers' quality of life so as to direct their energies in the vein of enhancing sustainability in education	Teachers' experience-based reflection and critical discourse on the multidimensional concept of sustainable development
Salite (2008)	Sustainable future of Latvia as perceived by pre-service teachers	4-dimensional (environmental, social, economical, cultural) frame of reference for viewing sustainability	Reflective construction of vision for a sustainable future of the country	114 first-year students enrolled in preschool and primary school teacher education programmes at DU	Pre-service teachers' future visions exhibit hopes for transformation of social and cultural relationships Pre-service teachers set immediate objectives for reorientation of education at all levels towards sustainability	active construction of Reflection for a sustainable future on the grounds of a four dimensional frame of reference for viewing sustainability

Authors of the study	Topic	Theoretical underpinnings	Methodological peculiarities	Participants	Major findings and conclusions	Emergent feature of research and learning environment for sustainability oriented teacher education
Salite and Klepere (2003)	Biotism as a ground for enhancing reflection and reorientation of teacher's professional thinking towards ESD	Concept of biotic attitude which is perceived as caring interaction between different systems Mezrow's insights about frames of reference	Critical and constructive learning from each other, reflection on and critical evaluation of experiences, to define the aims of teacher's professional activity (constructing graphic attitude profiles, their transformation into verbal form and critical evaluation on the grounds of individual and professional experience)	In-service teachers undertaking their higher professional studies at DU	Biotism and abiotism emerge as multicoloured nuances that characterise teacher's frames of reference Teacher's propositions for the aims of ESD underscore recognition and promotion of feelings, empathy and biotic attitude	<i>Critical reflection on biotic and abiotic attitudes in teachers' frames of reference</i>
Salite, Mišule, Kravale, Iliško and Stakle (2007)	Sustainability in teacher education	Mezrow's transformative learning theory and insights about frames of reference	Reflective activities where students (1) identify the contents of sustainability/unsustainability and evaluate environmental, social and economic issues, (2) write essays about the issues of sustainability, (3) model the contents of sustainability in group discussions	Researchers from the Faculty Students who acquired or had previously acquired study courses <i>Environmental Pedagogy</i> and <i>Education for Sustainable Development</i>	Action research into sustainability related issues, embedded into the process of study course acquisition, can be used as environment for the development of students' research skills (a) by creating a space where future teachers can reflect on their experiences and identify their individual frames of reference in research activity, (b) by encouraging the reorientation of these frames of reference towards sustainability, and (c) by providing opportunities for students to articulate their views on sustainability related issues.	<i>Creating spaces for students to explore their individual frames of reference through reflection on lived experiences and seeking personal meaning in sustainability related concepts</i>

Authors of the study	Topic	Theoretical underpinnings	Methodological peculiarities	Participants	Major findings and conclusions	Emergent feature of research and learning environment for sustainability oriented teacher education
Gedžune, Salīte and Iliško (2011)	Pre-service teachers' frames of reference for practising various ways of interaction with nature	Mezirow's concept of a frame of reference Metaphorical conception of educational action research as a learning journey	Qualitative and quantitative analysis of data from cooperative inquiry into students' experiences of using various ways of interaction with nature to uncover future teachers' underlying frames of reference	36 first-year students of pre-school and primary school many school teacher education programmes implemented at the Faculty	Becoming aware of one's assumptions and underlying frames of reference through educational action research is the first step towards transforming pre-service teachers' personal and professional frames of reference towards inclusion in the broader community of life on Earth. The latter, in time, will enable future teachers to help their pupils become responsible members of an inclusive and sustainable world	<i>Educational action research journey for exploration of pre-service teachers' frames of reference and their orientation to inclusion or exclusion</i>
Gedžune and Gedžune (2011a)	Pre-service teachers' frames of reference for understanding ecological consciousness	Works of deep ecologists and insights derived from Dewey's philosophy by proponents anthropological theory	Qualitative content analysis of student's critical reflections on the concept of ecological consciousness in relation to the issues enclosed in the document "A manifesto for Earth"	39 first-year students of pre-school and primary school many school teacher education programmes implemented at the Faculty	Conceptual framework of 3 frames of reference that pre-service teachers use for expressing their views on the issue of ecological consciousness and the ideas embedded in the Manifesto: (1) inclusion-oriented frame of reference (2) exclusion-determining frame of reference (3) solution-oriented frame of reference Teacher education should assist students in reflecting about their ecological consciousness and thus lead to exploration and, ultimately, transformation of their frames of reference towards inclusion since teachers are major agents of change in implementing education for a more sustainable, inclusive and eccentric world	<i>Exploration and development of pre-service teachers' ecological consciousness for transforming their frames of reference towards inclusion</i>

Authors of the study	Topic	Theoretical underpinnings	Methodological peculiarities	Participants	Major findings and conclusions	Emergent feature of research and learning environment for sustainability oriented teacher education
Gezune and Gezune (2011b)	Pre-service teachers' perspectives on the content of ecological attitude and frames of reference for viewing this phenome-non	Mezirow's transformative learning theory and concept of a frame of reference	Qualitative content analysis of student's critical experience-based reflections on the concept of ecological attitude in pairs or small groups	37 first-year students of pre-school and primary school teacher education programmes implemented at the Faculty	Pre-service teachers use complex frames of reference with behavioural, cognitive, axiological and affective dimensions to view ecological attitude, though the behavioural and axiological dimensions are found to be more pronounced than others Teacher education should specifically target affective and cognitive dimensions of students' frames of reference, focusing on beliefs and emotions embedded in their experience, to foster a more holistic ecological attitude	<i>Critical reflection on lived experience to uncover pre-service teachers' frames of reference for understanding ecological attitude</i>
Salite, Gezune and Gezune (2009)	Humans' attitude towards own and other species from the perspective of	Concepts of inclusion and exclusion as characteristics of relationships between person and environment Aristotelian concept of phronesis	Reflective evaluation of experiences regarding attitude towards own and other species (a) study of the content of experiences and its description in 1 word and 1 sentence, (b) evaluation of identified experiences in the context of inclusion and exclusion oriented frames of reference, (c) dialogue among researchers and participants to seek phronesis in the context of learning	38 first-year students enrolled in pre-school and primary school teacher education programmes at DU	Pre-service teachers perceive relationships among humans, as well as between humans and other species as mainly being exclusion oriented Conscious efforts to open communicative space at the initial stage of research permit to successfully engage participants in reflection on their experiences and seeking the seeds of phronetic wisdom for sustainability therein	<i>Phronetically oriented educational action research with a focus on humans' attitudes towards own and other species as a space for seeking wisdom of insight for sustainability</i>

Authors of the study	Topic	Theoretical underpinnings	Methodological peculiarities	Participants	Major findings and conclusions	Emergent feature of research and learning environment for sustainability oriented teacher education
Gedžūne, Gedžūne, Skrinda and Mičule (2011)	Pre-service teachers' views on ecological identity	Insights derived from Mezirow's transformative learning theory	Gradual opening of communicative space to engage pre-service teachers in creation of reflective discourse of their experiences of interaction with the social and natural world to reveal the features of individual and collective ecological identity most characteristic of the students and their community	31 first-year students enrolled in pre-school and primary school teacher education programmes at DU	Ecological identity as perceived by the research participants has four dimensions (cognitive, affective, axiological and conative) and an orientation towards inclusion or apprehended belonging to the life community and its support system Participation in educational action research involves future teachers in generating ecological wisdom of insight for sustainability – a wisdom that they need in order to help their pupils become responsible members of the community of life and actors of change for a sustainable future	<i>Opening of communicative space to enhance creation of critical discourse on ecological identity as a means to encourage seeking wisdom of insight for inclusion and sustainability</i>
Gedžūne and Gedžūne (2010a)	Pre-service teachers' perspectives on social exclusion in the context of educational sustainability	Explanations of the phenomenon of social exclusion advanced by various scholars	Thematic workshops in the study course <i>Education for Sustainable Development</i> where students (1) explore the broader context of the problem (2) evaluate personal experiences of social exclusion in educational settings (3) formulate a generalised explanation of the phenomenon and (4) seek problem solutions in the form of personal guidelines for their future pedagogic work	25 first-year students enrolled in pre-school and primary school teacher education programmes at DU	It is important to address the issue of social exclusion in teacher education programmes at university level because of the key role that teachers play in reducing social exclusion in educational contexts by operating on the grounds of an inclusive values orientation	<i>Reflexive exploration of social exclusion as manifestation of unsustainability in educational setting</i>

Authors of the study	Topic	Theoretical underpinnings	Methodological peculiarities	Participants	Major findings and conclusions	Emergent feature of research and learning environment for sustainability oriented teacher education
Gedžūne and Gedžūne (2010b)	Features of inclusion in educational context	Dewey's views on experience and its relation to humaneness Holistic perspective which entails awareness of deep connections with natural and social worlds	Qualitative content analysis of students' experience-based individual and group reflections on the issue of inclusion within a semester-long educational action research conducted while implementing the study course <i>Environmental Pedagogy</i>	38 first-year students of pre-school and primary school teacher education programmes implemented at the Faculty	Diversity, meaningful and willing participation, mutual interconnectedness and a sense of belonging are the main features of inclusion which, in theoretical literature, are chiefly explored in the social context while research participants tend to supplement the latter with a broader ecological context	<i>Experience and reflection based sense-making of the concept of inclusion perceived as a precondition for sustainable development of the planet</i>

### **III Teacher Training for Stable Interactions between Schools and Communities**

## Citizenship Education and School Organization: Educational Planning Documents

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### Introduction

A school can be defined as an organization formed by a group of people working together in order to achieve specific purposes. Endowed with a certain autonomy, the members of the school have the responsibility for establishing the objectives and principles that guide their daily practice, as well as determining how the different functions are to be carried out and distributed.

As an organization, a school draws up a set of planning documents of great importance to ensure not only that they meet the objectives, but also to create an atmosphere of mutual respect within the school.

In this paper we intend to reflect on the important role of citizenship education in educational planning documents. Undoubtedly, a school that teaches and promotes citizenship is a school that takes into account the social context in which it operates, serves the personal needs of its members and works according to democratic values as a true community.

Thus, educational planning documents should be considered essential in schools, as to define their identity, define the character of their actions, define the functions of their members and establish guidelines that ensure coexistence.

Therefore, we think that a school that aims to address the needs of today's society, that fights for the development of its students and is concerned with addressing each and every one of its members, must be a school in which citizenship education is considered as a key element in educational planning documents.

### 1. Citizenship education: relationship school-society

We live in a changing social environment, in which various voices are beginning to express the need for education for citizenship, as a commitment to equality of rights and duties, social cohesion, shared responsibilities and so forth.

The commitment to equality, the defence of human rights and the concept of the human being as an active citizen are nothing new, but the prevailing conditions of current society may well have led many to reconsider education as being an agent of socialisation and a continually available source of solutions in the face of the changing conditions of societies (Puig & Morales, 2011)



In agreement with Domene, Granado & Puig (2006), we can outline the following as distinctive features of society:

- Cultural diversity which can lead to conflicts of identity and life together.
- A prevailing culture of ephemeral thinking, the constant search for one's own well-being, which makes the ideal citizen a consumer and identifies happiness with pleasure in the present moment.
- The triumph of capitalism and the global economy that results in the weakening of states. As a consequence, we have mass consumerism that allows the maintenance of State's economy and a cut in public funding, undermining the structures of socio-educational support and leaving citizens in the hands of private entities.
- The weakening of the role played by the family as the primary socialising institution, leading to an overburdening of the educational sector in this domain.
- The loss of the traditional values which guarantee life together, respect and equal opportunities.
- The absence of common responsibility, which brings with it the difficulty to develop projects that guarantee the well-being of society, as a result of the distribution of responsibilities.

That is why education for citizenship is understood as a response from schools to the characteristics and demands of society. From this perspective, the Council of Europe has made several calls on the governments of member states to promote citizenship education in schools (Puig, Domene & Morales, 2010). The latest recommendation was published on 11<sup>th</sup> of May 2010: "*Recommendation CM/Rec (2010)7 of the Committee of Ministers to member states on the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education*". In this document, we can see the following definition of Education for Democratic Citizenship:

Education, training, awareness-raising, information, practices and activities which aim, by equipping learners with knowledge, skills and understanding and developing their attitudes and behaviour, to empower them to exercise and defend their democratic rights and responsibilities in society, to value diversity and to play an active part in democratic life, with a view to the promotion and protection of democracy and the rule of law (Recommendation CM/Rec (2010)7).

It also lists a total of ten objectives and principles which should guide member states in the framing of their policies, legislation and practice. The objectives and principles which are most related to schools are detailed below.

- Learning in education for democratic citizenship and human rights education is a lifelong process. Effective learning in this area involves a wide range of stakeholders including policy makers, educational professionals, learners, parents, educational institutions, educational authorities, civil servants, non-governmental organisations, youth organisations, media and the general public.
- Teaching and learning practices and activities should follow and promote democratic and human rights values and principles; in particular, the governance of educational institutions, including schools, should reflect and promote human rights values and foster the empowerment and active participation of learners, educational staff and stakeholders, including parents.
- An essential element of all education for democratic citizenship and human rights education is the promotion of social cohesion and intercultural dialogue and the valuing of diversity and equality, including gender equality; to this end, it is essential to develop knowledge, personal and social skills and understanding that reduce conflict, increase appreciation and understanding of the differences between faith and ethnic groups, build mutual respect for human dignity and shared values, encourage dialogue and promote non-violence in the resolution of problems and disputes.
- One of the fundamental goals of all education for democratic citizenship and human rights education is not just equipping learners with knowledge, understanding and skills, but also empowering them with the readiness to take action in society in the defence and promotion of human rights, democracy and the rule of law (Recommendation CM/Rec(2010)7).

All these considerations must be taken into account in the daily life of schools and from the point of view of school organization are especially important in the process of design, implementation and evaluation of planning documents.

## **2. Schools as organizations: Educational planning document**

Schools as organizations are comprised of a group of people who work together to meet specific objectives. They should assign roles, agree working methods, distribute space and time and coordinate all processes in order to achieve their goals. A range of organizational structures and channels of participation, as well as documents that systematize the organization of schools as response to what to do and how, when and where, are expressed in school planning.

The following table shows all planning documents that constitute so-called school project and the characteristics of each of them.

<b>DOCUMENT</b>	<b>CHARACTER</b>
Educational Purposes	Ideological
Curricular Project of Center	Technical - Didactic
Regulation of Organization and Functioning	Normative
Life Together Plan	Normative
General Annual Program	Coordination
Annual Report	Evaluation

Table nº 1: Documents of School Project

Thus, the school project:

- is an instrument that defines identity.
- establishes the frame of global reference and the educational approaches.
- formulates the educational purposes that the center tries to obtain.
- expresses the organizational structure of the center.

But, this is only possible if all members of the school take an active part in its development, they know it in depth and undertake the achievement of objectives together, because the school project is the real backbone of the school; the key piece in the planning, but also in the definition of school ethos.

In Spain, the school project is a document drawn up by the Educational Administrations and, on numerous occasions, it becomes a mere administrative step. Nevertheless, we believe that the school project is the cornerstone on which the whole organizational structure stands, with all the interpersonal relations and, most importantly, it determines the type of education offered to the pupils. For this reason, we think that Citizenship Education, interpreted as education for life in society, must be one of the main elements of this project, since the centre is a favourable place for socialization and living together.

Consequently, we agree with Lopez, A. (2005:108) on the following: “the school educational project should aim at the regulation of real autonomy and be adjusted to be able to carry out a double purpose:

- The participation of all members of the educational community in the organization and management of centres.

- To be an instrument of management that guides the members of an educational community in their actions and, thus, minimises the specific difficulties of every centre.

Therefore, the school project must be the principal instrument to guarantee the good functioning of, and the commitment to principles and values to promote the development of citizens capable of facing current society and the starting point for the changes necessary for its improvement.

Students must learn to participate in the management of their school from knowledge of the school project, direct involvement in the drawing up of those documents where they can make suggestions and put forward ideas, the joint commitment to achieve the objectives and respect the agreements reached. So students should be aware that their school is run as a micro-society and that their active participation is crucial for its proper functioning. This will help to prepare future citizens committed to society.

### **3. San José Obrero School an example of citizenship education**

The school is located in an urban area in the north of Seville, at the confluence of different neighbourhoods, with a high number of immigrants. There are approximately 450 students from over 20 different nationalities in the school. Most students live with their parents and in many cases their grandparents, and there are a large number of completely unstructured and single-parent families.

The school has more than 20 teachers who, along with the social educator, the intercultural mediator and staff of various organizations in the area, make up a great team committed to education. The variety development program is one of the main features of the school, which demonstrates an open and participatory educational philosophy.

Below, we show the school's website and we invite all readers to visit it, as it is a reflection of the identity of the school.

The website is dynamic and open to the whole school community and society in general. Information can be found about school life, students and teachers. We can see images of the school community's work and appreciate the difficulties faced ever since the idea that educating is the training of active citizens.

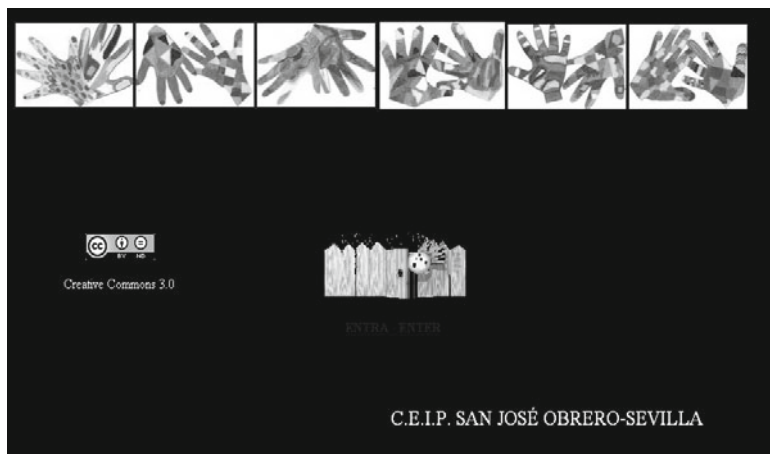


Figure 1: School website (“CEIP San José Obrero,” 2011)



Figure 2: School website (“CEIP San José Obrero,” 2011)

The website allows us to access and download all planning documents, see the most important activities being carried out, find out about projects and programs that the school develops, and research projects and studies in which the school-participates, while allowing us to link to other sites where you can find teaching resources, conferences, or any other information of interest to teachers, students and families.

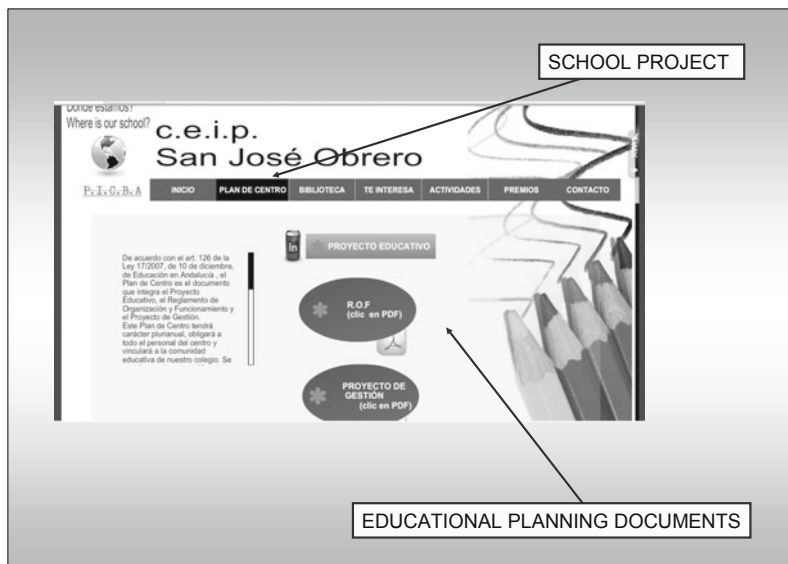


Figure 3: School website. School Project (“CEIP San José Obrero,” 2011)

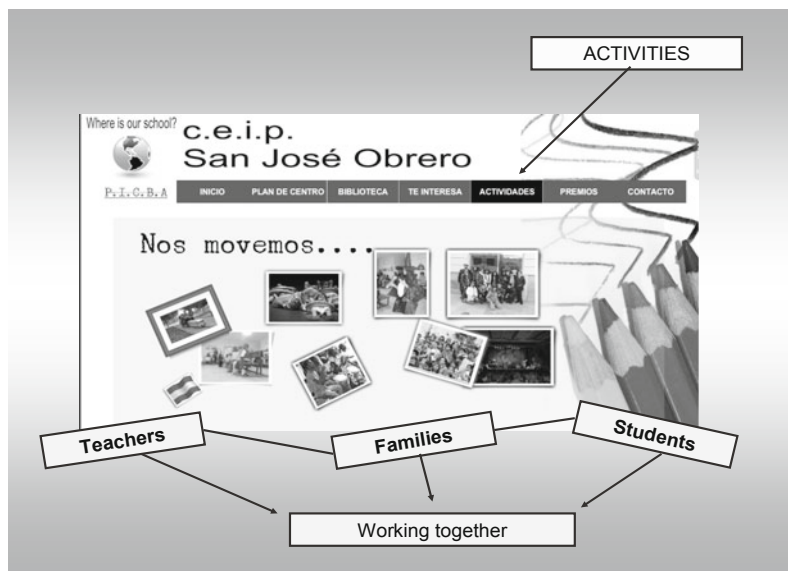


Figure 4: School website. Activities (“CEIP San José Obrero,” 2011)

The life of this school helps us to understand the importance of teamwork, the benefits of the participation of students and family and gives us the opportunity to access planning documents where the feeling of the educational community is truly reflected. All documents in this school are living documents in the sense that they are constantly updated and never finished, because they are always serving the community. So the school project of this school is a map for the educational community, where they can find a way to train active and engaged citizens in society.

This school is a clear example of a public place where students learn to bring into play the values, skills and knowledge required to function in a society like today's. All this is achieved through the joint efforts of teachers, collaboration with associations and the leadership of great people who love education and who strive to help their students on a daily basis.

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## Being an Emotionally Intelligent Teacher: Implications for the Teachers' Social Role

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### **Introduction: The notion of Emotional intelligence**

Recently there has been a growing interest in the establishment of broader educational agendas that not only addresses academic skills but also seeks to improve students' social and emotional skills (Metlife, 2004). Students, as citizens of the future society, need to develop competencies that would allow them to interact in socially skilled and emotionally intelligent ways. Students are not only expected to master knowledge and cognitive skills but also emotional and social skills that could become the foundation for meaningful and effective employment and engaged citizenship (Elias, 2003). In this context, a relatively new notion has been gaining constant acceptance and growing popularity: Emotional Intelligence.

Broadly, EI refers to abilities for identifying, processing and managing emotions in both self and others (Goleman, 1995, 1998, 2001). The notion of Emotional intelligence emerged along with other contemporary theories about intelligence, within a context of growing dissatisfaction about the inefficiency and narrow scope of traditional tools and theories about intelligence (Detteman, 1986). However, EI has accomplished, like few other domains of psychological investigation, to gather such an amount of attention that spreads not only within the scientific community but also in other public types of popular-nonscientific media such as books, magazines and newspaper articles.

Emotional intelligence has been connected with leadership, achievement, productivity and personal health. As Zeidner, Matthews and Roberts (2001) comment, EI has been claimed to be a "panacea" for modern business and the essential but often neglected ingredient of nursing, legal, medical and engineering practices. Emotional intelligence has also been linked with academic achievement and success and has also been considered as the tool to optimize educational reform to finally reach its full potential across all the levels of schooling. Emotional intelligence is also considered to be beneficial for society and the local communities. According to Cherniss (2001), EI enhances the effective implementation of prevention programs and helps children to find occupations that are most suited to their interests and abilities. EI can also assist children to have satisfying relationships with others, to value diversity and to become active and productive members of their communities.



Echoing the proclaimed importance of EI for students and the society contemporary research findings indicate the importance of emotional intelligence in teacher preparation programs (Hawkey, 2006). Emotional intelligence training has proved to be helpful for many types of teacher education programs including pre-service teacher education, induction experiences with mentoring, and alternative certification programs. EI skills were linked to classroom management for both novice and experienced teachers enhancing teachers' ability to facilitate a supportive and encouraging classroom climate (Jennings & Greenberg, 2009; Nelson, Low & Nelson, 2005). As asserted, emotionally intelligent teachers are able to design and deliver lessons that build on student strengths and abilities and establish behavioral guidelines that set boundaries and promote intrinsic motivation.

The mastery of EI skills is not only beneficial for the students; it is also important for teachers themselves. Emotionally competent teachers are able to derive joy out of teaching and feel more efficacious than others (Goddard, Hoy, & Woolfolk Hoy, 2004). EI plays an important role in the job-related subjective well-being of teachers indicating that teachers of high-perceived EI are likely to experience greater job satisfaction and less burnout and (Platsidou, 2010). When teachers lack the skills to effectively manage the various challenges they face, classroom climate deteriorates. Teacher student interactions become intense; children show lower levels of on-task behavior and performance and motivation declines (Marzano, Marzano, & Pickering, 2003). As a result, teachers become emotionally exhausted and are more susceptible to developing high levels of occupational stress and burnout (Osher et al., 2007).

Bearing in mind the characteristics of the emotionally intelligent teacher and the benefits this teacher profile conveys for both students and teachers, we can safely conclude that EI should be an essential part in teacher education programs. Or should it not?

Are we certain beyond any reasonable doubt that EI is something good and worthwhile? How will people react when someone else determines, not just the right way to act, but also the right way to feel? In order to answer these questions we should probably look beyond its applications and practical advantages and discuss EI utilizing a different theoretical approach and perspective: "emotional labour".

## **Emotional Labour & Emotional Intelligence**

Emotional labour is a state that requires one to induce or suppress feelings in order to sustain the outward countenance that produces the proper state of mind to others (Hochschild, 1983). Despite the fact that most of the research conducted

about emotional labour is not directly related to teachers, most of the findings can apply to the teaching profession as well<sup>7</sup>.

As Hochschild's (1979; 1983) research suggested, there are two main processes of emotional labour: *surface acting* and *deep acting*. In surface acting, people mask their true emotions in order to produce the "proper", contextually accepted behaviour. In this type of emotional labour, people pretend to feel something different. They may, for example, fake a smile even when they are in a bad mood. Surface acting may work in many social interactions and circumstances. However, it is not always as harmless as it appears to be. Pretending is an inauthentic process, and as such it requires a vast amount of internal tension generated by the effort to suppress true feelings. You can fake being happy and satisfied for a short time, even for a few hours. However, when pretence is prolonged, stress escalates, consequently job satisfaction and overall wellbeing deteriorates (Brotheridge & Grandey, 2002; Pugliesi, 1999).

The emotional exhaustion aroused by the tension of dissonance is minimized when people perform deep acting (Brotheridge & Grandey, 2002). Deep acting requires not just pretending to feel something but also to evoke in ourselves the state of mind and soul in order to feel the right feeling for the circumstance. It is the process of conscious modification of not just a person's observable behavior, but also an alteration of his/her internal feelings in an attempt to be more genuine with other people. "The social worker, then, might think of a surly client as the mother of a boy she knows down the street and in this way evoke the empathy she needs for the job" (Hochschild's, 1979, p.334).

Emotional workers, such as teachers, should not act; they should be so. From a good teacher is expected that he/she always put his/her students first. Thus, deep acting emotional labour is associated with a conscious effort to suppress his/her own feelings and put on a theatrical play in which he/she becomes identical with the character he/she is playing the part of. Thus, the person named John, Maria or any other name becomes the teacher. The better the identification that John or Maria has with the teacher persona the better professional he/she will be. The more he/she is able to put John and Maria on the side, the more effective he/she will be. Surface acting is obviously not enough. Deep acting is required not just for the students' sake; it is not just about being right for the job. It is something that helps emotional workers handle stress and "survive" in terms of maintaining their physical and mental health.

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1 Hochschild (1983) focuses on flight attendants. However she proposed a list of "emotional labour jobs" that involve frequent customer contact and emotion displays controlled by the organization. Among her list you may find teachers as well.

Emotional labour is therefore a kind of labour that calls for a coordination of mind and feeling, and it sometimes draws on a source of self that we honour as deep and integral to our personality (Hochschild, 1983). John or Maria is no longer John or Maria. They are Mr John and Ms Maria the teachers. When they are in their classroom, any other aspect of their personal life needs to be left outside. However, this is not enough. Maria or John, the teacher persona, accompanies John and Maria outside the classroom. The person ceases to exist and becomes the teacher. Hochschild (1983, p.334) makes a cunning argument when discussing the issue of deep acting among flight attendants: "But she may come to realize that she is acting, and that the actor is both the 'real' her and not the 'real' her. And she may become confused and troubled over which is which".

Despite the fact that associations between EI and emotional labour have not been widely studied to date, it is apparent that the two notions have clear theoretical links. Reviewing the research findings examining the association between the two notions, Austin et al. (2008) hypothesized that high-EI individuals should be able to make use of their superior ability to regulate their emotions in the workplace to produce and experience situational-appropriate emotions. Thus, EI should be strongly associated with both surface and deep acting. However as Hargreaves points out the idea of emotional labour are not just different from EI, but in some ways, diametrically opposite. Managing one's moods represents the highest form of competence in terms of EI, whereas for Hochschild (1979, p.569) involves selling out the emotional self to the purposes of the organization: "When deep gestures of exchange enter the market sector and are bought and sold as an aspect of labour power, feelings are commoditized". In our opinion, examining Emotional Intelligence through Hochschild's perspective illuminates certain aspects of the notion that provide insights beyond the culture of niceness associated with the notion.

Emotional Intelligence abolishes the last frontier of emotional privacy that was embedded in the vagueness of individual definitions given to emotions. It creates a specific frame of reference within any subjective interpretation is diminished. Thus, Emotional Intelligence brings along a new technology that bears a frightening capability: to monitor, control and regulate persons' feelings. Not only does it allow scrutinizing the emotions of humans but also demands conformity to prescribed patterns of emotional expression that are transformed into rules of valuable, effective or satisfactory performance.

Teacher preparation programs should consider the fact that EI is not just a set of optimum capabilities. It is actually a construct that requires conformity and depersonalization. EI is not just the script of a theatrical play that is solely constraint in the classroom walls. It is a script of life. It is not just associated with surface act-

ing; it primarily reflects deep acting, which is nothing else than an invasion into a person's character and soul. As such, it is a blueprint, an architectural drawing for the construction of a new character. Moreover, when one considers the sophistication of the notion along with the advanced psychometric methods used for its measurement, it is not difficult to understand its' power to prescribe, monitor and control people's emotional behaviour. A person's character can be disputed, treated as deficit and then again reconstructed based on specific criteria and regulations. In this context, teachers may be depersonalised and deprived of any originality or personal mark upon the emotional practice of teaching. This process may result into sacrificing deep and integral parts of their-own being.

Some forms of emotional labour are certainly not bad. According to Ashforth and Humphrey (1993) emotional labour is strongly related to task effectiveness and may become routine and effortless for the employee. At its best, emotional labour in teaching can be pleasurable and rewarding (Hargeaves, 2000). Teachers frequently report that they are trying to regulate many of their emotions because they believe it helps them achieve their goals (Sutton & Harper, 2009). Hargeaves (2000) points out that teachers largely enjoy the emotional labour of working with students because this meets their core classroom purposes in circumstances that they largely control. However, teachers dislike the emotional labour of working with parents who they regard as more peripheral to their work but with whom they are in a more ambivalent relationship of power. Thus, emotional labour becomes negative and draining when people feel they are masking or manufacturing their emotions to suit the purposes of others. These others are however, non-significant others. Research on perspective teachers' beliefs (e.g. Anderson 1995; Pajares, 1993) shows that usually when people decide to become teachers, personal envisions are focused on the interactions they will have with their students. They can see many children's faces but little does it come to mind a strict head teacher, a demanding superintendent or an angry parent. Hence, despite not being fully aware in advance, perspective teachers appear to be willing to subject their self into an emotional labour that would help their students. They are however not prepared for any other kind of emotional labour that comes with the demands of the profession. Bearing in mind the transformation of emotional labour into a rigid technology that comes with the utilization of the EI potentials, perspective teachers should at least be aware of the emotional burden, exhaustion and possible depersonalization they are about to face in their choice of career.

It all comes down to choices. Modern societies require for those wishing to become teachers to put children first. This is not just an ideology but an expressed policy, found in most contemporary curricula (e.g. Cypriot Curriculum; National

Curriculum UK; Greek Curricula), stressing the need for child centered approaches. No one can argue with this choice. Children should always come first. In this sense, the feelings of the teacher need to be regulated in a way that would be beneficial for the students. We definitely do not dispute this choice. We can however argue about the right of a person to choose based on an a priori awareness of what he/she is about to encounter.

Nelson et. al (2005) notes that emotional experience and expression are unique to each teacher and student. No one else thinks, expresses feelings, chooses behaviors, and acts in the same way. As they say emotional intelligence addresses this unique human condition. However, this type of generic characterizations (such as teacher and student) does not actually refer to specific persons. It mostly describes social agents performing specific social roles. As such, the teacher (according to the description of the role) should like all his/her students. He/she should like both Mike (the good, happy boy) and Emily (the indifferent, vindictive child). Despite the fact that the person behind the teacher persona does not actually like both children, he /she should work himself in a way that he/she will actually like both. Whichever the circumstances contributing to the development of the child's character may be, not all children are angels. Nevertheless, a teacher must love them all. And most importantly, not just show that he/she loves them all, but work him/herself in a condition to actually love them all. Hence, unconditioned and authentic love towards all children is a prerequisite in choosing this line of work. When unconditional love towards children is unauthentic, then the person, who has chosen to become a teacher, may engage into surface level acting. This process however, being associated a constant struggle to suppress true feelings, results into internal tension and most likely burnout.

In the process of choosing who is to sacrifice his/her personhood for the sake of other, definitely the choice is the teacher. If the teacher fails to do so, then he/she will become the "villain" (Ball & Goodson, 1985). Apparently, student related emotional labour is something beyond negotiations. Teachers should realize that in their choice of career they are expected to suppress and modify their own feelings for the sake of every individual child. However, they should know in advance that this is exactly what is expected of them.

### **Teachers as emotional workers- being informed ahead to make conscious choices and enhance stability**

The emotional labour in the teaching profession has always been excessive (e.g. Lortie, 1975). Teachers were expected to suppress their true feelings and generate different ones even before the manifestation of EI. However, before the emergence of EI, things could still retain a considerable variance in terms of subjectivity and remain at a significant degree original and personal. What will happen now when the blue print is clear, feelings are standardized and accurately measured? The notion of stability in interactions has to do with a prior understanding of the context and the conceptual tools used to inform and develop educational policy. Are we fully aware about the definition of emotional intelligence? Do we all agree that EI is something good? Which sacrifices are we willing to make in order to become emotionally intelligent individuals?

This paper is not concerned with providing answers. Mostly, we intend to raise questions that need to be considered before introducing any novelties in educational policy. The process of including popular notions, such as EI, in any attempt to develop an educational agenda, needs to be considered not just in terms of practicality but also in terms of the sacrifices they demand. Societies and communities need to search what lies beneath beautiful catch phrases and read between the lines. Thus, a profound understanding is required in order to make safe choices that are consensually agreed among members and stakeholders of the society. Teachers should also be considered as stakeholders, because at the bottom line the technologies of EI have to do with the regulation of their own feelings and emotions. To make things simple, we may present the whole argument in the form of an equation:

$$PU+C= S$$

PU: Profound understanding (of what we should include in educational policy)

C: Consensus (between all stakeholders)

S: Stability in interactions.

This equation is not linear. It signifies an on going and dialectical process which is ignited whenever stability is compromised. Compromise can occur when any of the parts of the system is altered or differentiated. Stability calls for profound understanding and unbiased, free choice. Despite the fact that something may seem to be effective and worthwhile, it will only be stable as long as all the interested parties have accepted it, baring in mind its consequences. Stability will be the result of a collective construction of meaning- not of imposition.

We therefore need to consider that teachers are not just agents of a social role and a professional identity. They are people, persons and unique individuals who have chosen to become teachers. It is therefore essential that the decision to be a teacher must be an informed one. Since no one can argue that children should always come first, at least, potential teachers should know in advance the emotional labour, and depersonalization they are about to encounter and must be willing to provide to others the right to tamper with their inner emotional world. As extreme as this might sound, it will be the decision of a martyr (Neophytou & Koutselini, 2007). This burden can only be moderated when potential teachers choose this profession based on an authentic and unconditional love towards children. Given this, teachers will most likely be more able to endure any other emotional labour, pleasant or unpleasant, direct or peripheral to their work.

## Conclusion

Emotional intelligence, despite its popularity, has not been up to date employed into any large-scale programs in teacher training. However, attention and interest around the notion is constantly growing and is not utopian to consider that emotional intelligence would finally be included into teacher preparation programs or teacher evaluation schemes. In this case, it is important to be aware of the implications of the notion on the teacher and the sacrifices it demands in terms of his/her personhood. Caution is therefore necessary in future educational policy designs, especially when one considers the high levels of teacher burnout and attrition.

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## Gewaltenteilung in der Kommunalpolitik - Ein Thema für eine „Kinderuniversität“?<sup>1</sup>

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### Einleitung

Der Begriff einer „Kinderuniversität“ bezieht sich zumeist auf Lehrveranstaltungen von Dozierenden an Universitäten oder Hochschulen, an denen Kinder Vorlesungen zu den verschiedensten Themen besuchen können. In der Großen Kreisstadt Backnang (Baden-Württemberg) hingegen existiert eine sogenannte „Kinderuni-Plus“, wobei das „Plus“ der dortigen „Kinderuniversität“ in einer besonderen Handlungsorientierung bestehen soll. Im Folgenden soll ein dort vom 29. Oktober bis 02. November 2007 mit rund 70 Grundschulern durchgeführtes kommunalpolitisches Projekt zum Thema „Gewaltenteilung“ hinsichtlich seiner didaktischen Perspektiven und kindgerechten Umsetzung kritisch untersucht werden.

### Beschreibung und Analyse des Projekts

In Deutschland ist die Gewaltenteilung im Grundgesetz festgelegt. Nach Art. 20 Abs. 2 Satz 2 GG wird die Staatsgewalt „durch besondere Organe der Gesetzgebung, der vollziehenden Gewalt und die Rechtsprechung ausgeübt“. Diese als „horizontale Gewaltenteilung“ bezeichnete Verschränkung der Gewalten, nämlich der Legislative, der Exekutive und der Judikative, ist jedoch von der Bundesebene nicht ohne weiteres auf die kommunale Ebene zu übertragen.

Es muss vorweggenommen werden, dass mit den Beispielen aus der Arbeit der örtlichen Polizei (Exekutive), des Amtsgerichts (Judikative), des Gemeinderats (Legislative) und der Tagespresse (als „vierte“ Gewalt) bei dem kommunalpolitischen Projekt der „KinderuniPlus“ in Backnang die Aspekte der Gewaltenteilung auf der kommunalen Ebene institutionell reduziert werden. So wird die Zivilgesellschaft - als drittem Sektor zwischen Markt und Staat - nicht erwähnt. Auch die Notwendigkeit zur Ausbalancierung der Macht und deren ausgewogener Verteilung zum Schutz der Bürger- und Freiheitsrechte wird nicht weiter ausgeführt, ebenso wenig die Möglichkeiten zur demokratischen Urteilsbildung über Funktion und Notwendigkeit der Gewaltenteilung bzw. -verschränkung in einer demokra-

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1 Der Beitrag geht zurück auf die Sonderveröffentlichung „KinderuniPlus“ der Backnanger Kreiszeitung Nr. 260 vom 10. November 2007.

tisch verfassten Gesellschaft zum Zwecke der wechselseitigen Gewaltenkontrolle und -hemmung (Stammen 2003, 227).

Statt mit der Darstellung der Legislativen - wie es eigentlich das demokratisch determinierte Rechtsstaatsprinzip vorgibt - beginnt das Projekt mit der Darbietung der exekutiven Gewalt, indem zunächst Vertreter der Polizei mit ihren Dienstgraden vorgestellt werden und damit deren Autorität versinnbildlicht wird. Die Erklärung der Unterschiede zwischen Schutzpolizei, Kriminalpolizei und städtischem Vollzugsdienst bleibt dabei einer rein institutionenkundlichen Sichtweise verhaftet. Statt einer rationalen Auseinandersetzung mit der Institution der Polizei geht es eher um eine reflexartige Verfestigung veralteter politischer Archetypen und der Bewertung der „Demokratie als Herrschaftsform“ mit dem erhobenen Zeigefinger. Hierzu trägt die befremdlich wirkende Erfahrung der „hinter Gittern“ eingesperrten Kinder bei (siehe Abb. 6, Seite 187).

Mit dem Kasperle-Theaterstück „Ein Dieb streicht durch die Stadt“ wird dann in das durchgängige Motiv des Ladendiebstahls als einem exemplarischen Fall für das Thema der Gewaltenteilung eingeführt (siehe Abb. 4, Seite 186; sowie Sprechakte der Kinder auf Seite 187ff.). Allerdings kann diese Methode als szenisches Spiel aus heutiger Sicht kaum dem Bedürfnis der Kinder nach einer Auseinandersetzung mit gesellschaftlichen Problemlagen gerecht werden, denn sie ist eher der partnerschaftspädagogischen Sichtweise der 1950er Jahre zuzuordnen. Die einfältigen Charaktere der Protagonisten sowie die schlichte Dramaturgie des Stückes sind kaum geeignet, die Notwendigkeit einer demokratisch kontrollierten Exekutive auf kommunalpolitischer Ebene aufzuzeigen. Hätte man hier nicht eher lehrplanimmanente Aufgabenstellungen aus dem Heimat- und Sachunterricht mit Bezug zum sozialen, politischen und demokratischen Lernen oder auch mobilitätsbildende bzw. verkehrspädagogische Unterrichtsinhalte als Beitrag zur Umwelt- und Gesundheitserziehung aus der Lebens- und Erfahrungswelt der Kinder thematisieren können (vgl. Limbourg 2001 sowie Briese 2004)?

Der angebotene Einblick in die Arbeit der Kriminalpolizei anhand der Stationen Spurensuche, Zellenbesuch und Polizeihof erscheint verengt und ist an das soziale Umfeld der Kinder kaum anschlussfähig (siehe Abb. 5 u. 6, Seite 187). Die einzelnen Stationen knüpfen zwar an Bestände des Alltagswissens an, orientieren sich allerdings fast ausschließlich an dem problematischen Fallbeispiel eines vermeintlichen und im Grunde zu bagatellisierenden Diebstahls eines Überraschungseies in einem fiktiven Backnanger Ladengeschäft. Hier wird der ange-dachte Karriereverlauf eines 14-jährigen Schülers, mit dem Namen Paul Pfeifer, als abschreckendes Modell vorgezeichnet, indem real das vorgeführt wird, was tagtäglich bereits durch Kriminalfilme oder Gerichtsshows in vielen Fernsehse-

dem wirklichkeitsverzerrend von Kindern wahrgenommen wird, dann letztlich aber in den Verantwortungsbereich der Erziehungsberechtigten fällt. Es stellt sich dabei die Frage, ob diese Beispiele nicht eher Vorurteile bestärken als einen Erkenntnisgewinn für die Kinder darstellen.

Beim Besuch der Kinder im Amtsgericht wird auf die Aufgabenbereiche der Judikative dergestalt eingegangen, dass v.a. Fragen und Vermutungen der Kinder sowie Witze wiedergegeben werden, ohne diese jedoch inhaltlich weiter aufzugreifen (siehe Abb. 7, Seite 189; sowie Sprechakte auf Seite 187ff.). Naive Äußerungen wie „Wenn ein Gerichtsvollzieher kommt, klaut der ganz viele Sachen“ bleiben unkommentiert im Raum stehen. Dass dieser einer exekutiven Aufgabe nachkommt, wird nicht erwähnt.

In einer simulierten Gerichtsverhandlung setzen sich die Kinder dann weiter mit dem fiktiven Fall von Paul Pfeifer auseinander. Das Fallbeispiel geht nicht von einer Unschuldsvermutung gegenüber dem Angeklagten aus, sondern gibt einen Gerichtsprozess als zwangsläufige Konsequenz zur Sühne der vermeintlichen Tat vor, obwohl die Angelegenheit in Wirklichkeit sicherlich in einem außergerichtlichen Verfahren geklärt und es bei einer Ermahnung belassen worden wäre. Auch wird auf die besondere Bedeutung des Jugendstrafrechts im Zusammenhang mit der persönlichen Situation des fiktiv minderjährigen Täters nicht eingegangen. Es bleibt der Eindruck haften, dass durch den Prozess ein Exempel statuiert werden soll, um dadurch eine präventiv motivierte Abschreckungswirkung auf Seiten der Kinder zu erzeugen.

Das Fallbeispiel ist aus politikdidaktischer Perspektive deshalb kaum geeignet, die Entwicklung politischer Urteils- und Handlungsfähigkeit aufzuzeigen. Stattdessen werden wiederum nur kindliche Äußerungen wie „Cool“, „lebenslänglicher Hausarrest“, „zwei bis drei Wochen kein Video und Fernsehen“ etc. aufgegriffen (siehe Sprechakte auf Seite 187ff.), die keinerlei Relevanz zum Thema der Gewaltenteilung aufweisen und den Fall simplifizieren. Die fehlende Korrektur der falschen Lernkonzepte ist im Gegenteil geeignet, die rationale Urteilsfähigkeit der Kinder zu beeinträchtigen.

Die Bedeutung der legislativen Gewalt wurde anhand einer simulativ geführten Gemeinderatssitzung - mit dem Anspruch an ein Plan- oder Entscheidungsspiel - dargestellt, an der nicht nur die Kinder, sondern auch der Oberbürgermeister, Gemeinderäte sowie die Amtsleiterin des städtischen Rechts- und Ordnungsamts teilnahmen. Aus politikdidaktischer Sicht weist die Konstruktion der Simulation allerdings erhebliche Defizite auf, die durch das übergreifende Thema des „Ladendiebstahls“ vorgegeben wurden. Statt eine aktuelle kommunalpolitische Prob-

lemstellung im originären Kompetenzbereich der Kommune anzubieten, verzichtet eine von der Stadt Backnang erstellte Broschüre „Ladendiebstahl geht uns alle an!“ weitgehend auf die kommunalpolitische Pointierung des Themas.

Zur Problemlösung des Ladendiebstahls hatte die Stadtverwaltung den Kindern bereits vorab sechs Vorschläge unterbreitet, die von diesen gemeinsam mit Gemeinderäten in „Fraktionen“ beraten wurden. An die Problemlösungsfähigkeiten der Kinder in ihrer Rolle als potentiell künftige Gemeinderäte knüpfte man nicht an. So verwundert es nicht, dass - abgesehen von vier konträren Standpunkten der Kinder gegen mehr Überwachungssysteme - letztlich mehrheitlich allen Vorschlägen der Stadtverwaltung zugestimmt wurde. Mit dem harmonisierenden Fazit am Schluss des Artikels - „Alle waren sich einig: eine gute Entscheidung!“ - muss daher die Vermutung bestehen bleiben, dass die Kinder tendenziell in ihrer Urteilsbildung beeinflusst wurden, was im Widerspruch zum Überwältigungsverbot des Beutelsbacher Konsenses steht.<sup>2</sup> Dieses Vorgehen zeigt, dass der „Kinder-Gemeinderat“ - wie in der realen Politik - keine echte legislative Funktion oder gesetzgebende Gewalt besitzt, sondern als kommunales Verwaltungsorgan in der Konstruktion der süddeutschen Ratsverfassung allenfalls das Recht auf Satzungsbeschlüsse oder Verordnungen - wie beispielsweise die auf eine Polizeiverordnung - hat, die in der Realität aber zumeist von der Verwaltungsspitze (als Exekutive) in die politische Diskussion eingebracht werden. Diese Satzungsbeschlüsse oder Verordnungen erlauben beispielsweise einer Kommune die Einrichtung von Fahrradschutzstreifen oder Tempo-30-Zonen in eigener Regelungskompetenz.

Nicht zuletzt vereint das Amt des Oberbürgermeisters legislative und exekutive Funktionen in einer Person, was eigentlich nicht dem Prinzip der Gewaltenteilung bzw. -hemmung entspricht. Auffallend ist, dass in dem Projekt nur ein einziger Gemeinderat zu Wort kam bzw. zitiert wurde. Stattdessen wurde dem „Kinder-Presseassistenten“ Carl-Alexander - gleichzeitig und wohl nicht ganz zufällig der Sohn des Oberbürgermeisters selbst - in den Mund gelegt, dass diese lediglich „ihre Story erzählten“ (siehe Sprechakte auf Seite 190). Diese Äußerung kommt einer groben Missachtung der Funktion und Bedeutung des Gemeinderats gleich, die in der realen Kommunalpolitik nicht selten auch an der Tagesordnung zu sein scheint. In der simulierten Sitzung des Kinder-Gemeinderats wird allerdings auch deutlich, dass das, was in der realen Politik noch vor der Öffentlichkeit versteckt oder kaschiert werden kann, im Zusammenhang mit der „KinderuniPlus“ dann unverblümt erlaubt ist. Es wird daher nur scheinbar die Frage aufgeworfen, ob das

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2 Der Beutelsbacher Konsens beschreibt als Minimalkonsens drei Prinzipien der politischen Bildungsarbeit, die mit den Begriffen Überwältigungsverbot, Kontroversitätsgebot und Berücksichtigung der Schülerinteressen verknüpft sind.

Kind mit der Amtskette neben dem zufrieden lächelnden Oberbürgermeister, der gleichermaßen als Vorsitzender des Gemeinderats wie auch als Chef der Verwaltung mit einer erheblichen Machtfülle ausgestattet ist, daher für die Dominanz Verwaltung oder für die demokratische Kontrollfunktion des Gemeinderats steht (siehe Abb. 8, Seite 191)? Diese Frage ist leicht zu beantworten, wenn man die Tradition und Herkunft der Amtskette betrachtet. Während das politische Symbol und Insignium einer Amtskette generell für ein Herrschaftszeichen mit monarchisch-absolutistischer Prägung und zumeist auch historisch-ortsspezifischer Provinienz steht, liegt im Falle der Herkunft der Backnanger Amtskette doch eine merkwürdige Besonderheit vor, denn diese wurde im Jahr 1964 von dem Backnanger Lederfabrikanten Carl Kaess gespendet, der in der Zeit des Nationalsozialismus tief in die „Arisierung“ jüdischer Betriebe verstrickt war. Als ein vormals eher noch unbedeutender Backnanger Unternehmer konnte er nach 1933 durch die unmittelbare Nähe zum nationalsozialistischen Herrschaftssystem ein regelrechtes Firmenimperium aufbauen (Bräutigam 1997, 310 ff.). Insofern steht diese Amtskette keinesfalls in einer demokratischen Tradition, sondern eher für den unkritischen Übergang der Diktatur in die Aufbauphase der Bundesrepublik Deutschland, ohne dass diese Vergangenheit in dieser Hinsicht aufgearbeitet worden wäre. Statt dass die Backnanger Amtskette - wie dies im Vergleich besonders in der Tradition der ehemals freien Reichsstädte der Fall ist - für die Würde des Amtsinhabers und die Unabhängigkeit eines freien Bürgertums stehen könnte, wird mit diesem Insignium immer noch die Abhängigkeit des Backnanger Oberbürgermeisters sowie der Kommunalpolitik in der vormaligen „süddeutschen Gerberstadt“ von der Lederindustrie versinnbildlicht. Während sich andere Kommunen mittlerweile ihrer „braunen Vergangenheit“ bewusst geworden sind und sich von dieser distanzieren, lebt der Mythos vom „edlen Spender“ in Backnang leider immer noch fort (vgl. Fiedler 2010).

Der Besuch der Kinder bei der Backnanger Kreiszeitung - der „vierten Gewalt“ in der Kommune - diente in erster Linie dazu, die Kinder für die Lokalzeitung zu begeistern und für eine möglichst frühzeitige Leserbindung zu sorgen. Eine Führung durch den Betrieb setzte vor allem auf die Faszinationskraft technischer Superlative, wie eine „4 Millionen Euro teure Rotationsmaschine, die 180 Tonnen wiegt“ oder auf „Papierrollen, von denen eine 1,3 Tonnen wiegt, so viel wie ein VW Golf“ (siehe Abb. 9, Seite 192). Darüber hinaus wurden die Kinder über ihre Lesegewohnheiten befragt und schrieben zwei kurze Artikel über ihre Erlebnisse im Rahmen des Projekts (siehe Artikel Seite 192ff.). Diese Reflexionen gingen jedoch am eigentlichen Thema vorbei, denn die Kinder hatten nicht die Möglichkeit,

die demokratische Kontrollfunktion der Medien als „vierte Gewalt“ nachzuvollziehen.

Insgesamt zeigen v.a. auch die bildlichen Darstellungen, dass es sich bei dem Projekt der „KinderuniPlus“ weniger um Aspekte der Gewaltenteilung oder Gewaltenteilungsverstrickung als vielmehr um eine symbolische Selbstinszenierung der Stadtverwaltung handelt. Dabei scheinen die Kinder in ihrem unbefangenen Auftreten instrumentalisiert zu werden, um angenehme, ja belustigende Emotionen bei den Lesern der Zeitung zu erzeugen und diese auch in den Glauben zu versetzen, die Stadtverwaltung betreibe eine kinderfreundliche Kommunalpolitik, ja im weiteren Sinne auch eine außerhalb der Schule besser und wirkungsvoller angesiedelte politische Bildungsarbeit. Hierzu trägt auch die Werbeanzeige des Landes Baden-Württemberg für ihre Eliteuniversitäten bei (siehe Abb. 2, Seite 184), wohingegen ein Bezug oder ein Beitrag der Grundschulkinder zu dem Text nicht hergestellt werden kann, sondern die bewusst eingebauten Rechtschreibfehler in der Anzeige eher befremdend erscheinen.

Als ein konstitutives Element der freiheitlich-demokratischen Grundordnung assoziiert die symbolische Darstellung der Gewalten mit der Abbildung der vier sich überlappenden Kreise weiter eine falsche Vorstellung von Harmonie in der Kommunalpolitik (siehe Abb. 1, Seite 184). Die Exekutive wird ausschließlich mit der Polizei gleichgesetzt und so exponiert, dass die anderen Gewalten als nachgeordnet erscheinen. Nach Artikel 20 GG geht jedoch die Staatsgewalt vom Volk als Souverän aus, wobei Wahl und Abwahl der Repräsentanten sowie die gegenseitige Machtkontrolle der Gewalten bzw. Institutionen in einem Rechtsstaat gegeben sein müssen. Das Piktogramm der lächelnden Zeitung zeigt nicht die grundlegende Kontrollaufgabe der Medien in der Demokratie auf (siehe Abb. 1, Seite 184). Zudem stellt das Wappen der Stadt Backnang ein Herrschaftszeichen dar, welches auf eine adelige Geschlechterherkunft rekurriert und deswegen nicht auf demokratische Traditionen verweisen kann (siehe Abb. 1, Seite 184).

Zur übersteigerten Eigenwerbung passt es, dass die „Murr-Metropole“ Backnang in einer Werbeanzeige - „KinderuniPlus ... wir waren dabei!“ - den Anspruch an ihre „Kinderuniversität“ mit einer durch den Lernerfolg gesteigerten demokratischen und am Gemeinwohl orientierten politischen Urteils- und Handlungsfähigkeit der Kinder begründet und die Existenz einer „KinderuniPlus“ als Alleinstellungsmerkmal für die Stadt definiert (Abb. 3, Seite 184). Seltsam anmutend wirkt es, dass man sich deshalb um die Zukunft der Demokratie in Backnang keine Sorgen zu machen brauche, denn die „KinderuniPlus“ würde Kinder geradezu ideal auf die Aufgaben zukünftiger Gemeinderäte vorbereiten.

## Fazit

Die an das Thema der kommunalen Gewaltenteilung gestellten didaktischen Anforderungen wurden leider nur in Form einseitig-problematischer Schwerpunktsetzungen unternommen. Darüber hinaus wurden keine Politiklehrenden als Experten in die Vorbereitung bzw. Durchführung des Projekts einbezogen. Somit wird suggeriert, dass außerhalb der schulischen Organisation ein solches Projekt besser gelingen könne, was auch einer Tendenz zur Entprofessionalisierung des Lehrerberufs Vorschub leistet. Andererseits kann bei diesem Fallbeispiel der „KinderuniPlus“ in Backnang der Versuch bzw. das Ergebnis einseitiger politischer und ökonomischer Einflussnahme gegenüber Schülerinnen und Schülern exemplarisch aufgezeigt werden. Die politische Bildung kann dieses Fallbeispiel dazu nutzen, auf Schwachstellen didaktisch-methodischer Vermittlungsversuche hinzuweisen und zielführendere Modelle des demokratischen und politischen Lernens zu entwickeln.

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## Materialien

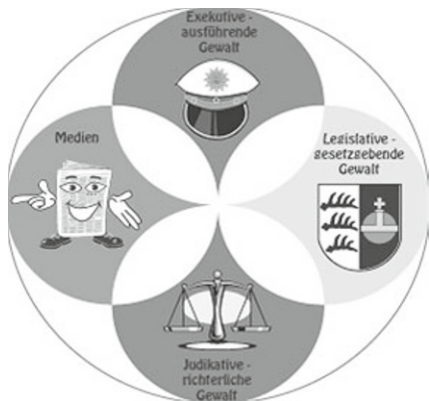


Abb. 1: Darstellung der Gewaltenteilung bzw. -verschränkung

Abb. 2: Imageanzeige des Landes Baden-Württemberg für seine Eliteuniversitäten



Abb. 3: Imageanzeige der Stadt Backnang für ihre „KinderuniPlus“

## Material 1

### **Hinter Gittern - Spurensuche und die vermeintliche Handgranate Die Polizei (Exekutive - die ausführende Gewalt)**

Am ersten Tag der KinderUniPlus 2007 ging es im Polizeirevier in Backnang hoch her. Thema: Polizei und ihre Aufgaben.

Begrüßt wurden die Kinder durch den Ersten Polizeihauptkommissar (EPHK) Ulli Eder. Anschließend von Gudrun Nopper, die zunächst mal die vielen Abkürzungen der Dienstgrade bei der Polizei erklärte. Sie stellte alle Polizisten mit ihren entsprechenden Dienstgraden vor, die diesen Vormittag bei der Polizei gestaltet haben.

PHK: Polizeihauptkommissare Gerd Raichle, Olaf Gottschall und Karl Schöller  
POK: Polizeioberkommissar Joachim Löffler  
PHM: Polizeihauptmeister/-in Josef Sperner und Natalie Möller  
KHK: Kriminalhauptkommissarin Renate Rösch  
Gemeindlicher Vollzugsdienst Hans-Jürgen Müller  
Polizeifreiwillige Melanie Klenk

Bei der Hundestaffel waren

PK: Polizeikommissar Frank Hofmann, POM: Polizeiobermeisterin Sanne Thoman und PHM Joachim Schmid

Nach einer ersten „Informationsflut“ führte PHK Gottschall erst mal ein paar Lockerungsübungen mit den Kindern durch. Alle mussten mit den Armen schlackern, nach rechts und links, nach oben und unten, und schwups waren alle wieder aufnahmebereit.

Dann begannen PHK Gottschall und Schöller mit dem Theaterstück „Ein Dieb streicht durch die Stadt“. Kaum erschien der Kasper im Fenster, sah man in gebannte Gesichter. Die Kinder eiferten mit, als Struppi, der Hund, den gefüllten Korb, den er bewachen musste, stehen ließ, als der Kasper ihn rief. Er musste ihm helfen, den Wachtmeister Stempelberger aus einem Loch zu befreien. Aus dem Publikum rief Robin aufgeregt: „Nimm das Körbchen mit, es kommt ein Räuber!“ Als der Wachtmeister ins Spiel kam und die Kinder fragte, wer den Dieb gesehen hatte, riefen sie alle durcheinander: „Der hatte eine dunkelgrüne Mütze, nein, das war doch eine graue. Der war ganz grau angezogen.“ Als der Struppi zum Polizeioberhund befördert wurde und sich aufmachte, den Dieb zu suchen, riefen alle: „...halt, er ist nach links gelaufen.“ Yannik rief: „Hinter dir ist das Haus, wo der Räuber reingegangen ist, der hat sich die Finger eingequetscht.“ Zu guter Letzt wurde der Dieb von Kasper und Struppi geschnappt und dem Wachtmeister überführt. Presseassistent Maximilian bemerkte, dass es toll war, dass Polizisten „so was machen“.



Abb. 4: Ausschnitt aus dem Kasperle-Theaterstück „Ein Dieb streicht durch die Stadt“

Bei Station 1 ging es um die Spurensuche, und es wurde erklärt, wie die Kriminalpolizei das macht. Um Spuren sichtbar zu machen, verwendet man ein Pulver. Auf die Frage welches, kamen die Kinder auf folgende Ideen: „Kakaopulver, Backpulver, Waschpulver“, ... aber es wird mit Eisenpulver gemacht. Alle durften dann ausprobieren, wie sie ihre eigenen Fingerabdrücke an Tassen, Papier, Spiegel, Waschbecken, et cetera sichtbar machen können.

Bei Station 2 konnten sich die Kinder ein Bild machen, wie eine Zelle von innen aussieht. Auf jeden Fall ist eine Zelle groß genug, um fast 30 Kinder unterzubringen. Allerdings kann man sich dann nicht mehr regen. Sie lauschten dennoch interessiert den Worten der PHM (Polizeihauptmeisterin) Möller. Laura meinte erstaunt: „Die schlafen ja auf einem Brett ...“. „Schlafen die ohne Decken?“ war eine weitere besorgte Frage.

Auf dem Polizeihof gab es die Station 3. Die Kinder durften zwei Polizeiautos von innen inspizieren. Sie wurden angewiesen, keine noch so verführerischen Knöpfe zu drücken, aber sie philosophierten fleißig, welchem Zweck sie alle wohl dienen würden. Die Hundeführer demonstrierten mit der belgischen Schäferhündin „Erna“ und dem deutschen Schäferhund „Brutus“ wie die Hunde „bei Fuß“ gehen, was „Platz“ bedeutet und vieles andere mehr. Besonders eindrucksvoll war, als einmal Erna und danach Brutus einen gespielten Einbruch vereitelten, indem sie auf den Einbrecher lossausten und ihn in den Arm gebissen haben (der natürlich geschützt war). Am Ende des Vormittags wurde dann noch der Unterschied zwischen der Schutzpolizei, der Kriminalpolizei und dem städtischen Vollzugs-

dienst erklärt. Für Gelächter sorgte die Antwort auf die Frage von PHM Möller, was das runde schwarze Etwas sei, das sie an ihrem Gürtel trägt. „Das ist eine Handgranate“, rief ein Kind. Ganz so gefährliches war es nicht - es war ein Pfefferspray.



Abb. 5: Ein Polizeihund „in Aktion“



Abb. 6: Grundschüler „hinter Gittern“ in der Gefängniszelle

## Material 2

### Wenn ein Gerichtsvollzieher kommt ... klagt der ganz viele Sachen Amtsgericht (Judikative – richterliche Gewalt)

Amtsgerichtsdirektor Michael Lehmann begrüßte die Kinder der KinderUniPlus im großen Sitzungssaal des Amtsgerichts. Thema an diesem Tag war die Judikative. „Was macht die denn?“, war die Frage von Lehmann. Fabian wusste: „... was später passiert, wenn einer schuldig ist.“ Und genau das wird im Gericht entschieden. Ein Amtsgericht hat verschiedene Bereiche: Zivilabteilung, Familienabteilung, Strafsachen, Gerichtsvollzieher. Lehmann musste auch Fragen beantworten, wie sie von Clara gestellt wurden: „Wenn Sie gegen Regeln verstoßen, was passiert dann?“ Wenn es um Familienangelegenheiten geht, wusste Maxim Bescheid: „Wenn jemand was erbt, dann wird entschieden, welche Verwandten was bekommen.“ Oder Timo meinte „Wenn Eltern sich trennen, wer die Kinder bekommen soll.“ Lehmann, selbst auch Familienrichter, erklärte den Kindern, dass er in einem solchen Fall ebenso mit den Kindern spricht. Darauf bemerkte Paul: „Wenn das Kind ein Baby ist, kann er doch nicht mit dem Kind sprechen.“ Bevor Lehmann darauf antworten konnte, sagte Daniel: „Das ist klar, dann muss das Baby bei der Mutter bleiben, weil sie es ja stillen muss.“ Trotz Ernsthaftigkeit der Themen wusste Maxim einen Witz, den er unbedingt erzählen musste. Die Pointe war, dass ein Verkäufer bestraft wurde, weil er Stachelbeeren rasierte und diese als Himbeeren verkauft hat. Auf die Frage, welche Aufgaben ein Gerichtsvollzieher hat, antwortete Moritz: „Wenn ein Gerichtsvollzieher

kommt, klaut der ganz viele Sachen.“ Doch nun zu einem ganz konkreten Fall. Lehmann berichtet über eine Straftat: Paul Pfeifer ist in einem Süßwarenladen in Backnang. Als er den Laden verlassen will, hält ihn die Verkäuferin namens Schnell fest und behauptet, er hätte ein Überraschungsei eingesteckt. Er sagt, dass das nicht stimmt. Angestellte Schnell ruft die Polizei und es erscheint Polizeimeister Dimpfelmoser. Er durchsucht den Paule und findet in seiner Hosentasche das Überraschungsei. Er nimmt den Paule fest und bringt ihn zum Amtsgericht, wo ihm der Prozess gemacht wird. Dem Paule soll der Prozess gemacht werden: „Wen braucht man denn dazu?“, fragte Lehmann. Marie konnte fast alle aufzählen: „Richter, Paule (Angeklagter), Verkäuferin (Zeugin), Dimpfelmoser (Zeuge), Verteidiger, Staatsanwalt und Protokollführer.“ Lehmann stellte nun Personen vor, die im „richtigen“ Leben Richter, Staatsanwalt, Verteidiger und Protokollführer sind:

Richter Wolfgang Wunsch  
Staatsanwältin Cornelia Sauer  
Verteidiger Hans-Peter Züfle  
Protokollführerin Beate Ziegler

Genau diese vier Personen übernahmen jeweils die in Gruppen aufgeteilten Kinder und führten sie in die Aufgaben der jeweiligen Funktionen ein. In den Gruppen wurde dann später festgelegt, welche Kinder welche Rollen spielen werden. Denn am Ende des Tages wurde der Fall Paule vor Gericht „richtig echt“ verhandelt. Die Kinder bei Züfle erarbeiteten gemeinsam, welche Aufgaben ein Verteidiger hat und wie er den Angeklagten am besten unterstützen kann. „Er kann den Angeklagten verteidigen, in dem er sagt, dass er das Ei von zuhause mitgenommen hat“, war eine Idee von Antonia. Bei Richter Wunsch ging es zunächst mal um die Kleidung. Warum diese schwarzen Kittel? Er erzählte, dass ganz früher Friedrich Wilhelm I keine Anwälte mochte, sie in schwarze Roben steckte: „... damit man die Spitzbuben gleich erkennt.“ „Warum zieht ihr sie denn jetzt nicht aus, der ist doch schon lange tot“, gab Jan David zu bedenken. Beate Ziegler und Michael Lehmann erklärten die Aufgaben des Protokollführers und welche Regeln es bei der Zeugenvernehmung gibt. Eine typische Frage an den Zeugen ist: Sind Sie mit dem Angeklagten verwandt? Warum ist das wichtig für den Richter, wollte Lehmann wissen. Alina meinte: „Verwandtschaft ist immer *für* einen ...“ Bei der Gruppe von Cornelia Sauer überlegten die Kinder, wie das Gericht davon überzeugt werden kann, dass der Paule schuldig ist. Lena überlegte: „Der Paule ist überall rumgelaufen und hat sich vor allem die Eier angeschaut ...“ Clara gab aber zu bedenken: „Woher will der Staatsanwalt das wissen, der war doch gar nicht dabei?“ Über die Strafe war man sich dann auch schon einig: Paule soll das Ei zurückgeben und eine Geldstrafe bekommen. „Wenn er aber das Ei schon gegessen hat?“, war eine wichtige Frage von Antonia. Nach einer Stunde waren alle Kinder gewappnet für die Gerichtsverhandlung. Die Rollen wurden auf mehrere Kinder aufgeteilt. Sie waren wie folgt:

Richter: Ann-Sophie und Jannis  
Staatsanwalt: Vanessa, Rebecca und Lena  
Angeklagter: Sven, Carl-Alexander, Maximilian und Aliki (Paule)  
Verteidiger: Dennis, Lukas, Robin und Jessica  
Zeugen: Rainer (Polizeimeister Dimpfelmoser) und Lena (Verkäuferin Schnell)  
Protokollführer: Jasmin, Amelie und Fabian.

Die schwarzen Roben wurden verteilt und los ging's: Richterin Ann-Sophie eröffnete die Sitzung mit der Frage, ob alle da sind. Danach wurde die Anklage verlesen. Sven alias Paul Pfeifer musste schildern, wie er zu dem Ei gekommen ist. Nach der Zeugenbefragung wurde die Beweisaufnahme geschlossen und Staatsanwalt und Verteidiger hielten ihre Plädoyers. Das letzte Wort hatte der Angeklagte: „Ich bin unschuldig.“ Die Richter zogen sich zur Beratung zurück.



Abb. 7: Der Angeklagte Paul Pfeifer „vor Gericht“

Lehmann nutzte die Pause und fragte die Kinder, wie sie diese Verhandlung fanden. „Cool“. Auf die Frage, wie sie entscheiden würden, kamen Antworten wie: „lebenslänglicher Hausarrest“ - „zwei bis drei Wochen kein Video und Fernsehen“ - „kein Taschengeld“ oder - „eine Woche Blätter kehren“. Nach der Beratung wurde das Urteil verkündet: 15 Arbeitsstunden und der Angeklagte hat die Kosten des Verfahrens zu tragen. Die Anklageschrift wurde verlesen. Das Gericht befand Paul Pfeifer für schuldig. Nach den insgesamt kurzen Instruktionen für die Kinder, die die Rollen spielten, haben sie das hervorragend gemeistert.

## Material 3

### Überwachung sollte man abstellen ... mehr für Jugendliche machen

#### Der Gemeinderat (Legislative – gesetzgebende Gewalt)

Am dritten Tag der KinderUniPlus versammelten sich die Kinder im großen Sitzungssaal des Kreisverwaltungsgebäudes. Dort wurde eine Gemeinderatssitzung mit den Kindern abgehalten. Thema: Ladendiebstähle. Oberbürgermeister Dr. Frank Nopper begrüßte alle Anwesenden. Zunächst natürlich die Kinder und dann die Vorsitzenden von Parteien:

Dr. Gernhard Ketterer, CDU  
 Ursula Hefter-Hövelborn, SPD  
 Rainer Lachenmaier, Bündnis 90/Die Grünen  
 Alfred Bauer, Backnanger Bürgerforum  
 Professor Dr. Wolfgang Schwalbe, Freie Wähler  
 Dr. Lutz-Dietrich Schweizer, Biblische Wählergemeinschaft

Als Vertreterin der Stadtverwaltung war die Leiterin des Rechts- und Ordnungsamtes, Gisela Blumer, gekommen. Nopper erklärte zunächst die Aufgaben des Gemeinderats, der einmal im Monat tagt. Ein Thema in einer der letzten Sitzungen war: Beschluss einer neuen und größeren Rutsche im Backnanger Freibad. Damit erntete er natürlich Beifall von den Kindern. Außerdem ging Nopper kurz auf seine Aufgaben als Oberbürgermeister ein und stellte dabei seine Amtskette vor, die er bei ganz wichtigen Besuchen in der Stadt anzieht. In die Runde gefragt, ob heute jemand Geburtstag hat, streckten zwei Kinder den Arm: Samira und Robin. Kurzerhand wurde beschlossen, dass beide abwechselnd die Kette tragen und vorne neben dem OB sitzen durften. natürlich wurde für beide noch das Happy Birthday-Lied gesungen. Doch nun zum Thema an diesem Tag: die Zahl der Ladendiebstähle in Backnang hat zugenommen. Was kann hier die Stadt tun? Das Wort hatten danach alle Vertreter der Parteien, die dazu ihre Meinungen zum Besten gaben. Presseassistent Carl-Alexander notierte sich: „Alle Parteien, die von den Stadträten vertreten waren, erzählten ihre Story.“ Die dringlichsten Fragen, die alle bei dem Thema umtrieb, waren:

- Welche Leute stehlen?
- Warum tun sie das?
- Was kann man dagegen tun?

Maya: „Der Grund fürs Stehlen sind Mutproben.“ Marie: „Ich glaube eher, dass Erwachsene stehlen.“ Greta: „Jugendliche, die Drogen nehmen.“ Benjamin: „Ich glaube, es sind die Kinder unter 14 Jahren, die die Besitzer ärgern wollen.“ Clara: „Es sind Kinder in unserem Alter, da wir nicht strafbar gemacht werden können, unter 14.“ Simon überlegte sich, dass auch oft „Langeweile“ der Grund sein kann, zum Beispiel wenn die Eltern nicht zuhause sind, weil sie arbeiten müssen. Und Niclas glaubte auch, „dass es den Kindern einfach Spaß macht, zu klauen.“ Einige Lösungsansätze für die Problematik wurden diskutiert: Maya: „Man könnte an die Schulen gehen und Kinder fragen, warum sie das machen und erklären, warum das eigentlich doof ist.“ Daniel: „Überwachungskameras sollten eingerichtet werden“

Jean Pierre: „In der Schule gibt es Kernzeiten, da sollen die Kinder hingehen, anstatt zu klauen.“ Alle Parteienvertreter waren sich einig, dass mehr getan werden muss und dass dabei alle ihre Verantwortung tragen müssen - sowohl die Polizei als auch die Schulen, Jugendamt, Firmen und Vereine, letztlich auch die Privatpersonen. Die Stadtverwaltung hatte zum Thema sechs Vorschläge, die von mehr Polizeistreifen über mehr Überwachungssysteme bis hin zu mehr Freizeitangeboten gingen. Bei dieser Gelegenheit stellte Gisela Blumer eine Broschüre der Polizeidirektion Waiblingen und der Stadt Backnang vor: „Ladendiebstahl geht uns alle an! Alle Kinder hatten nun die Möglichkeit, sich einen Parteivertreter auszusuchen. Die gebildeten Fraktionen zogen sich schließlich zur Beratung zurück. Weitestgehend alle Fraktionen unterstützten die Vorschläge der Stadtverwaltung. Welche Maßnahmen seitens der oben genannten Verantwortlichkeiten von öffentlichen und privatwirtschaftlichen Einrichtungen zu ergreifen wären, gingen von der Idee der Organisation eines Fußballspiels – Jugendliche gegen Polizisten – bis hin zum Besuch von inhaftierten Dieben, um mit ihnen über die Gründe ihres Vorgehens zu sprechen. Kontrovers gesehen wurde die Lösung des Problems mit Einsatz von mehr Überwachungssystemen. Vor allem Stimmen dagegen gab es von: Samira: „Ladenbesitzer können auf ihre Läden selber aufpassen.“ Benjamin: „Überwachung sollte man abstellen, mehr für Jugendliche machen.“ Paul: „Gegen Ladenüberwachung, aber wenn man schon welche hat, sollte man keine neuen mehr dazunehmen.“ Und dann Antonia: „Wir waren mehrheitlich dafür, dass keine Überwachungskameras gebraucht werden, wir wollen nicht so viel überwachen.“

Trotz der Stimmen, die sich gegen mehr Überwachung ausgesprochen haben, stimmten die Kinder letztlich mehrheitlich für Punkt zwei der insgesamt sechs Vorschläge der Stadtverwaltung. die anderen fünf Vorschläge wurden ebenso mehrheitlich akzeptiert. Alle waren sich einig: eine gute Entscheidung!



Abb. 8: Der Oberbürgermeister überlässt einem Grundschüler seine Amtskette



## Material 4

### Weil sie die Nasa kennt ...liest Tiffany auch gerne Berichte darüber Die Zeitung (Medien)

Am letzten Tag der Kinderuni begrüßte Gudrun Nopper die Kinder beim Gastgeber Werner Stroh, Verleger der Backnanger Kreiszeitung (BKZ) und dem Redaktionsleiter der BKZ, Reinhard Fiedler, in der Druckerei im Kuchengrund. Thema: Wie entsteht eine Zeitung. Mit Redakteurin Ingrid Knack schrieben die Kinder die Artikel über das Ü-Ei und die riesige Maschine.

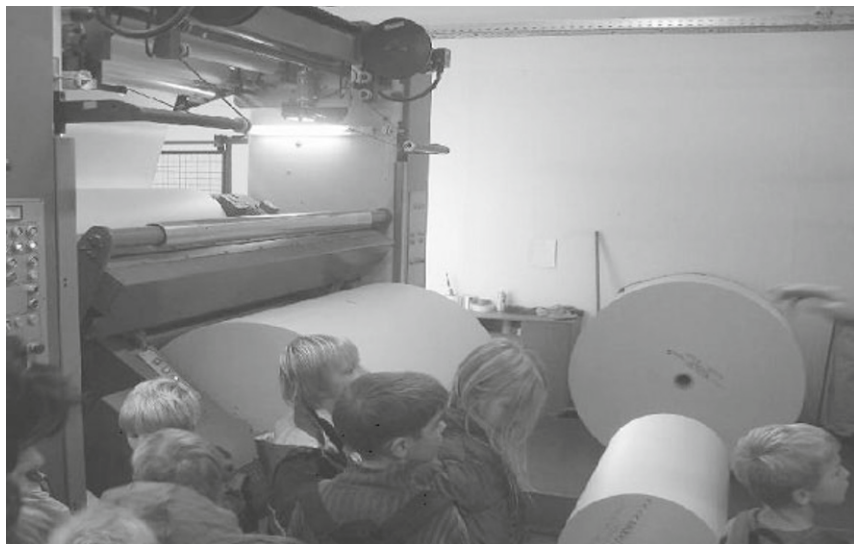


Abb. 9: Die Schüler vor der Rotationsmaschine mit Papierrollen

Nach einem eindrucksvollen Film über die Entstehung und Entwicklung der BKZ wollte Reinhard Fiedler wissen, wer von den Kindern die Zeitung liest (sehr viele Arme gingen hoch) – und vor allem, was sie am meisten in der Zeitung interessiert: „Sport“, „Wetter“, „Polizeiberichte“, „Comics“ - Maya merkte an, dass diese allerdings zu wenig seien. Maximilian: „Ich finde Berichte über die Feuerwehr interessant, die schneide ich immer aus.“ Weil Tiffany schon mal bei der Nasa war, liest sie gerne Berichte über die Nasa. Rainer hatte die Frage: „Woher habt ihr denn die Witze von Willi Witzig? (Fiedler erklärte, wie man solche Witzezeichner und Texter sucht und unter Vertrag nimmt). Rätsel - vor allem Sudoku - werden gerne gemacht. Allerdings seien diese in der Zeitung zu leicht. Sophie stellte die Frage: „Was ist, wenn die Presse was Falsches schreibt?“ (auch die Zeitung kann dafür bestraft werden). Moritz und Fiedler haben etwas gemeinsam: ihnen gefällt „Hägar der Schreckliche“. Maya sagte: „Ich war schon mal auf der Kinderseite, ich berichtete über die Ferien.“ Was sicherlich

häufiger in Familien vorkommt, erzählte Paul: „Mit meinem Vater bekomme ich immer wieder Streit, wer zuerst die Zeitung lesen darf.“ Ann-Sophie verriet, dass sie schon mal in der Zeitung gekommen ist, als über den Kindergemeinderat in Unterweisach berichtet wurde.

### **Überraschungs-Ei-Dieb in der Drogerie - Bub (14) verurteilt (Zeitungsbericht)**

Backnang (ku) – Wegen Diebstahls wurde ein 14-Jähriger vom Backnanger Amtsgericht zu 15 Arbeitsstunden verurteilt. Zudem muss er die Gerichtskosten bezahlen. Er hatte in einer Drogerie ein Überraschungsei gestohlen. Im Oktober nahm der 14-Jährige aus einem Regal in der Drogerie ein Überraschungsei und steckte es in die rechte Hosentasche. Dabei wurde er von der Verkäuferin erwischt, die unmittelbar neben ihm stand. Der Angeklagte ging an der Kasse vorbei, da hielt die Frau ihn fest und alarmierte die Polizei, die denn auch gleich darauf kam und den Jungen mitnahm und verhörte. Der 14-Jährige gab die Tat nicht zu. Vor Gericht sagte er aber, dass er kein Taschengeld bekommt. Außerdem machte er einen nicht sehr glaubwürdigen Eindruck. Er wusste nicht einmal den Namen seines Cousins, der ihm das Ei geschenkt haben soll. Die Staatsanwältinnen Lena, Vanessa und Rebecca, die 20 Arbeitsstunden gefordert hatten, unterstellten dem Angeklagten, dass er lügt. Die Richter Ann-Sophie und Jannis entschieden sich aber für eine mildere Strafe, denn der Dieb hat noch keine Vorstrafen.

### **Eine riesige Maschine - In der Technik (Zeitungsbericht)**

70 Teilnehmer der Kinderuni besuchten den Technischen Betrieb der Backnanger Kreiszeitung. Nach einem Infofilm und einer Fragerunde mit Redaktionsleiter Reinhard Fiedler wurden die Kinder durch den Betrieb geführt und schrieben Zeitungsberichte. Am meisten beeindruckte sie die 4 Millionen Euro teure Rotationsmaschine, die 180 Tonnen wiegt. Zu sehen sind die auf Zylinder aufgespannten Alu-Druckplatten und die Papierrollen, von denen eine 1,3 Tonnen wiegt, so viel, wie ein VW Golf. Faszinierend war auch, in welcher Geschwindigkeit die Zeitung gedruckt wird. Der technische Betriebsleiter Herbert Sturm sprach von 12 Metern pro Sekunde. Wie bei einer Achterbahn laufen die Zeitungen dann weiter zum Verpacken. Für eine BKZ-Ausgabe braucht man laut Verleger Werner Stroh vier bis fünf Papierrollen. Eine Station zuvor konnte man sehen, wie in einem Raum, in dem die Fenster mit gelber Folie verklebt sind, die Druckplatten hergestellt werden.

## **IV Experiences in Collaboration between Schools and Local Communities**

## Educational Centers and Citizenship Education: Teachers' Perspectives<sup>1</sup>

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(University of Sevilla)

### Introduction

In the context of a lifelong learning project (Morales, 2009), an approach to the description of the social and civic competence, as well as to the behavior of educational centers and teachers related to citizenship education is taken.

We are currently experiencing times of change and complexity; we live in a globalized world challenging educational centers (Calvo de Mora, 2008). Lifelong learning is a theoretical, political and educational proposal... (Puig, Domene y Morales, 2010) that must be present in processes concerning planning and action in educational centers. In the framework of educational changes, the educational process based on competences (especially the social and civic competence) is emphasized, as well as the concepts, actions and needs of teachers and educational centers regarding this aspect.

Competences represent a new approach to the design and development of educational action (Escamilla, 2008; Gimeno, 2008, Marco Stiefel, 2008; Medina, 2009) in order to find a connection between educational processes and the environment (productive, social...). Administrative regulations (EU, 2006 and the developments carried out by competent administrations) are defined as the new points of reference for the activity of educational centers and portray the model of citizen (national, European, international...) that should be achieved.

Social and civic competence: one of the competences integrating the new model of European citizen (EU, 2006). In our case, this competence has given rise to important reactions and questions, especially related to the implementation of the subject called Citizenship Education. The question is what does exactly this competence mean and which elements integrate it? Thanks to a revision of the present literature (norms, regulations, and theoretical approaches) and a Delphi study, we were able to move towards the concept of a glossary that determines it (Knowledge, Skills, Attitudes, Values and Behaviors). This process shows a consensus about the significance of 89 elements regarding the social and civic competence. The questions then are what is the teachers' assessment, what is the

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importance of these elements concerning the competence and which are then the needs with regard to it.

Educational centers must be conceived as the main axes of new citizens' education, as well as the main developers of this education connecting agents and environments (Calvo de Mora y Morales, 2008). However, the present question is what do the centers think and need. Thanks to a survey provided via Internet, we have approached the assessments of teachers coming from Andalusian centers (preschool, primary and secondary education) regarding the following issues: Teachers' engagement in the center, collaborative interactions (with other agents, institutions...), involvement in networks (educational, professional, social), actions and needs (planning, resources, training), as well as social and civic education (conceptualization, actions, and evaluation). To sum up, a series of data providing information about the current situation of Andalusian educational centers, which will allow us to design and suggest new material and resources.

### **1. Social and civic education in the framework of a lifelong learning process**

Socialization has always been one of the main goals of education. Even for intellectuals throughout history, education was conceived as the most relevant socialization tool. Delval (2006) mentions the French intellectual Durkheim, who defined education as the systematic socialization of young generations, because thanks to education, the different ways of life, knowledge, values and other relevant cultural features of society were transmitted. According to this point of view, educating is something more than teaching contents and habits, but to instruct. Education is understood as life training, a tool aimed for the development and for the social and personal progress.

Currently, we are experiencing an enhancing of education as a key element for the development of skills, abilities, and attitudes granting coexistence, and protecting the rights and obligations of human beings. The so-called learning society demands individuals able to face continuous changes, to take decisions based on their own criteria, with skills to select information, and eager to get involved in the fight for granting coexistence and equal rights.

Undoubtedly, the theories presented by authors such as Bolívar (2007); Domingo, (2004); Morillas (2006) and Santiesteban (2004) among others, illustrate the general feeling of a society, which is driven by continuous changes, and therefore delegate more in educational institutions and recognize them as ideal environments to live and practice democracy, as well as the values granting coexistence and respecting differences among individuals.

For these reasons, we do understand that citizenship education is a current necessity due to the features of our society, which emphasized the necessity of educating active citizens, aware of their rights and responsibilities. Citizens able to take decisions on their own, with critical thinking, engaged in achieving the common good, defending and developing democratic values, and eager to fight for equal opportunities and respect for diversity (Calvo de Mora y Morales, 2008). Thanks to the concept of education as a lifelong learning process, all explained above makes sense and allows us to face reality in every moment and context (Morales, 2009).

The European Union has always been one of the greatest promoters of lifelong learning, as it is understood as a key factor for socialization and personal development (Puig, Domene y Morales, 2010). Among some relevant documents stating this concept, it can be mentioned the *White Paper on 'Growth, competitiveness, and employment'* from the Council of the 10<sup>th</sup> and 11<sup>th</sup> December 1993 in Brussels. It stresses the importance given to education and training as elements contributing to economic and social changes.

Lately, in 1995 and with the aim to consolidate this idea, the European Commission published the *White Paper on Education and Training - Teaching and Learning - Towards the Learning Society*. The same year, the European Parliament and the Council of Europe announced the decision n° 95/2493/EC of 23<sup>rd</sup> October establishing 1996 as the “European Year of Lifelong Learning” (Council of Europe’s decision, 2006). However, the denominated “Lisbon Strategy”, which was the result of the Lisbon European Council from the 23<sup>rd</sup> and 24<sup>th</sup> March 2000, strengthens this concept and promotes policies and actions allowing its development and adoption by the member states. In the communication from the Commission “Making a European area of lifelong learning a reality” (COM, 2001), it appears as one of the first accepted definitions of lifelong learning: “*all learning activity undertaken throughout life, with the aim of improving knowledge, skills and competences within a personal, civic, social and/or employment-related perspective*” (COM, 2001).

Thanks to this definition, it can be said that there are four main objectives attributed to lifelong learning: personal fulfillment, active citizenship, social integration, employment opportunities and adaptability. From this moment on, many documents with proposals supporting the development of lifelong learning appear. The most relevant is the “Recommendation of the European parliament and of the Council of 18<sup>th</sup> December 2006 on key competences for lifelong learning”. This recommendation is the response to the need of establishing competences considered basic for the development of lifelong learning, granting equal opportunities, and providing the necessary strategies to deal with a world in continuous change.

It is defined as basic competence “a combination of knowledge, skills and attitudes appropriate to the context. Key competences are those which all individuals need for personal fulfilment and development, active citizenship, social inclusion and employment” (Diario UE, 2006).

In Chart nº 1 the eight basic competences for lifelong learning are illustrated.

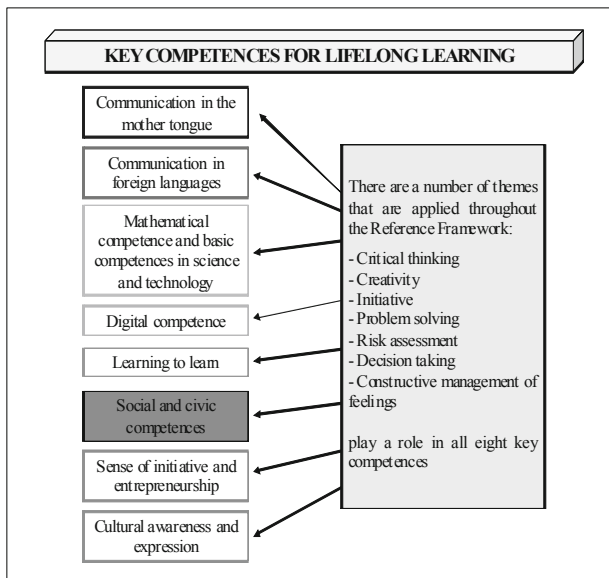


Chart 1: Key competences for lifelong learning (Official Journal UE, 2006).

As it can be observed, we find the denominated “Social and Civic competences”, defined as:

These include personal, interpersonal and intercultural competence and cover all forms of behaviour that equip individuals to participate in an effective and constructive way in social and working life, and particularly in increasingly diverse societies, and to resolve conflict where necessary. Civic competence equips individuals to fully participate in civic life, based on knowledge of social and political concepts and structures and a commitment to active and democratic participation (Official Journal UE, 2006).

The cited approach is extensive to all member states, engaged to develop educational actions and policies granting the achievement of common goals.

In the Spanish educational system, it is especially relevant the implementation of the Organic Law of Education (2006), as it means the introduction of the working

system based on competences implemented in compulsory education. In the Royal Decrees (1513/2006) and (1631/2006) regulating education in Primary and Secondary Education respectively, eight basic competences corresponding to the European approaches mentioned before are defined. Among these eight competences, we find the social and citizen competence, denominated before in this work as social and civic competence.

It is defined as a competence that allows people to understand the social situation one lives in, to coexist and to face conflicts using judicial ethics based on democratic values, as well as to practice democratic citizenship using your own judgment, while committing to create peace and democracy. All this maintaining a constructive attitude, responsible and supportive while fulfilling civic rights and obligations (RD 2006a and 2006b).

The relevance of the social competence for lifelong learning, its consequences in the complete personal development and the importance given by society to knowledge and information have driven us to carry out a study in order to know and be able to give answers to teachers' needs regarding the daily practice of this competence.

## **2. Teachers' perspectives and needs**

Aware of the importance of social and civic education in the context of lifelong learning and especially in the context where we work, our interest has been focused on approaching the opinions and assessments made by Andalusian teachers about it. The study is centered in two main phases: a) To define the concept of social and civic competence thanks to a Delphi study, and b) To assess teachers' opinions about the importance and needs for education thanks to a survey.

### *2.1. Defining social and civic competence*

What does social and civic competence mean exactly and which elements integrate it? It is examined thanks to a revision of the present literature (Torney-Purta et al, 1999, 2001; Audigier, 2000; Marco Stiefel, 2002; O'Shea, 2003; EU Official Journal, 2006; LOE (Organic Law of Education), 2006; Marina & Bernabeu, 2007; Moreno & Luengo, 2007; Veldhuis, 2007; Bisquerra, 2008; Hoskins et al, 2008; Kerry, 2008) and a Delphi study. The goal is to create a glossary concretizing it.

The Delphi study is developed in two phases, a first one where the research team focuses in the revision of the present literature, and a second one with the collaboration of a group of ten experts (teachers, and researchers coming from different universities as well as from specialized and prestigious centers) who, through a series of questions, assess 89 elements (Annex I) structured in 5 dimensions:



Knowledge (30), Skills (17), Attitudes (8), Values (19) and desired behaviors (14). The dimension of Knowledge has four other sub-dimensions called: Politics/Justice (11), Social (9), Culture (5) and Economy (5). All these elements reach in the second round a score higher than 3,59 in a scale of 5 points.

The question is what is the importance given by experts and teachers of these elements. In Chart nº 2, we find a contrast between the assessments of the experts (EXP) and the importance (IMP) given by teachers to the different dimensions and elements of the glossary. As observed, all dimensions are highly valued (above 4), being that the assessment is always higher in the case of the experts.

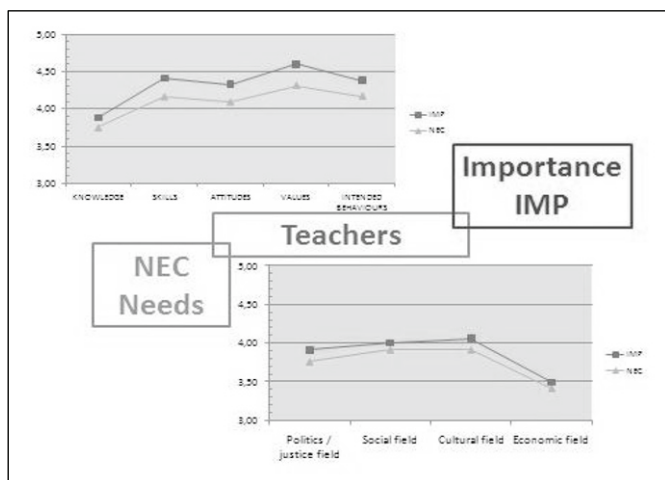


Chart 2: Competence assessment made by experts and teachers

The opinions of teachers and experts are quite similar in every dimension. It must be highlighted the greater value given to desired behaviors. On the contrary, the dimension less valued has been knowledge (concretely the economic dimension). Further, Chart nº3 is presented to show the comparison made by teachers regarding the assessment of the importance given to the different dimensions of the glossary referring to the social and civic competence, as well as how teachers need them. It can be observed thus a parallelism between importance and needs, which are always slightly less valued. When comparing the value given to the importance and needs regarding the sub-dimensions of knowledge, a parallelism is also observed in every case. It is also here important to mention that the value given to knowledge in the economic area is slightly less than in the rest of the cases.

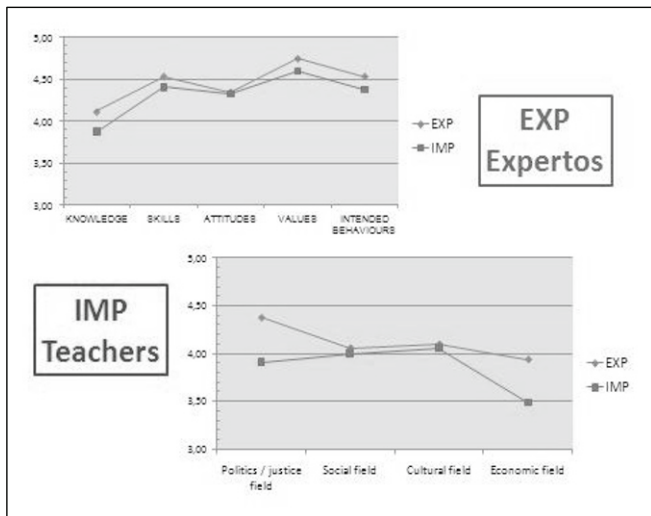


Chart 3: Competence importance and needs for teachers

### 2.2. Educational centers and its needs

Educational centers must be conceived as the main axes of new citizens' education, as well as the main developers of this education connecting agents and environments (Calvo de Mora y Morales, 2008). However, the question is what do the centers think and need?

In order to answer this question (teachers' involvement, collaborations, needs) a survey (reliability 0,908, Cronbach's alpha) has been delivered via Internet to all educational centers, not universities, only from Andalusia (around 94.000 teachers). The sample, with an error rate of 5% is set in 383 individuals, although the real sample counts up to 801 answers. Concerning their characteristics, there is a relative balance in gender, slightly higher in relation with men (52,30%). Most of the teachers do not hold a directorship and have not done it before (64,80%), and they have neither had responsibilities as academic coordinators in their centers (62,50%).

As shown in Chart n°4, there is a relevant representation (in relation with the size of the population) of the different educational levels and stages. Another significant aspect of the sample is related to the competences' development. A considerable majority (67,70) affirms that they have done learning courses or activities about

competences, but only a 23,50% has followed specific training courses about the social and civic competence.

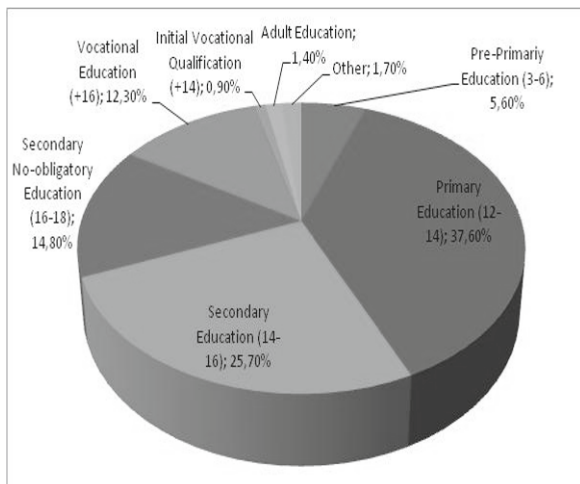


Chart 4: Sample distribution according to educational levels

For the surveyed teachers, social and civic education must emphasize, in a scale from 1 to 5:

- a) The development of critical thinking among students (4,67)
- b) The development of democratic values among students (4,66)
- c) To teach students how to cooperate with equals (4,60)
- d) Students' participation in community activities and problems (4,48)
- e) That students learn which are the structures of the government and how do they work (4,24)

An important element to assess teachers' preparation and attitude is their involvement in educational centers. To this regard, we ask them to evaluate their identification with some relevant aspects from the center, their preparation and development. Although all aspects are positively valued for teachers (scale 1-5), the following ranking can be established: a) Identification with the norms and values of the center (4,11), b) Engagement with the educational project of the center (4,02), c) Cordiality and cohesion (4,01), d) Making use of the dialogue and communication (3,99), e) Taking decisions in groups (3,88), f) Participating in projects from the center (3,87), g) Cooperation and teamwork, h) Participating in interdisci-

plinary projects (3,59), and i) Participating in projects coordinated together with other centers (3,00).

Regarding the last aspect (collaborating with other centers), an essential aspect of the study has been mentioned: interactions with the community (collaborations and networks). In Chart nº5, the answers regarding daily interactions of the centers with local institutions (68,2%) and with other local educational centers (67,8%) are quite high. On the contrary, collaborative interactions with syndicates and other social agents (13,80%), as well as with potential agents (3,00%) are not so frequent.

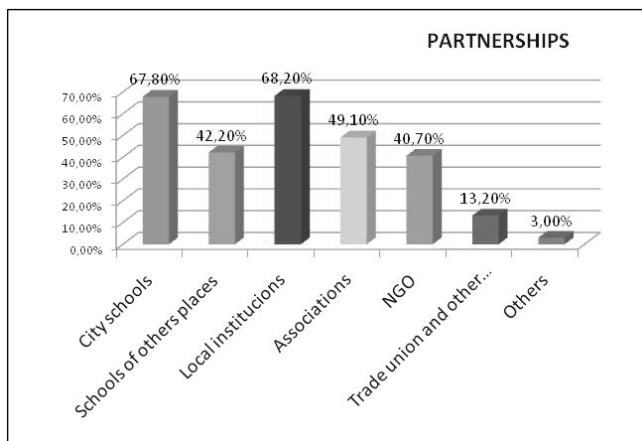


Chart 5: Daily collaborative interactions of the centers

On the topic of centers’ involvement in networks (educational, professional, social...) half of the teachers affirm to be involved (49,10%), but there is also another half not involved (50,90%). This should be, from our point of view, a key element for the educational and learning approach in the centers. In this sense, it must be highlighted that 69,6% of the individuals participating in the survey would be interested in participating in educational networks and collaborative interactions, thanks to the support of communication technologies, with other centers.

Teachers were also asked about three necessary aspects for the center, from their point of view, in order to properly develop the social and civic competence. In the following table, the most relevant answers for the three aspects are delivered:

FIRST PLACE	SECOND PLACE	THIRD PLACE
Materials and resources (37,4%)	A training process specialized in the competence (31,1%)	Interacting with members of the educational community (teachers, students/family) (17.1%)
A training process specialized in the competence (23,80%)	Materials and resources (13,0%)	More involvement of the educational center with civic organizations (13,1%)

Chart 6: Needs for the development of social and civic competence

### Conclusions and proposals

Taking the results into account, it is convenient to step forward in the design of materials and resources under the perspective of an open and flexible repertory, allowing teachers to have a wide range of materials (documents, videos, images...). These materials will be completed with a didactic guide in order to be adapted by the teachers according to the demands and possibilities in their educational context. Among the aspects to be considered for their design, it has to be taken into account:

1. Dimensions (knowledge, skills, attitudes, values) and elements of the social and civic competence (Annex I)
2. Thematic areas:
  - a) Diversity
  - b) Coexistence
  - c) Cooperation
  - d) Culture of peace and no violence
  - e) Environment and sustainable development
  - f) Health and consumption
  - g) Economy
  - h) Culture and media
  - i) Mobility and circulation
  - j) Patrimony
  - k) Democracy and participation
  - l) Human rights
  - m) Identity and social relations
3. Content areas:
  - a) Transversal or interdisciplinary
  - b) Natural sciences

- c) Social sciences
  - d) Art education
  - e) Physical education
  - f) Citizenship
  - g) Spanish language and literature
  - h) Languages
  - i) Math
  - j) Technology
  - k) Others.
4. Level or age of the students:
- a) Preschool Education: 3 to 6 years old.
  - b) Primary Education: 6-8, 8-10 and 10-12.
  - c) Obligatory Secondary Education: 12-14 and 14-16 years old
  - d) Post- Obligatory Education: 16-18 years old.

Furthermore, it would be interesting to take into account the availability of information and specific education regarding the social and civic competence (glossary), as well as the strategies and didactic resources appropriate for working at educational centers, such as: a) Methodologies about collaborative learning, b) Work based on problems, c) Participation in community activities, etc.

Finally, this proposal should be surrounded by a collaborative and cooperative environment (educational networks), characterized by the exchange of information and the diffusion of experiences (good practices), resources... With no doubts a priceless means of distributing and sharing professional and educational knowledge.

### **Annex I: Dimensions and elements of social and civic competence.**

	KNOWLEDGE
1	Political systems and government systems
2	Rule of law: Powers and its administration
3	Key elements of the political system: Parliamentary government, the importance of voting (local, national, European level)
4	Basic institutions of democracy (local, national, European level)
5	Political life: political parties, election programmes and the proceedings of elections
6	Democratic values: Freedom, Equality, Justice and Solidarity
7	Rights and Freedoms : Constitution, Statutes
8	Human Rights

9	Judicial System
10	Rules of collective life: Legislation
11	Knowledge on current political issues
12	The individual: Personal Identity
13	Social relations in society
14	Social rights and duties
15	The function and work of voluntary groups
16	International Organizations
17	Migrations
18	Social participation
19	Violence as an obstacle to live together
20	European, national and local social framework
21	The history and cultural heritage
22	Different cultures in the school and in the country
23	Main events, trends and change agents of national, European and world history
24	The role of the media in personal and social life
25	Relevant social issues and challenges: environment, natural resources, nuclear energy, genetics ...
26	Social welfare
27	Production and consumption of goods and services
28	Work: Organisation, fruits and distribution
29	Unions and business organizations
30	Running of the economy
	SKILLS
31	To argue, to debate
32	To Reflect in the Light of democratic principles and values
33	to evaluate a position or decision, take a position and defend a position
34	To distinguish a statement of fact from an opinion
35	To analyze society critically
36	To resolve conflicts in a peaceful way
37	To examine information critically
38	To interpret the media messages (interests and value systems that are involved etc.) (critical analysis of the media)
39	Anticipating to hear and determine the long-term problems
40	To possess communication skills (to be able to present in verbal and/or written manner your ideas)
41	To monitor and influence policies and decisions including through voting
42	To use the media in an active way (not as consumer but as producer of media content)

43	To build coalitions; to co-operate; to interact
44	To be able to live and work in a multicultural environment
45	The regulation of anger as a strategy for violence prevention
46	To listen and to put yourself in someone else's shoes
47	Personal awareness and autonomy
	ATTITUDES
48	To feel responsible for your decisions and actions in particular in relationship to other citizens
49	To take part in society, politics...
50	To Interest in the exercise of functions at all levels of public life
51	To trust in and have loyalty towards democratic principles and institutions
52	To be open to difference, change of own opinion and compromise
53	To adopt a positive attitude towards life
54	Empathy for the disadvantaged and to put yourself in someone else's shoes
55	To respect services, goods and public places such as common heritage of all citizens
56	Community connections
	VALUES
57	Acceptance of the rule of law
58	Defending the principles of social justice
59	Solidarity
60	Value difference and recognize the equal rights
61	Respect of oneself and of others
62	Respect and defend the differences (gender, religious ...) and diversity
63	Negative towards prejudice, racism and discrimination
64	Tolerance
65	Respect and defence for human rights (freedom, diversity and equality)
66	Respect and defence for the dignity and freedom of every individual
67	Ability to listen
68	The importance of democracy
69	The need to preserve the environment
70	Pace
71	Responsibility
72	Importance of practicing altruism
73	Advocating for the inclusion versus segregation
74	Acceptance of the effort and work habits in the rule of law
75	Enhancing creativity and openness as a instrument of enriching society
	INTENDED BEHAVIOUR
76	To take initiative
77	To accept responsibilities in society



78	To be active in the political community
79	To be active in the community
80	To be active in civil society
81	To cooperate, to construct and implement joint projects.
82	Recognition of the contributions of other languages and culture
83	To resolve conflicts in accordance with the principles of democratic law
84	To take part in public debate
85	To criticize and to reject any kind of violent behaviour
86	To adopt a peaceful and non violent behaviour in any situation
87	To practice the dialogue to reach agreements as way of resolving conflicts
88	To put yourself in someone else's shoes, to understand her point of view even than it is different your own
89	To involvement in social and community development initiatives

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## Children and Participatory Budgeting in Portugal: *Redefinition of Citizenship and of Citizenship Education*

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### Abstract

Children's participation in Participatory Budgeting (PB) shows us children as social actors involved in local political action and in a process for citizenship education.

PB is a process of shared management by local councils, who participate in the elected local government bodies, and people, individually and/or through civil society associations. It is one of several instruments of participatory democracy and it takes different forms.

PB realizes a relationship between representative democracy and participatory democracy and one of the objectives of local government is to make government more transparent, more socially just and politically closer to citizens. Moreover, it seeks the inclusion of social groups, such as children, that remain outside traditional forums for discussion and decision-making.

Participatory Budgets of Children and Youth (PBCY) are innovative social processes that aim to: 1) involve children in practices of citizen participation, including issues related to living space; and 2) promote and institutionalize children's participation in the political and the symbolic. It also encourages the civic participation and recognizes the role and importance of children as citizens, since PB is considered an effective area for the practice of citizenship, participation and the monitoring of public policies.

This paper aims to characterize the PBCY Carnide Parish Council (Lisbon) from a sociological framework. The approach will focus on the relationship between the parish council and the community, deeming the local level most favourable to promoting children's participation and citizenship.

### Introduction

Democracy evokes different images and assumptions. For some, it is the image of a group that represents the majority, holding the ability to influence political decisions that are taken within the State (representative democracy), whereas, for others, it is the image of an assembly or forum where everyone has the right to participate in the whole of the decision-making process (participatory demo

Both representations, as many that coexist, are not pure, thus presenting time-space variations and overlapping each other. As a result, there are different and rival notions of democracy, all centred on the model of citizenship in analysis. Parry and Moyser (1994) identify two distinctive concepts of democracy: the participatory or radical conception and the realistic conception. The former stimulates the population to adopt an active role in the governance process, seeking to expand citizen participation beyond traditional ways, such as voting or signing petitions, while the latter defends a more conservative and restricted notion of participation that does not go further than citizens' vote within regular time spans.

Political rights favour organisation in order to strive for social rights and to create special social spaces, which will allow us to distinguish between passive citizenship, embodied by the state, and active citizenship, that considers the citizen bearer of rights and duties, but especially creator of rights, this way opening new spaces of political participation.

Nowadays, we are facing a period characterised by a new dynamics, mainly in the debate and in the worldwide creation of experiments, in terms of forms and processes of participatory democracy headed by communities and subordinate social groups fighting against social exclusion and the trivialisation of citizenship, mobilised by the inspiration of more inclusive social contracts and of a democracy of higher intensity (Santos, 2003). It is increasingly urgent that these groups are involved through democratic discourses, in a way that allows them to express their needs and formulate solutions for their problems, i.e. policies and practices need to come forth in a down-top approach.

Participatory democracy preserves dialogue and calls upon citizens to participate in the exercise of power. It is based on the assumption that citizens should participate directly in political decisions and not only, as representative democracy sustains, in the choice and exclusive competency of municipal executives.

Participatory budgeting or participated budget (hereafter referred to as PB) is a tool of participatory democracy that can take various shapes. It is a process of shared management of municipalities, in which the bodies of elected city councils and citizens, either individually or by means of civil society's associations, participate. The participation of citizens can be merely consultative (as in the Portuguese case) or deliberative (as in the Spanish case).

From a sociological point of view, PB leads to an important and significant group of questions, particularly when children, traditionally furthered from political issues and the state, participate in the redistribution of a city's resources, by being consulted or involved, in a participatory manner, in the management of the parish,

as in Carnide (*parish* in the municipality of *Lisbon*). This illustrates a counter-hegemonic perspective of childhood, as it illustrates a perspective of children as competent, social actors, with voice and action. It also respects children's rights (article 12<sup>1</sup> of the Convention on the Rights of the Child).

In this paper, an urban initiative shall be described – the PBCY adopted by Carnide parish.

## 1. Brief characterisation of PB

PB makes use of various shapes and is highly heterogeneous. A decade ago, in Brazil, and more recently, in Europe, several municipalities started a process of citizen participation. There are currently about 1200 municipalities in Latin America and over 100 in Europe with participatory budgetings.

The PB of Porto Alegre, in the Brazilian state of Rio Grande do Sul, was pioneer in the implementation of many PB, thus being a world reference and a source of inspiration for Portugal.

Even if PB had their origin in left-wing or centre-left-wing local governments, they are nowadays being disseminated to other political contexts.

### 1.1. PB: characterisation of the process

There are many approaches to the analysis of PB, such as 1) its importance in endogenous development (Kliksberg, 1999); 2) the fact that it is a tool that contributes to strengthening representative democracies (Allegretti & Herzberg, 2004; Villasante & Garrido, 2003); 3) a process of participatory management of urban governability (Cabannes, 2004); and 4) even as a way of counter-hegemonic globalisation towards social change (Santos, 2002, 2004). There are also several dimensions of PB on which one can work, namely political, social and participatory and normative (Cabannes, 2003). The terminology of PB leads us to a considerable diverse set of practices and experiences that sometimes have very little participation.

According to Vianna (2003), PB articulates between representative democracy and participatory democracy and is based on a particular group of features: volunteer and universal participation; the actual deliberative power of the population; self-regulation; answering to the population; the combination of aspects of repre-

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1 Article 12: "1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child."

sentative democracy with those of participatory democracy; and the application of criteria of justice in the distribution of public resources.

Despite the many ways used to apply PB, they share common features, namely the fact that it is considered a new way of urban governability (Allegretti & Herzberg, 2004; Cabannes, 2002, 2004; Ganuza & Sotomayor, 2003; Manjavacas, 2007; Santos, 2004). Moreover, PB processes are based on key-principles and lead to democracy, equity, community, education and transparency. They also possess fundamental characteristics, such as the identification of priority expenses by members of a community; the election of budget delegates to represent the different communities; the facilitation and technical support by public servants; the existence of assemblies to deliberate and vote priority expenses; and the implementation of impact projects in the community. Many of these principles and features are also found in other participatory processes, but in the PB they are combined and implemented concurrently.

PB gives shape to a virtuous relationship between representative democracy and participatory democracy, which is not exempt from tensions and conflicts, and aims at making local governments more transparent, socially fairer and politically closer to citizens. It is one of the ways that could contribute to fight back the double pathology that affects democratic regimes: the pathology of representation ("I do not feel represented by my representatives") and the pathology of participation ("I do not participate because my vote doesn't matter"). Finally, it intends to include social categories that are traditionally kept apart from the discussion and decision-making spaces, as it is the case of childhood.

## **2. Children's participation: brief reflection**

In certain Northern European countries, some municipalities use different forms of consulting children and youths, who are asked to speak out their political points of view and, in this manner, influence the social processes of making politics. These consultation procedures include youth councils, youth parliaments, youth political organisations, NGOs, student associations and youth newspapers. However, many criticisms are made of some of these procedures, especially of childhood councils, that range from the difficulty in recognising and admitting the voice of children, as adults carry out the project and take their voice to the local power, to the fact that mass media do not consider children's collaboration in this area worthwhile (Koebel, 2001). Many defend that the majority of these experiments are seen as news forms of democracy (participatory democracy), though they use a traditional model of representative democracy and an adult model, which leads to a decrease of citizen responsibility and interest, particularly of children.

It is necessary for participation not to attempt to replicate adult institutions of political participation in municipalities, chiefly local parliaments and consultative councils. It should, on the other hand, try to discover ways of participation which are compatible with children's cultural backgrounds by making use of an interventionist imagination. This way, it would work as a means of communication aware of children's ways of expression (for example, the importance of drawings, posters and music) and as dialogue channels established with power, either in an assertive vindication perspective or in a monitoring and direct discussion approach (Sarmiento et al., 2005). It is equally important to recognise the difference within childhood, as a generation category with idiosyncracies, so that an urgent change in social and educational policies bound to affect children occurs.

Children's participation is a principle vastly acknowledged, directly or indirectly, by international organisations and NGOs, which are involved in the struggle for children's rights. Initiatives that invite and promote the creation of places for children to present their viewpoints, concerns and suggestions in forums and other events are considerably frequent. This leads us to recognise voices (as an instrument of knowledge and participation) that would otherwise rarely or hardly have a place in social life.

Nevertheless, there is still a whole set of resistances and constraints regarding children's participation. They are summarised as follows (Tomás, 2007):

- a. Childhood paradigms, images and various conceptions existing in contemporary societies, such as paternalism, adultcentrism, authoritarianism, protectionism, ethnocentrism and biologisation, are responsible for the process of children's invisibility, and of their cultural backgrounds and social realities. However, these paradigms cannot be considered stagnant symbolic divisions. They are interpretation tools that arise in the justification of adults' action over children.
- b. Children's participation started with NGOs, occasional projects and experiments and theoretical production in social sciences, namely pedagogy, education and sociology of childhood. The defence of children's rights and participation does not arise from the state, but it is owed to the action of NGOs and social movements. The predominant discourse about children's rights is that of legal concerns, often to the detriment of structural complexities and social, economic, political and cultural conditions.
- c. The localisation of participation. When examples of children's participation are put forward, they frequently refer to local projects restricted to occasional experiments. Many of children's actions are done at the local level and it is at

this level that it is possible to identify and understand networks of strategic, constructive and transforming actions of children and childhood. Since they function at a particular local level, they end up being imprisoned in scales that make them unable to be credible alternatives to the ones that universally or globally exist (Santos, 2003). All in all, children's participation is still inscribed in a local logic, in specialised contexts, which does not mean, as we shall see, that they are not important, nor that they are not successful.

- d. Restricted conceptions of participation. For Cleaver (2001), it is essential to deconstruct some myths related to participation, namely what is viewed as inherently good participation when it comes to participants. Alternatively we should focus on the idea of using the correct techniques, which are the way to the success of these approaches. Another myth is related to the idea that power and policies as a whole should be avoided because they are considered obstacles. Most of the time, theoretical approaches to participation create a dichotomy, distinguishing between efficiency arguments (participation as a tool to find new results) and those about equity and empowerment (participation as a process that highlights people's ability to improve and change their lives). Also important is the discussion of these assumptions and overcoming these myths and participation models associated merely to representative democracy and adult and ethnocentric practices.
- e. The difficulty in the promotion of participation spaces due to political and economic interests. When Hannah Arendt (1994) distinguishes public from private, she believes that there is an insurmountable tension between private/vital interests and public interests, dependent on collective interaction and thus on common good. While, on the one hand, children's participation is defended and promoted, at least at the level of discourse, on the other, factors of social inequity still prevail, which are based on structural conditions and social, cultural, symbolic and ideological representations intrinsic to age and generation, hence explaining the frail expression of effective children's participation.

The debate on children's participation has become more intense and is vaster than the concrete experiments of children's participation. There are several factors that have brought a greater attention to children's participation:

1. The refusal for the sake of refusal when it comes to children's participation. Except in occasional cases, dissonant voices and criticisms of children's participation argue against and present explanations for this refusal, i.e. presently one has to argue when one does not agree with children's participation. This is something new, since the idea has been refused, for



- quite some time, without having to be justified, including supranational agencies that protect the value of children's mobilisation. This is the standing of the World Bank and UNICEF, though these hold a technical conception of participation.
2. Children's participation contributes to the re-legitimation of democracy. Traditionally, children were not considered part of democratic relations. When one strives for their participation, regardless of their age, the meaning of democracy as we know it, and as it exists in most western political systems, changes. The discussion about the search for emancipation in this particular generation group is promoted through the construction of a citizenship that would include children, as well as the discussion about participatory democracy. Therefore, it is a process of re-asserting the condition of children as actors, contributing to a re-invention of participatory democracy, for instance, through the introduction of new political practices and the emergence of new ways of citizenship.
  3. Childhood as a social category is brutally attacked by poverty and inequities, including in rich countries (UNICEF, 2007). Children's participation is understood as a tool that can help to soften this situation of exclusion by involving children in decision-making processes.
  4. Participation is a means to transfer issues of management to children, as it happens in children and youth's participatory budgetings.
  5. The vindication, by NGOs and some fields of knowledge, of a more active role for children. The importance given to the action of children and to childhood from a scientific point of view is also perceived through the increase of books and papers published and the organisation of congresses in this area, that comprehend the theme of participation.

To sum up, there is a set of important aspects regarding children's participation worthy of reflection and debate: the diversity of definitions of children's participation, contexts, the actors involved, participation processes and methodologies on the one hand; and the importance of social, cultural and political factors exogenous to participation on the other. When children's participation is discussed, it is also necessary to take into account several dimensions of social differentiation, like age, gender, race, ethnic group and social class, that will influence the quality and distributive effects of participation. Another important issue is the relation between children's participation, democracy and (active and inclusive) citizenship. Children's participation should consider a two-dimensional approach to generational justice, i.e. it should articulate two interpretations of justice – distribution (based on a critical distributive theory, whose concerns are childhood poverty, children exploitation, inequalities, and the like), and

acknowledgment (issues of disrespect, imperialism and status hierarchy that need to be incorporated) (Fraser, 2002).

Important questions, such as “How to carry it out? What ethical issues? Which evaluation?” give credit to the whole process. Therefore, one should bear in mind the technical dimension of children’s participation, as well as the organisation and methodology for working with children and with the mediation of adults. Due to this, it is necessary to assess the process and its results, including those related to the effects of public policies on children’s daily life, not to mention the pedagogical dimension, which should not be overlooked.

Finally, children’s social movements, movements for the defence of children’s rights (Tomás, 2007), NGOs and other organised groups moving around children and children’s participation can be identified as social actors that may represent children’s interests. However they should not be looked up to as unique and their representation should be interpreted critically. The promotion of spaces for decision-making and sharing power gives way to the creation of new methodologies and strategies for working with children leading to their involvement in the decisions that will affect their futures.

### *2.1. Children and Youth’s Participatory Budgetings (CYPB)*

Children’s participation in PB promotes and institutionalises the participation of children in the political and symbolic framework of children’s rights, while at the same time encouraging civic participation and recognising the role and importance of children as individuals and citizens.

The experiment of children’s participation in PB also enables the realisation of urban planning with children, instead of for children and it promotes interactions (high intensity) between city/parish councils, schools and the community. However, and though they are not very significant at the international level, including in the context of PB, there are various initiatives of children and youth’s participatory budgetings that happen around the world: Brazil (Recife, Goiânia, Barra Mansa, Icapuí), Canada (Vancouver), Germany (Hamburg), Spain (Seville), South Africa, Portugal (São Brás de Alportel and Carnide parishes).

Despite differences of context and processes of PB, there is a common principle to all these experiments: all comprehend the importance of taking into account children and youth’s needs and of promoting the creation of places for their participation as citizens, considering ways in which power can be shared with children at the local level.

## 2.2. CYPB in Portugal

Urban public policies for children are presented as inescapable, because the city occupies a central place in power and governance in the context of globalization. On top of that the city is the space of inclusion or exclusion from citizenship. Citizenship in childhood, affirmed under the legal consecration of the rights of children, has a problematic place of empowerment and constraint in urban spaces.

Empowerment, because it is around children's participation in the collective construction of urban policies that the participatory rights of children in public space have been more impressively proven, has been saying. This statement of children's participation sets a conception of citizenship that does not reduce it to the classical model of Marshall (1967) - civic citizenship, political and social - but expands it critically (Wexler, 1990), through the exercise of collective involvement in the construction of public spaces. Movements such as participatory budgeting with children potentiate this form of citizenship for children.

Constraint, because the city "is not a thing" (Fortuna, 1997), it's socially constructed and experienced. And this building process is, in a society at risk, potentially more restraining of children's autonomy, most limiting of spaces, more threatening to security, inducing more globalized forms of colonization by consumption and more power inequalities (in particular, access to spaces, goods and urban services).

In Portugal when we analyse CYPB, innovation occurs in a micro level, in a municipality scale. Some of the most innovative experiments in Portugal are promoted by parishes (Dias, 2008, 2009). An example of those innovative experiments occurs in Carnide parish<sup>2</sup>. This experiment show us the opportunities and challenges facing the development of children as bio-psycho-social-cultural beings and the political opportunities that exist for the assertion of children's participation in urban space.

It's important to describe the evolution of the process of PB in Carnide. In November 2004 the parish started the process with decentralized meetings. In 2006 the parish applied surveys and organised thematic meetings. Then, in 2007, the parish decided to involve children and youngsters. The project now involves kindergarten, 1st, 2nd and 3rd and a vocational school.

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2 Carnide it's in the north of Lisbon and is the six largest parish of Lisbon. Has 21.000 inhabitants and almost 15.000 voters and 50% are considered deprived quarters. Budget: 2, 5 millions of Euros.



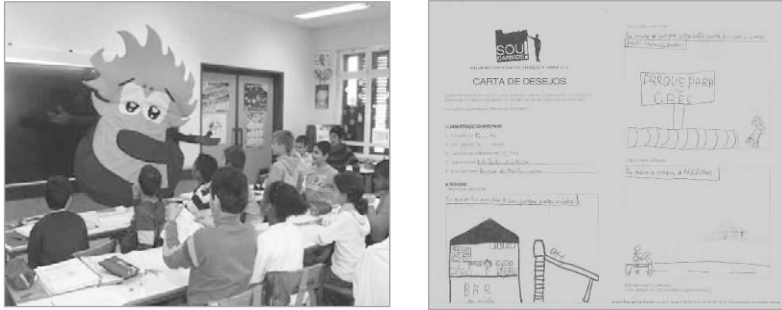


Figure 2: The Mascot "I'm Carnide" visit children at school and a Letter of Wishes. Source: Quaresma, 2009

We can say that the impact of Children and Youth's Participatory Budgeting in Carnide can be translated in promoting young people's active citizenship in such way that it becomes itself a learning process. We can also say that, by involving different generations in the debate and decision process, the participation of children's parents increases likewise.

European surveys suggest that citizens define themselves on the basis of local and regional identities. Only after these, they described themselves in national and transnational terms. This result implies that there are different spheres in relation to the feeling of belonging: their street, their neighbourhood, their city and sometimes their regions, their countries and, lastly, the European Union (varies per country) and that's one of the main reasons for the reflection on this kind of process (Santos, 2009).

### Emergent Reflections

The rate of democratisation of a society should not be measured in terms of the number of people who vote, but of the spaces for participation in a society and of the people that participate in them. PB is a process and a tool for participatory democracy that aims at promoting citizens participation in decisions related to city policies.

The field work, even if of an exploratory nature, was instructive to the point of having evidenced that PB can be applied to other areas beyond budgeting issues, since the way citizens make choices about the redistribution of taxes is related to other subject areas, such as politics, the means and levels of political involvement and institutional trust.

In this paper, we set out from the theoretical assumption that children are an autonomous and sociological subject, independent of and interdependent on adults. Children's participation is an essential process because it recognises the right of children to make decisions in their community and understand the process as a dialogue, through which an active listening, reflection, reformulation, thinking, discussion, negotiation and entertaining is produced. This means that dynamics and techniques that come from the social and cultural worlds of children are necessary, as well as specific methodologies, the creation of educational materials to train adults and children, the attention paid to spaces and to ways of participating, rhythms, languages and the like.

The learning of citizenship, more than the assimilation of theoretical principles, presupposes the creation of an experience in which family relations, peer groups, public spaces in schools, means of communication, scientific research, politicians, technicians, neighbourhood intervene. Thinking in the line of citizenship for childhood will always imply an effort to promote children's participation as participatory actors in social relations, especially involved in the process of social relations.

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## University-Community Links: Connecting Universities, Schools, and Communities Through Music Video Production

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### Abstract

This paper seeks to demonstrate some of the basic principles of Participatory Action Research (PAR), primarily through a very concrete example of music video production. After a brief historical sketch of PAR, “University-Community Links” projects in California will be discussed as ways of extending PAR into community based research (see <http://uclinks.berkeley.edu>). Finally, an example from related project work here in Augsburg, Germany, will be discussed, where students from the University of Augsburg worked together with local youth in producing a music video.

### Participatory Action Research

This historical foundations of Participatory Action Research are constituted by the socially minded semiotics of Lev Vygotsky (1934) and the democratically inspired social epistemology of John Dewey (1916). Vygotsky’s work was carried on after his death in 1934 by his colleagues Alexander Luria (1979) and A. N. Leontiev (1978), and has been reinvigorated recently through international and interdisciplinary movements within cultural psychology (Cole 1996, Vásquez 2003), education (Moll 1993, Engström 1999), and technology studies (Nardi 1996, 1999, Vogt 2010). In a parallel fashion, Dewey’s work has also been revitalized, in philosophy through Richard Rorty’s ground breaking *Philosophy and the Mirror of Nature* (1973), and in education, through various research groups in American and Europe (e.g., <http://doe.concordia.ca/jds/>, [www.hf.uni-koeln.de/dewey](http://www.hf.uni-koeln.de/dewey), & [www.nordprag.org/](http://www.nordprag.org/)).

### Learning through participation in communities of practice

John Dewey’s vision of schools as vital parts of their surrounding communities, in particular, continues to speak to us from the future (Dewey 1907, 1916). In *Democracy and Education*, for example, Dewey laid the groundwork for a learning communities approach to education:

“Any social arrangement that remains vitally social, or vitally shared, is educative to those who participate in it (because) the very process of living together educates. It enlarges and enlightens experience; it stimulates and enriches imagination; it creates responsibility for accuracy and vividness of statement and thought.” (1916, p. 6)

So, from this Deweyan perspective, the recent developments in social media and multimedia production offer a tremendous potential for realizing holistic pedagogy. Student driven multimedia production, for example, insures that students will not become mere consumers of knowledge, because if they don't take responsibility for their own actions, nothing interesting will happen. Assuming that something interesting is produced, which we have found in nearly every case, social media is then an incredibly efficient way to share our video productions, largely short films and music videos, predominately with our international partners in San Diego ([www.laclasemagica.com](http://www.laclasemagica.com)) and Barcelona ([www.5DBarcelona.org](http://www.5DBarcelona.org)).

My Seminar at the University of Augsburg, “Local and International Learning Communities”, is officially called a ‘Project Seminar’ because we work together with three local schools and two community centers, coordinating concrete multimedia production projects with local youth. On the university side, I meet with my students at the beginning of each semester, and introduce them to the basic principles of Participatory Action Research, focusing on the crucial ideas of learning through active participation and designing for sustainability.

From a Participatory Action Research point of view, sustainability means building long-term relationships with the people and institutions that we work with. So the particular social contexts in which our projects are embedded are extremely important. Working with after school programs in Germany, for example, involves different expectations and evaluation procedures from working in community centers in California. This requires constant communication with all of the key stakeholders involved; the university students, local youth, school principals, and parents.

After this first face-to-face meeting at the university, I then podcast all of my subsequent lectures, so that the university students have the time to actually go out into the schools and community centers and work with local youth. To help manage the projects, we use ‘digicampus’ ([www.digicampus.de](http://www.digicampus.de)), a moodle-like interface, to communicate about ongoing activities, reserve video equipment, share fieldnotes, and openly discuss podcasted lectures and reading materials. The university student fieldnotes function both microgenetically, showing how concrete learning scenarios play out in real time, and macrogenetically, showing how the projects themselves develop institutionally over comparatively longer stretches of time. Our “Begleitstudium” (literally meaning “accompanying study” but functioning more like an “independent study”) enables university students to

continue working in the projects for up to three additional semesters after taking the Seminar (see <http://begleitstudium.imb-uni-augsburg.de>). This helps us to form 'Project Coordinator' positions for highly motivated university students and to develop new projects in the Augsburg area. Our website, [www.5DDAugsburg.de](http://www.5DDAugsburg.de), is completely designed and maintained by university students, while our facebook group, "5D – Augsburg", facilitates international communication and is especially useful in initiating and planning student exchange activities with the University of California.

### **“University-Community Links” projects in California**

Our projects in Augsburg are part of an international network of projects dedicated to using educational technologies and social media for the benefit of youth development. Historically, the projects developed in California, through the University of California system (see <http://uclinks.berkeley.edu>). In the early 1990's, about twenty years ago, The University of California in San Diego started up an innovative partnership between its Human Development Department and a nearby, predominately Latino neighbourhood, "Eden Gardens" (Vásquez 2003). The purpose of this partnership was to create a sustainable Participatory Action Research project dedicated to promoting social and cognitive development with local youth and their families. The project was called "La Clase Mágica", which translates into English as "The Magic Classroom". As time went on, La Clase Mágica, under the leadership of Professor Olga Vásquez ([www-tep.ucsd.edu/people/faculty/vasquez.shtml](http://www-tep.ucsd.edu/people/faculty/vasquez.shtml)), developed into a very vibrant form of multicultural education where bilingual youth were encouraged to continue developing their Spanish language skills and connections to Latino culture, and, at the same time, develop the social and academic skills necessary for success in mainstream academic culture.

Meanwhile, Charles Underwood, an Anthropologist at the University of California in Berkeley, took note of the fact that La Clase Mágica was a big hit. With funding from the Andrew Mellon Foundation ([www.mellon.org](http://www.mellon.org)), he, Vásquez, and their colleagues throughout the University of California system, created "University-Community Links", or "UC Links" for short, making it possible for other universities to form Participatory Action Research Partnerships with schools and community centers all over California. As a result, we now have over 30 UC Links Projects throughout California involving 10 Universities (see <http://uclinks.berkeley.edu>). La Clase Mágica is still going strong, due largely to the efforts of Prof. Vásquez, who has created nothing less than a Participatory Action Research Model for anyone interested in empowering intercultural education (see Vásquez, 2003, Duran 1995, Moll 1993).

## Engaging youth in music video production

In order to understand the lived experiences, social realities, and human potentials which drive such projects, I think it is very important to look closely at the processes involved, i.e. to reach a certain level of detail. So, for this reason, instead of continuing to argue at a relatively abstract level, I would like to provide a very concrete description of a music video that our university students in Augsburg produced, working closely with eleven to fourteen year old youth in the Königsbrunn area, a suburb of Augsburg, about a 10 minute drive from the university campus.

We started the project off by using digital storytelling (Hull 2005) as a way for participating youth to tell us about themselves, their school, their heroes, and, above all, as it turned out, Sido, a German rapper (see [www.sido.de](http://www.sido.de)). Through this initial activity, we knew that using pop culture, and music, especially, would be a good way to make connections, because the kids were, to put it in a nutshell, completely fed up with school. As one of my students, Kathrin Stangl, expressed it in her fieldnotes,

Ich bin der Meinung, dass man über Musik oder Sport die Kinder gut Erreichen kann, wofür sie sich begeistern können und (ganz wichtig!) Das nichts mit der Schule zu tun hat. (KS/19.05.2010)

(I am of the opinion that one can reach the kids through music or sports, things which they enjoy and, (very importantly!) things that have nothing to do with school.)

After a couple of sessions with digital storytelling, we moved on and did some brainstorming with the youth about what kind of films or music videos they wanted to make. As is often the case, things got split pretty much along gender lines. The seven young girls in the project all wanted to create a music video, while the boys were more interested in doing 'a Kung Fu Movie' (which also turned out great, see <http://youzbrunn.jimdo.com/kunst-kultur-medien/filmprojekte>). The music video is entitled "Respektier mich!" ('Respect me!'), and tells the story of a teenage girl who has to prove to herself and others, that she is a good enough soccer player to play with the boys. With a little help from her teacher, she gets her chance and scores a goal as the final whistle sounds. Here are the lyrics of the song, which the kids and university students wrote together, in the original German as well as in English :In the original German:

**First Verse:**

„Guten Morgen, Fußballwelt  
Du bist das, was mir gefällt!  
Ab ins Bad, ich zieh mich an,  
jetzt sind andre Zeiten dran.  
Früher wurd ich nicht gewählt,  
hab bei jedem Spiel gefehlt.  
Jungs waren immer so gemein,  
in kein Team kam'n Mädchen rein.  
„Hallo ihr, ich bin noch frei!“  
„Vergiss es, du bist nicht dabei“  
Ganz alleine stand ich da,  
keiner sagte zu mir ‚ja‘  
Heute bin ich mit dabei,  
schieß ein Tor und auch mal zwei.  
Denn auch Mädchen können zocken,  
und im Fußball richtig rocken.

**Chorus:**

Hey, respektier mich,  
so wie ich bin.  
Akzeptier mich.  
Denkst du nicht  
Das macht Sinn.  
Gleich, das ist doch,  
was wir sind.  
Zusammen stark,  
seht ihrs nicht? Seid ihr blind?

**Second Verse:**

Große Pause, bin allein  
das will ich nicht, das kann nicht sein.  
Als der Lehrer mich so sah,  
wurde es ihm plötzlich klar.  
„Das ist einfach ungerecht,  
ihr wählt nur nach dem Geschlecht.

**English translation**

Good morning soccer world,  
You are what turns me on!  
Into the bathroom, I dress myself,  
now is another time.  
Before, I wasn't chosen,  
I couldn't play in any of the games.  
The boys were always so mean,  
no girls were allowed to play.  
“Hey, you guys, I want to play!”  
“Forget it, you can't”  
All alone, I'm standing there,  
nobody says “yes” to me.  
Today I'm playing,  
scoring a goal and sometimes two.  
So girls can also kick the ball,  
and in soccer really rock.

**Chorus:**

Hey, respect me,  
just as I am.  
Accept me.  
Don't you think  
It makes sense?  
Equal, that's indeed,  
what we are.  
Together strong,  
don't you see? Are you blind?

**Second Verse:**

During recess, I'm alone,  
I don't want this, it can't be.  
As the teacher saw me,  
it was suddenly clear to him.  
“This is simply unfair,  
You are choosing only by gender.

Seid doch zu den Mädels fair,  
 oder fällt euch das so schwer?“  
 „Mädchenfußball, was'n Scheiß  
 Ihr könnt was? Bringt uns den Beweis!“  
 Der große Traum zum greifen nah,  
 Bald bin ich ein Fußballstar.  
 Nach der Halbzeit wieder vor  
 Kurz vom Schlusspfiff endlich: TOR!

Be fair to the girls,  
 Or is that so hard?“  
 “Girl’s Soccer, how ridiculous,  
 Can you play? Then show us!”  
 The big dream so near,  
 soon I’ll be a soccer star.  
 After halftime, running ahead again,  
 before the final whistle, finally: GOAL!

**Chorus:**

(same as above)

**Chorus:**

(same as above)

**Teamwork as sociogenesis**

The thing that I’d like to demonstrate at this point, is that there are always multiple levels of teamwork going on simultaneously. At the most immediate human-interaction level, the activity of practicing and performing a dance together is an interesting example of the sociogenesis of self control, i.e. coordinating one’s own actions while, at the same time, adjusting one’s actions to fit with the actions of others. This robust form of intersubjectivity, common in team sports, is often lost in multimedia learning projects, when the computer screen itself comes to dominate, instead of human interactions. Then, there is also the ethical aspect of the song, this demanding of respect, which gets its life, in part, through the efforts of the school’s principal, Michael Ettl, who entered the song in a state wide contest about breaking through gender stereotypes (see, in German, [www.rollenbrecher.de](http://www.rollenbrecher.de)).

The most important form of interaction in our projects, however, is almost always that between the youth and the university students. In the language of social constructionism, the social and cognitive development of both university students and school aged youth is largely constituted in, for, and through the human interactions which they create together. As a case in point, consider one of my students, Raffaella Benz, who was into her third semester of working in the project and, consequently, got to know the kids on a more personal level. Raffaella took the initiative and the time to talk with the kids in some depth about their favorite songs and styles of music. Together, they tried out different beats, and the young girls then voted on which ones they liked best.

In the beginning, some of the girls refused to work with each other, because they had differing 'fine distinctions' of musical tastes and very different ideas about what was cool and what was not cool. Julia, for example, the most talented singer among the young girls, wanted to sing a love song expressing the tender remorse and pain of being dumped by her boyfriend. She was not persuaded by an explicit argument that the point of the contest was to show how strong young girls can be. Somehow, though, through the processes of working together with the university students, clapping together to different beats and continuing to work on the text, she finally agreed that it would be better to sing an upbeat song about a girl who wanted to play soccer with the boys. That proved to be a major breakthrough in terms of team spirit. As another university student, Julia Dashevskaja, put it in her fieldnotes,

Endlich waren wir alle sehr stolz über die geleistete Arbeit, vor allem darüber, dass es uns gelungen ist, die doch komplexe Problematik der Geschlechtergleichstellung in den Song einzubauen; die Mädchen scheinen sich sehr wohl zu fühlen, das sie gar nicht mehr aufhören wollten, was uns gezeigt hat, dass es ihnen Spaß macht und sie mit dem Text identifizieren können. (JD/23.05.2010)

(Finally we were all very proud over our achievements, especially that we were able to address the complex problem of gender equality in the song. The girls appeared to feel very good about themselves and didn't want to stop showing us that they were having fun and that they could identify with the text.)

In the actual shooting of the video, another one of my students, Jens Hansen, proved to be very gifted in being able to see what was necessary to capture on video, what could be edited out later, and how to communicate all of this to the kids in an informal way. He would just say things like – "Michelle, stand over here and kick the ball toward the goal", etc. He also put in tremendous amounts of time finishing up the video editing under pressure, because we had to complete everything by the end of the semester.

Madeleine Schuster, also into her third semester with the project, created a DVD cover on her own initiative, so that each child could go home with a DVD in their hands. Perhaps the most rewarding aspect of the production process of all, however, was that, to the surprise of many of the university students, the young girls worked overtime on their dance moves and memorizing the lyrics of the song. In other words, they too, like the university students, rose to the challenge. In this case, the school's partnership with the local youth club ([www.youzbrunn.jimdo.com](http://www.youzbrunn.jimdo.com)) proved crucial, because it provided the dancers with additional time for

practicing on a stage *with* a dance instructor ([www.fitwithdance.com](http://www.fitwithdance.com)). In his field-notes, Ahmed Dinari expressed his surprise this way,

Als die Kinder uns zeigten, was sie geschrieben haben und was sie für eine Choreographie studiert haben, war ich sehr positive überrascht, da ich schon Zweifel hatte, ob sie tatsächlich in der Lage sind, den Text zu schreiben. (AD/09.05.2010)

(As the children showed us what they wrote and the choreography that they mastered, I was very surprised in a positive way, because I was doubtful if they had the ability to actually write the text.)

In the end, all of the hard work paid off, as the entire dance team was invited to perform live in the contest finals in Nürnberg, a two hour bus ride from the school. They finished fourth out of the ten final teams, won some prize money for their school, but, much more importantly, they took home memories to last a lifetime.<sup>1</sup>

In conclusion, we think that these kinds of activities are examples of win-win partnerships between universities and schools. On the university side, my students are constantly telling me how much they appreciate the opportunities to connect social learning theory to concrete educational practices. At the schools, we see a positive transformation of youth motivation levels and forms of engagement through authentic literacy, media competencies, and learning to work together. We are continually developing the projects at local, national, and international levels (e.g. [www.iscar2011.org](http://www.iscar2011.org)), and look forward to your questions, comments, and also, hopefully, to some flexible, open, and sustainable forms of cooperation.

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1 cf. [www.myheimat.de/koenigsbrunn/kultur/sonderpreis-fuer-die-mittelschule-sued-beim-rollenbrecher-wettbewerb-d1194399.html](http://www.myheimat.de/koenigsbrunn/kultur/sonderpreis-fuer-die-mittelschule-sued-beim-rollenbrecher-wettbewerb-d1194399.html)



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## Integrated Services at Early Childhood Education

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### Introduction

In this paper I develop a preliminary theoretical background of a wider research based on interaction amongst early childhood school, families and community.

Child development instead of training children, at early childhood, is a general tendency underlying in this paper. The framework of child development has been evidenced by educational research. Research across the neurobiological, behavioural and social sciences provides the evidence that the first three or four years of life are critical for children's learning and development. The research indicates that:

- Children's brains develop rapidly from birth, with healthy brain development setting the basis for learning and positive social relationships;
- Nurturing families and stimulating, secure environments maximise children's early brain development;
- Severe stress (particularly if the stress is not alleviated by loving relationships) causes damage that is very difficult to rectify;
- Children and families can be helped most effectively, if difficulties are identified early and appropriate support is provided.

Research also indicates that children derive long term benefits when support is provided to parents in their roles and when family capacity and community connectedness is strengthened. From a psychological point of view, this early intervention has to apply to raising learning's achievement (Marchant, G.J., Paulson, S.E., & Rothlisberg, B. A. 2001; Ritblatt, S.N., Beatty, J.R., Cronan, T. A., & Ochoa, A. M. (2002). Furthermore, a sociological point of view suggests that families are changing both patterns structure as well as communities which are formed from families from many different ethnic, cultural and socio – economic background and these different pattern have effects on children's success at school (Mattingly, D.J., R, Prislín, T. L. McKenzie, J. L. Rodriguez and Kayzar, B 2002; Arango, M., Nimnicht, G., and Peñaranda, F. 2004; Chang, M., Park, B. et al 2009.

According the organizational theory the intertwined structures are implemented by support children development in a holistic way. Around the world, multiples examples have been organized and based on comprehensive systems initiatives to

improve coordination among State, Regional and Local agencies as well as non profit organizations dedicated to identification, recognition and response activities to support the development of young children in the framework of inclusive programs and integrated services.

In Andalusia the Ministry of Equality and Social Well- Being is in charge of early childhood programs to ensure that children arrive at school with the tools they need to learn and to thrive. This proposal addresses early childhood education at regional and local responsibilities effort to perform an integrated service which aims successfully to change the life and conditions of the children as vulnerable population:

“Children live, learn and play in different physical environments than adults. This includes extensive time indoors whether at childcare, at home or in school. Finally, children have considerably less knowledge, and control over, the hazards to which they may be exposed, and therefore greater care and support to prevent their exposure is required

**Goal 1:** To provide leadership to the development of cross service systems integration partnerships that support children in early childhood in order to enhance their ability to start school healthy and ready to learn.

**Goal 2:** To support states and communities in their efforts to build early childhood service systems that address the critical components of access to comprehensive pediatric services and medical homes; social-emotional development of young children; early care and education; and parenting education and family support.”

(Decree 205/2004 May 11<sup>th</sup>, BOJA number 99 May, 21<sup>st</sup> 2004)

One target group are children of immigrants. In Andalusia one of five children under the age of six have parents who was born outside of the region. Children of immigrants constitute 20 percent of preschool-age in kindergarten and preschool (Consejería para la Igualdad y Bienestar Social, 2009, p. 35). The research problem is to appreciate gaining on early childhood education supported by integrated services. The reasons of this target group are:

- Both brain science and developmental research show that the quality of the earliest relationships and experiences set the stage for school success, health and future workforce productivity.
- More than 20 years of data on small and large scale early intervention programs show that young children of immigrants and low-income, who are attending high quality programs, are likely to stay in school and more likely to become a successful, independent adult.
- Without high quality support, low income and immigrant families can not provide the basic necessities that their young children need to thrive. The

official poverty level of Andalusia in 2010 for a family –including mono parental family- of three, and poverty is directly related to poor health and education outcomes (European Anti poverty Network – Plan Local de Actuación integral contra la discriminación): Poor, immigrant, and low income children have less likely than their more affluent peers visited a doctor or a dentist in the last year and the achievement gap begins long before school starts and continues.

- Immigrant families tend to refuse to take their children to the kindergarten schools. Traditionally, collectivist cultures think children have to live in the framework of relatives, obviously if grandmother and mother do not work outside of the household. The effect of this family education is weak progress in Spanish language, so bilingualism is not a disadvantageous condition.

Despite the experimental evidence for the advantages of bilingualism, several studies show that successive bilingualism has not a negative effect on Spanish development and on school achievement in Spanish contexts in general, often exacerbated by the home environment (Eurydice, o.c. p. 21)

Successively, at primary school, children from immigrant families - no bilinguals – will certainly encounter a lot of problems to achieve standards of knowledge to be successful in this compulsory educational level.

Education intervention for this early childhood is treated as comprehensive supports during kindergarten and preschool years (birth to 6 years). This school period is structured on strategies which incorporate parents and communities in order to solve four problems which have been already mentioned above combining education programs with parent support, childcare and education which have taken a variety of forms, but whatever form it takes if is not a goal itself, if is an instrument to reach various ends assessed by Early Development Instrument and Integration Policy across four areas, defined by DAP standards (NAEYC, 2009).

- Early Care and Education;
- Social and Emotional Health;
- Medical Care and Access to Care
- Parent Education and Family Support.

Paradoxically, populations that benefit of these programs belong to the affluent class instead of the poor class and immigrant population. The reason of this direct benefit is that the middle class is getting used to practice where is mixed by socio – emotional orientation with academic approaches based on basic language and cognitive skills relating with initial reading, writing and maths.

Statistics (Cleveland, G., Corter, C., Pelletier, J., Colley, S., Bertrand, J. 2006) show a tendency of citizens from the middle class to having access to the skills and resources that have been facilitated by this comprehensive system. At the same time, vulnerability is also attributed to families. Vulnerable families are complex and diverse. Vulnerability itself takes also many forms. What this means is that policies, programs and models focused on these families must recognise all these facts by being flexible and responsive. They will need to be multi-serviced, integrative serviced and multi-disciplinary, mainly in broad issues of accessing quality programs and participating, as soon as they have access in all types of early education programs by capacity building to create a democratic governance.

Andalusia government has provided a wide offer of programs to early childhood and its families: Training plan on childhood, Comprehensive plan to Needy Families, and Early Learning. And multi decentralized and holistic development services: Community social services and social transformation zones. At local level, city council offers an array of services and programs, aimed to the same target population, denominated as equal opportunity services and programs.

The problem of these services are accessing and participating as impact on the four subjects which have been already mentioned. So, when we look at this problem, awareness of early education and social opportunities, the accessibility of those services, and responsiveness to the unique needs of immigrants' families should not be ignored. This problem is also attributed to the Andalusian lower class which have less likely than their fellow citizens access to the skills and resources which facilitate social and educational service participation, not only as user of child care services but in partnership with kindergarten school, parents and community

This study of impact is structured in four analysis levels. First of all, policy dissemination of services and programs carried out by Andalusia administration in relation to awareness and accessibility. Awareness means that both, immigrant and native families, often are unaware of the availability of early education programs and services, or of the eligibility rules for various programs; Accessibility for immigrant and native families, who are aware of early education factors such as location, affordability, eligibility and enrolment processes limit participation. Secondly, politics of programs and services to define eligibility of programs and services, such as, income, Spanish language proficiency, community of residence, etc. – and who decides what qualifies a family? Thirdly, a polity aspect of services and programs according to type of responsiveness or capacity to respond to the needs of diverse immigrant and natives families. This includes an adequate supply of qualified programs to empower families, to make them competent in collaborating and participating on early childhood schooling and optimization of re-

sources by high-quality comprehensive services and family supports. Fourthly, a comparative survey was launched the immigrant and lower class population in the province of Granada, at south east corner of Andalusia region. Obviously, this survey was handed out to families of children who inscribed at kindergarten and preschools services denominated as *centros socioeducativos*. The object of this comparison is to appreciate awareness, eligibility as well as responsiveness across the two populations of immigrants and natives who show compatible social profile, but with different cultural backgrounds. The survey object is to describe families capacity involving in educational early childhood services. It is an active role of families which is demanded by administration services to get involved with education processes in early childhood.

### **1. Services offered by early childhood schools: resources optimization and sustainability**

Regional childhood services policy is based on principles of multiple need of young children by promoting early care and education, including those, which promote access to quality child care and the eligibility criteria launched do not cover all demands and education programs are expensive and out of reach for many families.

The three-legged stools of positive early childhood development are good health, positive early learning experiences and nurturing families. In Andalusia three partnership services are in charge of health, learning experiences, nurturing families and promoting effective parenting: to ensure that parent have time and skills to build a relationship with their young children, while maximising family resources.

By way of introduction, Andalusia's health service is universal. All children have free access to paediatric services. On the contrary, access to state – funded kindergartens is growing almost to 80 percent of the children, aged 0 to 6 years (MEC, 2010), but despite of the access to high quality, child care is still inadequate, and state child care license requirements are not promoting nurturing, because it only provides instructional services without connexion to health and nurturing services.

Providing early childhood service systems which are universal and integrated by different and complementary activities aimed to accomplish equity and effectiveness of the services delivered. However, these services are usually fragmented in some ways to reduce their effectiveness in supporting family life, healthy child development, and the transition to school (OECD, 2006).

Integrated services are supposed to bring together different aspects of child life by coordinating actions of family support, community programs and health. Sustainability of integration is also based on project partner at regional and local levels. This project involves kindergartens offered by Regional government and both regional and local services of family support and community in the scope of social care, culture, environment and health. Additionally, integrated early childhood programs reduce service disconnections, with potential benefits for program quality and equitable access. They may also help child and family outcomes and quality of life, by providing more coherent programming for children while supporting parents in their parenting and needs to work or study (Pelletier, J. & Corter, C. 2006).

The reason for this integration are a child's critical early years during which they begin the development of emotional stability, physical health and development, cognitive skills and social competencies. The effect integrated services is to provide a warm and accepting environment in which children experience success. To build a positive self image and develop dignity and respect for oneself and others, as well as to create a continuity environment amongst different space child life: school, family and community.

Universal service of early childhood education is a political strategy that generally works by involving families in mainstream schools, but quality universalization means changing nursery establishment in a community center: parent involvement in governance as well as education. They include a real commitment to parent involvement, leadership for the school principal, an emphasis on trust, and training for all participants, accurate informations and extensive efforts for broadly-based involvement.

## **2. Transforming schools into community centers**

Integrated children's centres are service centres in which various programs such as child care, playgroups, active pedagogies, and child health services are provided in a seamless service, obviously in the school space and during school journey. The aim of Integrated Services is to make access to services easier for children and families and ensure better coordination. The model of this integrated service is a children's centre which offers odds for early learning and child development in a holistic way including community as well as family.

The Integrated Service Development project is working toward sustainable models for integrated children's centres in Andalusia, consistent with the Andalusian government's priorities. The Centre for Community Health, in partnership with the Department of Education and the Department of Equality and Wellbeing will

work with services across Andalusia to establish Integrated Service Centres that will focus on the needs of andalusian children and families.

Across Andalusia and internationally, schools are recognised as effective centres for integrated services for children and families. Kindergarten public schools are already well recognised for providing a universal service, for providing venues for community services and for facilitating community connectedness. An integrated system built around a school helps to focus on the needs of all children and all families in a supportive, non-judgemental and community-driven way.

Where schools are selected as sites for integrated services in early learning and development, the focus is on preparing children for effective participation in school life. Research indicates that the most effective way to improve educational outcomes for all children is to ensure that they experience the rich environments and nurturing relationships they need before they go to school and in their early school years.

Early childhood schools will become regional hubs for the provision of services for children from birth to eight years, and their families. The focus will be on quality learning for all children to give them the best possible start in life.

Children's centres are a new organization process whose underlying concept is an integrated early learning environment. This environment is based on construction at local level amongst teams of different professionals who are working together: family supporter; child care professionals; kindergarten teachers; family doctors and nurseries. Moreover, these systems of professional integration coming together over time have the mission to improve interlinks of services.

Services involved:

- Childhood programs of childcare.
- Kindergarten and family support in school-based centers.
- Public health services.
- Parent social support.

These services need a strong leadership to cohesion and coordinate different professionals dedicated to early childhood well being in the following areas: staff team integration; joint programming process; local governance and parent involvement. (Corter, C. & Pelletier, J. 2010).



### 3. Towards an ideal model of integrated services

Findings indicate that service integration is associated great satisfaction with forms of support to families and greater levels of continuity in children's days. Integration services cross traditional organizational boundaries of kindergarten schools, bringing together professionals from health, nutrition, education and family support.

The initial idea to coordinate and/or collaborate to delivery services is often driven by a desire to facilitate ready access to services for families and is an attempt to meet the holistic needs of the community in a cost effective way. In some cases local level agreements to govern how agencies work together, share resources and manage administration of the initiative are drawn up. However, in others it is a less formal agreement and agencies work together with a general sense of goodwill. The presence of strong local advocates for integration in this type of situation can be a major factor in initiating and maintaining an integrated service system that meets local needs.

In addition, given that true integration is conceptualized in the literature as the creation of a single entity, with common policies and practices and a core staff team which is sometimes referred to as integration, more closely resembles co-location or collaborative partnership networking. Needless, to say true integration creates considerable challenges when it comes to developing and implementing health, education and social welfare structures with the capacity to provide seamless service delivery for families. The existing literature has identified numerous barriers to integration including differing philosophies, work practices, data management systems and information sharing protocols to name a few.

An integrated service delivery requires professionals from a range of disciplines working together. I use the terms multi-disciplinary, interdisciplinary and trans-disciplinary teams intentionally to refer to levels of cooperation between and among different professional disciplines. In services for families and children, *multi-disciplinary* teams are those in which a variety of professionals work together for the children and families, but are largely independent of each other. In the *inter-disciplinary* mode professionals tend to work together to develop coordinated service plans and there is greater communication between professionals. The *trans-disciplinary* mode is a highly collaborative and integrated model where team members share their disciplinary-based knowledge and expertise with other members of the team, including families, it is an inherently relationship-based model of working.

The practices with children, families and communities are also firmly grounded in evidence of best-practices in early childhood service delivery. The early child-

hood education programs (experiences / activities / physical and social environments) reflect contemporary pedagogical understandings. They aim to be respectful, responsive to individual strengths, needs, and interests of each child and recognise the centrality of playing as the most natural way for any child to learn. While playing children engage with experiences, materials and activities and interact with others. Playing provides valuable opportunities for children to make sense of their world and practice emerging skills in a safe environment. There is abundant evidence to show that playing promotes development in all areas including language, social-emotional, cognitive and motor domains. Two other particularly influential theoretical perspectives influencing our work are strengths-based approaches and family-centred approaches.

Table 1 (see Appendix) shows a schematic drawing of the characteristics of children's centres whose concept underlying is child development. This table 1 represents an ideal model of integrated service named Children's centres. This Children's centres have clearly identified that key elements of resilience and trust within stable and ongoing family-centered mainstream children's services can form the basis for achieving positive outcomes for those families. These collaborative research projects involved periodic interviews with parents, staff and community agencies as well as observations of children's centres. The two challenges of the organizational model of early childhood education are evaluation of outcomes and high quality learning.

Evidences from these evaluations documented the following outcomes:

- For children: increased health and nutritional outcomes; a developing sense of trust and confidence in relationships; increased social awareness and emotional regulation; and greater attainment of developmental milestones;
- For families: increased confidence and greater effectiveness in parenting; greater understanding of appropriate developmental expectations of their children; increased sense of community connectedness; and ability to negotiate sources of formal/informal support;
- For the community: increased connectedness between early childhood services and other agencies; less duplication of services; increased capacity to integrate children with on-going high support needs;

Quality assurance of friendly environment needs a democratic leadership supported by collective professional commitment; collective and bargaining decision making process; Research and evaluation of the school site as well as planning schemes of transition kindergarten to primary schools. Educational administration regulation should allow building communities, providing excellent schooling and strengthening families.

Leadership supported by professionals means to work collaborately with staff and with government or community groups offering early childhood and family services and programs. Furthermore, to achieve this collaboration to be successful, children's centre principally have to achieve some tasks: committed with a global and holistic vision of school developing as an early learning and development centre and work in partnership with families. Collective decision bargaining is a process at local level in which a myriad of professionals and stakeholders, both families and community personnel is included, which join together to establish strategic direction and priorities for children's centres. The effect of this collective decision bargaining is to support the establishment and maintenance of early childhood programs; and to establish budgetary policies and monitoring and reviewing learning process that was carried out. On the part of research and evaluation the process will draw on action research as continuous improvement of development and valuation frameworks from education, health, family and community services integrated by capacity building an organizational space which includes different institutions and organizations under the same umbrella by sharing a children development project.

These children's centres have to interconnect different organizations as well as different activities beyond initial integrated services provided by the andalusian government in the framework of a coherent workplan: Parent education, school age care; before and after vacation care; access to health care; family support; access to targeted support; community liaison and development; play groups, playschools and child care before school entry. These services are examples, neither exhaustive nor mandatory. The way in which services are provided depends on specific needs of the community and on the relationship of each early childhood school to other education, health and family support services provided by the regional government. Meanwhile, these services delivery depends on active participation of families showing up a strong voice in decision-making and empowering them to contribute to their children's learning and development.

This framework should provide flexibility for each early child's centre to develop early learning and development services in ways that are responsive to the needs of children as well as families and communities.

#### **4. Some evidences that are been looking for**

The purpose of the Early Childhood Integrative Services is to build and implement systems that support families and communities in raising healthy children who enter school with a strong foundation and optimal development. Experts in child development know more than ever before about the critical importance of the early

childhood years in establishing the foundation for healthy growth and development. Rapidly expanding scientific knowledge in the field has revolutionized the thinking about how the brain develops, how the mind works, and how children learn. Early childhood experiences influence future development and learning through a systematic scheme showed in figure 1 (see Appendix).

The actions involved in this systematic scheme are the following ones:

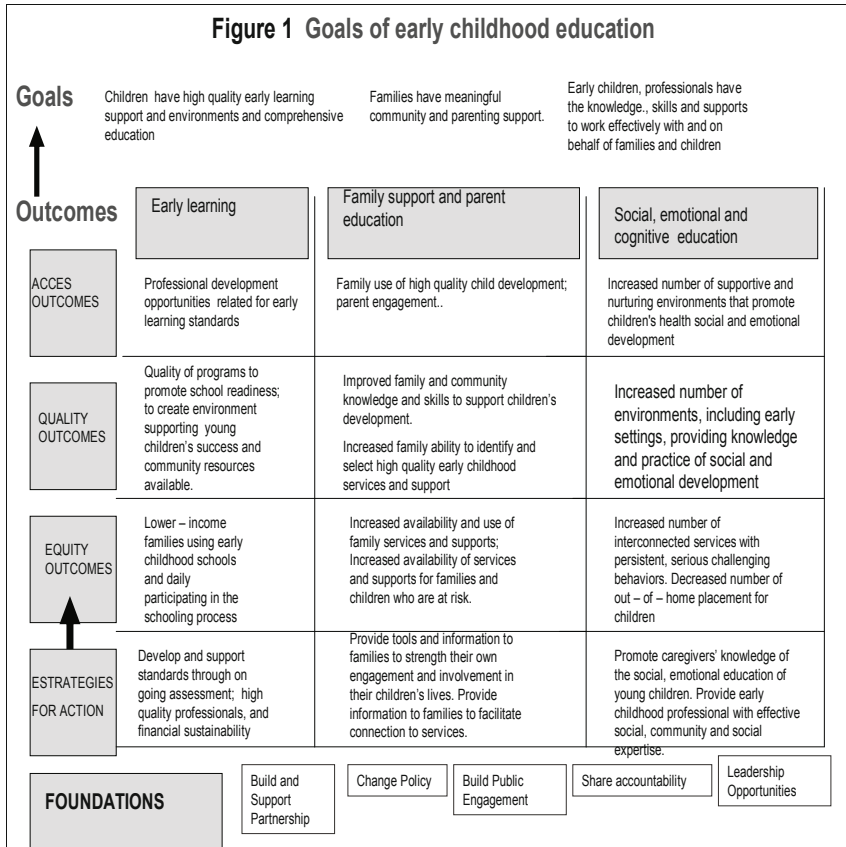
- Care, education and health development are mutually interdependent and should be increasingly blended;
- Clear policy and directional support is necessary at all levels of local and regional government;
- There must be a clear focus on the needs and interests of the community;
- There must be a relative ease of access;
- Provision based upon an active knowledge of child development which is embedded itself in understanding of the family and community;
- High quality leadership, and good leadership support structures are necessary;
- Dynamic, flexible, sometimes non-bureaucratic processes are needed to cope with change and adaptation to local need;
- The system must clearly demonstrate that it values relationships at all levels;
- Programs should be available which match children's developmental needs and interests (including playing)

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Appendix



1. Governance and planning is informed and inclusive.	1.1. Local governance is in charge of strategic planning activities.	1.2. Educational space of early childhood school scopes services for children and their families.	1.3. The governance structure has control over budget and accountability of the delivery of integrated services.	1.4. Inclusive culture is identified by strong committed parental involvement and other stakeholders.
2. Service Philosophy and provision is driven by the needs of children and their families.	2.1. Strategies are developing through consensual agreement by balancing competing children needs and evidence – based practices.	2.2. The political space is constituted by parents and staff keeping in mind goals and outcomes.	2.3. Democratic control means to share a common philosophy regarding staff relationship with children and families.	2.4. Diversity identity is implemented with stimulating learning environment, a wide variety of learning and social experiences and opportunities.
3. Child, family and community participation is actively promoted and supported.	3.1. Work with parents and children is based on the care principles of child – centered practices, including responsiveness and building on needs of children, families and communities.	3.2. To promote the development of supportive social networks: the starting point of these social networks is a fundamental respect to families.	3.3. Staff helps parents monitor children's development progress and well – being, and take parental concern about their children.	3.4. Staff is provided with training and ongoing support in the core skills needed to work effectively with parents including relationship building.
4. Professional practices is based on respectful relationships	4.1. The local community should be regularly consulted about integrated service needs.	4.2. Teamwork model is a trans – disciplinary staff who seeks to build a positive organisational climate based on mutual respect and effective communication with parents and other stakeholders.	4.3. Strong leadership is critical to make integrated service provision. Leaders need to be able to inspire and support all staff through a process of change.	4.4. Delivering programs within an integrated service model. Staff used to work a clear description of their new roles within an integrated service.
5. Children's centre practice and programs are evaluated and reviewed	5.1. Centres seek ongoing feedback from families to establish whether the services are being deliberated and planned.	5.2. Centres seek to measure the impact of the services on children, families, and services providers to establish the extent in which the intended outcomes.	5.3. Process and impact evaluation data are used as the basis for regular reviews of the Center's outcomes, goals and services.	5.4. Clear focus on improving the quality and effectiveness of the services and a continuous quality improvement process.

Table 1: Schematic drawing of the characteristics of children's centres whose concept underlying is child development

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