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Approaches of citizenship as they appeared in the proceedings of CICE, content analysis

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Abstract

As the Working Group Strand 1 members, we will analyse 100 papers selected from CiCe conference presentations as they conceptualize citizenship. By doing that, we hope to find some common as well as divergent themes around citizenship in Europe.

Introduction

Our research aim is to explore the different approaches of citizenship as they appeared in the proceedings of CICE 1998-2008.

In the specific conference we present only the sample consisted of 76 articles from the conference of 2006. We followed the principles of Quantitative and Qualitative Content Analysis, as they were stated by Berelson (1971), Palmquist (1990) and by French researchers (Mucchieli, 1988) (classical thematic analysis). We considered the 'theme in the title and in the summaries' as the basic unit of analysis (Lasswell and Leites, 1965).

The suggested categories refer to:

1. Education (elementary, secondary, higher)
2. Geopolitical level of the notion of citizenship (national, European, global)
3. Content of the article (social, cultural, political, ethical).

The aim of this analysis is to focus on the differentiation of the citizenship as it is perceived by different authors from different countries and in the next qualitative level to analyze these aspects in order to produce and promote a flexible range of specific learning materials that can be integrated into a wide range of courses.

Methodology and Sample of the Research

The sample comprised 76 scientific papers presented by European academic scholars in 2006. The methodology applied was the Quantitative and Qualitative Content Analysis, according to Berelson (1971), De Sola Pool (1959), Palmquist (1990), Weber (1990) and by the French group (Moscovici, 1970; Mucchieli, 1988; Veron, 1981; Bandin, 1977; Grawitz, 1981) (classical thematic analysis). In terms of quantitative methodology, frequencies, percentages, and correlations were used. The title of the paper was established as the analysis unit and categorized in three thematic categories and the proceeded subcategories (Lasswell & Leites, 1965; Veron, 1981; Bardin, 1977; Grawitz, 1981).

Table 1: *Distribution of the papers by geographical region*

Geographical area	N	(%)
Mediterranean	17	22,4
Central Europe	19	25,0
Northern Europe	34	44,7
Bilateral	6	7,9
Total	76	100,0

The analysis indicated 228 reports within 76 paper titles.

The titles were allocated in accordance to three geographical regions. In the Mediterranean region, countries were grouped the papers registered by authors who represented the states of: Greece, Spain, Italy,

Cyprus, Turkey and Portugal. On the other hand, the second category, the geographical area of Central Europe, consisted of Germany, France, Poland, Czech Republic, Slovak Republic, Slovenia, Belgium, Romania, Hungary and Netherlands. Additionally, the region of Northern Europe included the countries of Lithuania, Sweden, U.K., Finland, Iceland, Ireland, Denmark and Latvia. Finally, a fourth category was introduced in order to cover the cases where in a paper there could be found co-authors from at least two different countries. The distribution of the papers by geographical region is displayed in table 1 (T.1).

According to the sample distribution, 17 titles (22.4%) out of 76 were issued in papers whose authors represent institutions from the region of Mediterranean, whereas 19 papers (25.0%) of the total sample were of participants representing institutions founded in Central Europe. Though, the highest percentage, 44.7%, correlates with papers presented by Northern European scholars. As for the bilateral category, it was consisted of 6 titles (7.9%) indicating the following partnerships: 1) Finland-Denmark, 2) Italy- Belgium, 3) Portugal –U.K., 4) Poland – Hungary, 5) U.K. – Slovenia, 6) Italy – U.K.

Quantitative and Qualitative analysis of the research data

The analysis of the examined data indicated the trends that academic scholars share with respect to the idea of citizenship education. As it turned out, the majority of the suggested approaches focused on the content of citizenship education (45.2%) with preference to the social dimension of the citizenship identity (15.4%). Furthermore, implications about the political (13.2%) and cultural (13.2%) dimensions of the notion of citizenship are also of great interest. Apart from the content of the various approaches and case studies examined, the analysis indicated that 31.1% of the papers encompassed a geopolitical determination of the citizenship identity. According to the analysis the predominant trend was concerned with the notion of citizenship education in a national level (13.6%), whereas the international and global dimension of the citizenship identity was explored in 12.3% of the total sample. As for the application of the suggested approaches in education there was a more sufficient reference to educational activities for students (13.6%) and especially young children of elementary schools (7.0%) than suggestions about the role of teachers or their training (8.8%). Additionally, 3.9% of the examined papers stated clearly their focus on students of the secondary level, although among the papers there were no explicit references at all to educators of the that level. Finally, 1.3% of the presented approaches involved suggestions and ideas about citizenship education and its association to the influence of family to the construction of citizenship identity.

Table 2: Distribution of the statements by geographical region

Category	Geographical Origin							
	Mediterranean		Central Europe		Northern Europe		Bilateral	
	F	%	F	%	F	%	F	%
Students	6	10.34	6	10.34	1	19.1	1	5.55
Educators	2	3.44	5	8.67	8	8.53	5	27.77
Family	1	1.74	2	3.44	0	0	0	0
National level	6	10.34	4	6.89	1	18.0	4	22.22
EU level	5	8.62	3	5.17	3	3.19	1	5.55
Global	10	17.24	8	13.7	1	10.6	0	0
Social content	8	13.79	1	24.1	8	8.51	5	27.77
Cultural content	11	18.96	4	6.89	1	15.9	0	0
Political content	8	13.79	1	17.2	1	10.6	2	11.1
Ethics	1	1.74	2	3.44	5	5.34	0	0
Total	58	100.0	5	100.	9	100.	1	100.

The analysis of the data indicated a significant statistic correlation ($\text{sig}=0,019$, $\text{df}=27$) between the ethnical origin of the paper and the suggested categories (T.2). Specifically, out of 58 statements proceeded by scholars representing institutions from the Mediterranean region 17.24% of the total amount underlined the global dimension of citizenship education and 18.96% its cultural context. On the other hand, the same amount of statements (58) derived from papers whose authors represented institutions from Central Europe. However, the analysis indicated that among these papers the emphasis was given on the social content of citizenship education (24.13%) and its political dimension (17.24%). As for the representatives of institutions from Northern Europe their papers proffered 94 statements expressing a clear orientation to students' education (19.14%), whereas 18.08% of their total statements approached the notion of citizenship identity in a national level and 10.63% in a global one. Also, 15.95% of the statements originating from Northern scholars focused on the cultural content of citizenship education and 10.63% of them on the political. Finally, in the studies of co-authors with different nationalities, although few in number, the (18) statements included express an interest in teachers' role and their training as well as in the social content of citizenship education (27.7% evenly). Below, are presented the qualitative analysis of the thematic categories and its distribution (T.3).

Thematic category: Education

In the first thematic category we include the statements that referred to the education level at which the approach was applied or concerned with. At this thematic category we find 54 statements (23.7%) which were divided in three categories. The first one concerned the students, the second one concerned the teachers and educators and the last one education at home.

Students

On the first category we include 31 reports (13.6% of the total) which refer to "students" of all levels. Students found in the first subcategory include "pupils" and "children" from "elementary schools", "primary schools" and "playschools", whereas the second subcategory refers to students from "secondary schools". The last subcategory includes those from the higher education like "teacher students" who study in "Universities" or "colleges".

Elementary education

In the first subcategory we find 16 statements (13.6%) such as "young children's concern for the future", "citizenship begins on the early years", "child's identity" "Are Pupils Taking a Proactive Part?", "children's choice", "children's views" and "children's activities".

Secondary education

In the second subcategory we find 9 statements (3.9%) such as "Bullies, victims and control group students", "Working interdisciplinary with students", "The Development of Citizenship for Senior Form Students" and "Senior Form Students as the Basis of Citizenship".

Higher education

In the third subcategory we find 6 statements (2.6%) such as "perspectives on citizenship amongst social science undergraduates" and "a challenge for teacher students".

Educators and teachers

In the second category we find 20 reports (8.8%) that refer to educators of the three levels of education, "elementary", "secondary" and "higher" or with no definition at all, like "Analysis of an education faculty's process".

Educators at elementary schools

In that subcategory we come across only three statements (1.3%) such as "The Pedagogy of Reggio Emilia", "playschool teachers" and "teacher-pupil relations".

Educators at secondary schools

In our second subcategory there were no statements at all about educational activities implemented at secondary schools.

Educators at higher schools

In our third subcategory we find 2 statements (0.9%) concerning the personnel of higher institutions such as “related competences in higher education” and “first steps and contributions from the working group”.

Education at home

In our third category we come across with 3 statements (1.3%) such as “starting from home” and “children’s and parents perspectives”.

Thematic category: Level of geopolitical analysis of the notion of citizenship

In our second thematic we come across 71 reports (31.1%) referring to the geographical context of the idea of citizenship identity. From this point of view we allocated the titles concerned with the idea of citizenship within the borders of a specific nation-state, or those that explore the citizenship identity correlated to the context of the European Union, or even approaches with a reference to an international or global level.

National levels

In the first category we find 31 statements (13.6%) referring to studies conducted at specific states, such as “Greece”, “Italy”, “Ireland”, “Scotland”, “Belgium”, “Cyprus” “Libya” e.t.c.. The statements we found refer to various issues like “do I remain Sloven?”, “Ireland in the Post-Celtic Tiger era: impacts and possibilities”, “Cases of good practice in Iceland”, “Greece case-studies”, “curriculum delivery in England”, “Poland – case studies of good practice”, “national cultures”, “An exploratory study in a UK and a Belgian school”, “The rewriting of Latvian history”, “A Discourse Analysis of the Citizenship Issues in Turkey” and “The role of ethnic communicative competence”.

Within European Union

In the second category we come across with 12 statements (5.3%) that compass the idea of citizenship in the level of the European Union. These statements deal explicitly with the citizenship identity and relevant issues like “the strategic role of ICTs in the European Union”, “to promote European consciousness”, “identities in some European contexts”, “It’s all in the game: The European project”, “citizen of Europe” and “teaching European citizenship”.

Global level

In the third category we included 28 statements (12.3%) referring to the notion of citizenship in a global context. Some of the most important reports concerned the “multicultural competence as a dimension of global citizenship”, issues of “internationalisation” and “teaching global or world citizenship”. We also came across with titles as “learning one world”, “intercultural communication and education” or “cross-cultural understandings” “Notions of Good Multicultural practice” and “World citizenship as an educational project”.

Thematic category: The Content of the citizenship approach

The third thematic category involves the ideas identified within the notion of citizenship education. Among the papers presenting different perspectives and understandings of the citizenship identity, we find 103 reports (45.2%) out of the total 228 statements that depict a specific content in their approach or even implications about the socio-political, cultural and ethic dimensions of citizenship education.

Social context

In our first category we find 35 statements (15.4%) with respect to various issues of the modern social structure. These statements refer to “construction of identities”, “minority groups”, “migration patterns”, “barriers to employability for refugee teachers”, “cultural diversity in educational system”, “A comparison of different types of prosocial behaviour”, “Changes in identity”, “Gender differences in attitudes towards social activities”, ‘Multiple choice identity’, “social representations of citizen”, “society of citizens” and “the social deprivation of teachers”.

Cultural context

In the second category of our third thematic which refers to statements with cultural context we come across with 30 reports (13,2%) which concern the cultural dimensions of the notion of citizenship. Those

reports concern terms as “postmodernity”, “literature” and “mass media” and themes such as “Content based language instruction”, “arts and culture education”, “the strategic role of ICTs” and “Shared Heritages? Investigating Ways of Life in the Past “.

Political context

In the third category of the third thematic are included those statements that refer to the political aspects of the modern and postmodern notion of citizenship as well as issues concerned with its educational implementation. In that category we come across 30 reports (13.2%) such as “A conceptualisation of the political for contemporary Europe”, “Towards a pedagogy of reconciliation and peace”, “the politics of memory”, “educational policies”, “Raising awareness of citizenship”, “the opinion of the civil servants” and “We’ve got rights, we’re citizens now!”.

Ethics

In that fourth category we included all the statement referring to aspects of ethical interest involving citizenship identity. We categorized a total of 8 reports (3.5%) such as “understand the ethical dimension”, “the development of the ethical ideals”, “The Image of Ideal Citizen”, “character education” and “views on ethics and religious education”.

Table 3: statements’ distribution by thematic category

Thematic category	N	%
1. Education	54	23.7
1.1. students	31	13.6
1.1.1. elementary	16	7.0
1.1.2 secondary	9	3.9
1.1.3. higher	6	2.6
1.2. educators-20 teachers	20	8.8
1.2.1 elementary	3	1.3
1.2.2. secondary	0	0
1.2.3 higher	2	0.9
1.3. education at home	3	1.3
2. geopolitical context	71	31.1
2.1. national level	31	13.6
2.2. EU level	12	5.3
2.3. global-international	28	12.3
3. content	103	45.2
3.1. social dimension	35	15.4
3.2. cultural dimension	30	13.2
3.3. political dimension	30	13.2
3.4. ethics	8	3.5
Total	228	100.0

Discussion

This section includes a discussion of findings in the following order: geographical distribution of papers presented in CiCe 2006, trends in citizenship education, the relationship between region and topics studied education and educational levels. Finally notion of citizenship: Social, cultural and the ethical dimensions of citizenship were included.

The analysis of 228 reports indicated that the titles were distributed in three geographical regions: The Mediterranean region, Central Europe, and Northern Europe. A fourth category might be scholars collaborated from two or more countries such as UK and Slovenia. Almost half of the papers (45 %) presented were with Northern Europe origin while one-fourth (25 %) of the papers were with Central Europe origin. Almost one-fourth were coming from Mediterranean Countries (22.4 %). Only six percent of the papers were collaboratively presented by scholars in two or more countries.

The trends in the citizenship education were as follows: Content of citizenship education, citizenship identity, political and cultural dimensions of citizenship. Almost one-third of papers were on the geopolitical dimensions of citizenship identity. The subcategories under this category were citizenship education at the national level and international-global dimensions of were represented almost equally. Educational activities of students received more attention than teachers and training. There was a little more emphasis on elementary level than the secondary level. Few papers focused on the role of family in the construction of citizenship.

A significant correlation was found between ethnic origin and suggested categories. While 17 % of the papers with Mediterranean origin focused on the global dimension of citizenship education and 19 % focused on cultural context of citizenship. When compared, same amount of papers analyzed with Central European origin largely focused on social context of citizenship (24 %) and political dimension (17 %). On the other hand, a higher emphasis of papers with Northern European origin was put on students' education, citizenship identity at the national level. A lower proportion of papers (Only 10 %) related to the global dimension. They also put more emphasis on cultural context of citizenship over political context of citizenship. Collaborated papers equally emphasized teachers' role and social context of citizenship.

The first thematic category emerged from the analysis was education. The categories were students, teachers, and home. The levels of students were: kinder-garden, elementary schools, secondary schools, and higher education. The second thematic category included was geographical context of citizenship identity. The sub-categories were national, European Union, and global level.

The third thematic category was concerned with the notion of citizenship education and

the content of the citizenship approach. Among a total of 103 reports, almost half focused on a specific content or implications of social, political, cultural and ethical dimensions of citizenship education. The most frequently observed within social context were issues in the modern social structure ranging from `construction of identities` to `multiple identities and the effects of migration on identity construction. The cultural context focused on postmodernism, literature, and ICTs. The political context papers were more concerned with conceptualization of Europe, peace, awareness, and rights of citizens. The ethical dimension focused with ideals such as image, character, and the role of religious education.

The aim of our research was to categorize all the proceedings of Cice in order to locate the approaches of citizenship and to support lecturers in Higher Education; to design and to deliver teaching materials enabling students to apprehend citizenship education/identities in a European context. As Claude Levi-Strauss claims “The discovery of others is the discovery of a relationship, not of barrier.”

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