

# **Literature Review**

Civics and citizenship education programmes: international implementation analysis

Prepared by: Nicole Bares

Date: 5 July 2019

Version: 4

*For discussion only – not Government policy*

## Contents

<b>INTRODUCTION .....</b>	<b>3</b>
<b>RESEARCH QUESTIONS.....</b>	<b>4</b>
<b>RESEARCH APPROACH .....</b>	<b>4</b>
Scope.....	4
Selection Criteria .....	5
Search Strategy .....	5
<b>DATA AND DISCUSSION .....</b>	<b>6</b>
New Zealand   Current state .....	6
International analysis of civics and citizenship education.....	7
<b>INTERNATIONAL LITERATURE REVIEWING IMPLEMENTATION OF CIVICS AND CITIZENSHIP EDUCATION PROGRAMMES.....</b>	<b>11</b>
England.....	11
Key findings from England.....	17
Australia .....	18
Key findings from Australia .....	23
Estonia .....	25
Key findings from Estonia.....	30
<b>KEY THEMES ANALYSIS AND DISCUSSION .....</b>	<b>31</b>
<b>CONCLUSION .....</b>	<b>37</b>
<b>APPENDICES.....</b>	<b>39</b>
Appendix 1: Basic overview of New Zealand’s National Curriculum .....	39
Appendix 2: Learning areas and achievement objectives for Years 7-10 NZC .....	39
Appendix 5: Citizenship Studies: GCSE subject content .....	48
Appendix 6: Australian Curriculum: Civics and Citizenship: Subject content, sequence of content and sequence of achievement.....	56
Appendix 7: National Curricula Estonia for Basic schools (Grades 1-9) NZ Years 1-10 .....	60
Appendix 8: National Curriculum Estonia for Upper Secondary Schools (NZ Years 11-13) .....	79
<b>REFERENCES .....</b>	<b>91</b>

## **Introduction**

The aspiration to nurture citizens through curricula and educational initiatives is reflected in government policy worldwide (Wood & Milligan, 2016). Schools are seen as an integral piece of this notion as they provide opportunities to strengthen democracy by supporting young peoples' capacity to develop their knowledge, world views and participate in public life (PISA, 2018). New Zealand is no exception, and in light of this aspiration, the Government has committed to providing all young people with the opportunity to learn about civics through the 'School Leavers' Toolkit' (Toolkit).

There is widespread acknowledgement that civic education is important for young New Zealanders, yet there is far less consensus on how to develop and integrate the subject into the school curricula and how to measure outcomes and successes overtime. This literature review will explore different approaches internationally to delivering civics education in schools. There is no one agreed approach across countries about how civics education should be included in the school curricula, although the countries studied all consider it an important subject to include in their education system. This paper will draw together key findings from the research into, and the evaluations of, civics education programmes in England, Australia and Estonia to provide an evidence base for future development and decision making about the civics education component of the Toolkit.

Civics can be defined as the knowledge, skills and shared expectations of citizens who participate in, and sustain democracies. Civic courses equip young people with knowledge of how government and society functions, and the role they can play in shaping it.

In contrast, citizenship is a broader term that encompasses both legal status and lived experience of public life, (NZPSA , 2018). Citizenship education focuses on knowledge and an understanding of opportunities for participation and engagement in civic society. It is concerned with the wider range of ways in which citizens interact with and shape their communities (including schools) and societies (Schulz et al, 2010).

It is important to note that civics and citizenship are separate concepts, although they are often viewed as intertwined in the approach towards teaching civics. Many countries integrate the two either by teaching them together as either separate, cross-curricula or sub-integrated themes.

## **Research Questions**

*This paper aims to answer the following questions:*

1. What is the general approach to school civic education programmes internationally in terms of; implementation; vision and aims delivery of the subject within curricula, and teacher education?
2. Can we identify practices, outcomes and impacts of civic education? What are the key successes and criticisms of existing programmes (e.g. conditions in the system; student achievement; civic participation; curriculum resources; teacher training and development; quality assurance)?
3. How do the focus countries complete general assessment and examinations of students in the subject?
4. How do the focus countries evaluate the quality, success and limitations of their programmes (at a school, national and international level)? What can we learn from their evaluation processes for the future?
5. How can findings from the research into, and evaluations of, civic education programmes in other jurisdictions inform possible approaches for implementation in New Zealand? E.g. societal context; national curricula, education workforce, student achievement and civic participation/engagement?

## **Research approach**

### **Scope**

This literature review will begin with overview of New Zealand's current state and approach to civic education. This will lead into the current international analysis of civics and citizenship education and how New Zealand compares internationally. Following on from this I will draw together key findings from the research into, and evaluations of, international civics education programmes from England, Australia and Estonia.

This will cover:

- General approach to civic education
- Civic education in the curriculum
- Civic education activities in schools
- Current reforms and debates in civic education
- Teacher education for civic education
- Assessment of civic education
- Quality monitoring of civic education.

## **Selection Criteria**

To generate the focus for this literature review, I have selected democratic countries which have relatively devolved education systems which possess similarities to New Zealand's.

The International Civic and Citizenship Education Study (ICCS) provides the most recent comprehensive analysis of civic and citizenship education. I have selected countries which have at some point participated in this study. England, Australia and Estonia were selected because of their similar societal experiences, ease of access to information, analysis and opinions on the education systems and as they are seen as overall strong performers internationally. In particular, Australia has been selected because of its multi-cultural and indigenous context.

I attempted to research civics and citizenship education in indigenous contexts such as Australia, however this search was largely unfruitful. Due to time constraints I could not explore this issue in other countries any further. This should be recognised as a limitation of this study.

## **Search Strategy**

This literature review was based on manual searches through published material and online academic sources such as journals, government reports, and international reports completed by organisations such as PISA, OECD and ICCS.

Additional search procedures included seeking information from the Parliamentary Library research team, meeting with leading academic researchers (Dr Bronwyn Wood and Dr Andrea Milligan of Victoria University of Wellington) and searching the reference lists of primary studies. I also conducted an interview with Angela Casey, the director of Australia's Parliamentary Education Office to obtain her insights from the Australian context.

I have chosen to base this literature review search on contemporary (predominantly) 21<sup>st</sup> Century examples. Therefore the time period from which this research covers is from the mid-1990s – present.

## Data and Discussion

### New Zealand | Current state

Government policy around the world reflects the desire to shape citizens through education initiatives and curricula. Schools are seen to play a crucial role in enhancing young people's ability to understand their place in the community and the world and improve their ability to make judgements and take action (PISA, 2018; Hanvey, 1982). Citizenship education has existed within New Zealand's education system since the Education Act 1877. In addition, it is a key focus of the New Zealand Curriculum (NZC) which encourages students to look into the future by exploring significant future focussed issues such as sustainability, enterprise and globalisation. The NZC acknowledges the principles of the Treaty of Waitangi, the bicultural foundation of Aotearoa New Zealand and the need to ensure that young people have the knowledge to become responsible and engaged citizens (Ministry of Education, 2007). Please see Appendix 1 for a basic overview of the NZC.

The Māori medium curriculum, Te Marautanga o Aotearoa supports students to,

*“Pursue quality choices, engage in lifelong learning, and actively contribute to New Zealand's social and economic development”* (Te Tāhuhu o Te Mātauranga, 2007, pp. 4).

Citizenship aims are incorporated and interwoven within the focus of Tikanga ā Iwi, the curriculum area which helps children understand people in society, address silences in social knowledge, and supports students to look outward, understand indigeneity and develop critical views and Mātauranga Māori understandings (NZPSA, 2018). Tikanga ā-iwi places emphasis on the realisation of rangatiratanga (self-determination) through active citizenship (Keible and Tavich, 2017). Please see Appendix 3 for further information on the Tikanga ā Iwi learning area of TMOA.

There has never been a subject called 'citizenship education' as this is seen as a cross-curricula theme that is integrated into several subject areas including geography, business studies, history, health and religious studies. Nevertheless, the social sciences curriculum is seen as the key learning area for civics education and the NZC describes this learning area as being "how societies work and how they themselves can participate and take action as critical, informed and responsible citizens" (Ministry of Education, 2007 p. 17). Please see Appendix 2 for further information on the Social Sciences learning area from Years 7-13.

Social Sciences is a compulsory subject up until Year 10, after which no learning area is compulsory. In 2013, 11 'personal social action' achievement standards were introduced to the Social Sciences learning area. The NCEA standards provide a useful model within New Zealand civic and citizenship education as they provide opportunities for students to practice their citizenship in schools through enhanced leadership and roles in decision making as well as opportunities to contribute to shape community and national issues (NZPSA, 2018). Approximately 1,896 (3.3% of students), enrolled in these standards in 2017. The parallel subject to Social Sciences in kura is Tikanga ā-iwi. However it should be noted that Māori conceptions of citizenship are inherently different from Pākehā perspectives (Krieble & Tavich, 2018). There are five 'personal social action' achievement standards in Māori medium for the Tikanga ā-iwi learning area. Please see Annex 1 for the content and learning outcomes for these areas.

Wood et al., (2017) conducted a study on the National Certificate of Educational Achievement (NCEA) social studies personal social action standards and found that students and teachers who were well supported in undertaking the NCEA standards found them to be highly valuable forms to assess learning on society, social issues and skills for civic and community engagement. Taking social action

involved a different set of skills, which are hands on and practical. For example, encounters with the public and the community through emailing and writing letter to MPs, interviewing community members in particular meant students needed to develop a set of ‘real life skills’. Students in this study advised that these assessments gave them freedom and choice of what they wanted to do which meant that they found the standard ‘fun’ and ‘interesting’ as they got to choose something that they were passionate about. The authenticity of ‘real world’ issues enhanced students’ engagement, research and knowledge (Wood et al., 2017 pp. 6).

However Wood et al (2017) also argue that the NZC NCEA standards’ focus on ‘*personal*’ social action overlooks the collective nature of social action as the standards do not stipulate that social actions must be critical and transformative. To promote critical and transformative social action, students needed to be encouraged to think more critically about the kind of actions that could promote more sustainable social change. The study found that students’ actions held greater potential to be critical and transformative if they; were focused on issues of personal and social significance; were underpinned by in-depth knowledge and a critique of how and why these issues emerged (evidence informed by a wide range of perspectives), and; developed a social action strategy that matched the social issue and reached a range of interest groups, including those who held positions of power, in order to inform future change.

### **International analysis of civics and citizenship education**

The International Association for the Evaluation of Education Achievement (IEA) is an independent, international cooperative of national research institutions and governmental research agencies. It conducts large scale comparative studies of education achievement and other aspects of education with the aim of gaining in-depth understanding of the effects of policies and practices within and across systems of education. IEA conducts the International Civic and Citizenship Education Study (ICCS) which is the largest ongoing international study of civic and citizenship education, contributing to the knowledge about civic and citizenship education in schools and how diverse countries prepare their young people for citizenship. The ICCS survey addresses students’ civic knowledge, understanding, perceptions, attitudes, engagement, and behaviour, while collecting information on students’ home background.

The latest study, ICCS 2016 was the fourth project conducted by the IEA in civic education (after ICCS 2009, The Civic Education Study 1999, and the Six Subject Survey conducted in 1971). Because the study was also the second cycle in the frame of the ICCS, it monitored trends in civic knowledge and engagement over seven years in the countries that participated in ICCS 2009. New Zealand has not participated in ICCS since 2009. The next study will take place in 2022.

Civic knowledge was measured on a scale reflecting progression from being able to deal with familiar aspects of civics and citizenship through to understanding the wider policy climate and institutional processes that determine the shape of civic communities. The scale describes civic knowledge in terms of four levels of increasing complexity:

- Students working at Level D demonstrate familiarity with concrete, explicit content and examples relating to the basic features of democracy.
- Students working at Level C engage with the fundamental principles and broad concepts that underpin civics and citizenship.
- Students working at Level B typically demonstrate some specific knowledge and understanding of the most pervasive civic and citizenship institutions, systems and concepts.
- Students working at Level A demonstrate a holistic knowledge and understanding of civic and citizenship concepts and demonstrate some critical perspective.

Student civic engagement refers to students gaining information about issues that arise in civic and political life, discussing aspects of civic and political life with peers and adults, and being inclined to actively engage in society. Civic engagement also concerns students' expectations of participating in civic activities in the future, and being able to actively engage in society (Schulz et al., 2018).

New Zealand's participation in the 2009 study provides us with the most recent analysis and understanding of New Zealand students' knowledge, political aspirations and experience of civics and citizenship education. New Zealand students had some of the highest international scores and some of the lowest international scores. No other country in the study had a wider distribution (Schulz et al., 2010).

Hipkins and Satherly (2012) and Bolstad (2012) undertook secondary analysis of the ICCS 2009 study which revealed that New Zealand scored close to the ICCS overall average. Students' perceptions of openness in classroom discussions was one of the highest rates for any country that participated in ICCS 2009. However, learning within Year 9 classrooms was less likely to be student driven (Bolstad, 2012). Students reported high levels of trust in democratic institutions, and support for equal rights and democratic freedoms. Almost two thirds saw the Treaty of Waitangi as personally important, although this varied across ethnicities (Hipkins & Satherly, 2012). Most students anticipated that they would vote in national elections, however lower proportions anticipated involvement in a social movement or activities such as helping a candidate in an election campaign, joining a union or a political party, or standing as a local body candidate (NZPSA, 2018). Students reported much higher levels of support for activities that are more social in nature compared to ones that require explicit political participation (Hipkins & Satherly, 2012).

Bolstad (2012) found that there was an inconsistent view across New Zealand schools about what civic and citizenship education should involve and what approaches are effective in developing students' competencies. Similarly, there is research to suggest that teachers are more confident teaching topics in social studies related to cultural identities, equality, human rights and the environment, however they are much less confident about teaching political, legal and constitutional topics (Bolstad, 2012; Wood & Milligan, 2016). This could be attributed to the references to citizenship in the curriculum (as opposed to civics), as well as the lack of support offered to teachers to deliver civics education (Kriebel & Tavich, 2018).

New Zealand students had a higher than average civic knowledge than most of the countries surveyed in ICCS 2009, but there was a significant gap between high and low achievers. This has also been described as a 'civic empowerment gap' with young Māori and Pacific males having the most limited knowledge of democracy and least likely to report high engagement (NZPSA, 2018). Table 1 shows that the mean civic knowledge scores for students identifying as European or Asian were considerably higher than those of students identifying as Māori or Pasifika.

Furthermore, ICCS asks students about their home background. Questions about caregivers' occupations, their educational attainment and home literacy are used as a measure of socio-economic background. Students' responses were transformed into a score on a socio-economic index scale (SEI), then grouped into low, medium or high parental occupational status. 45% of New Zealand ICCS students were in the medium occupational status group. Across all ICCS countries, SEI was strongly associated with student civic knowledge. Māori and Pacific students were also overrepresented in the lower socio-economic groups. These findings appear to mirror other inequalities within New Zealand society which is reflected in the fact that Māori and Pacific voters have consistently lower turnout rates than Pākehā (Kriebel & Tavich, 2018).

There are questions as to whether civics and citizenship education is presented and taught in a way that is valuable and relevant to Māori. Mathews (2016) notes that Māori voter apathy and political

disengagement can be interpreted as a lack of belief in the rights and responsibilities of Māori to support the ongoing development of New Zealand. Matthews also comments that,

*“Citizenship education that empowers Māori as Māori and situates them within broader society has the potential to be an effective tool in (re)engaging Māori learners.”* (Matthews, 2016, p. 12).

Given that low civic knowledge scores in the ICCS study were found to have a strong association with poorer socio-economic backgrounds, civic and citizenship education becomes one way to equip all students with the knowledge and skills they need to empower themselves (Schultz et al., 2010).

NEW ZEALAND YEAR 9 CIVIC KNOWLEDGE SCORES BY GENDER, WITHIN ETHNIC GROUPINGS (TOTAL RESPONSES)

ETHNIC GROUP	ALL STUDENTS		GIRLS		BOYS	
	AVERAGE SCORE	STANDARD ERROR	AVERAGE SCORE	STANDARD ERROR	AVERAGE SCORE	STANDARD ERROR
European	541	(5.0)	556	(5.4)	525	(6.8)
Māori	476	(5.7)	494	(7.1)	454	(7.3)
Pasifika	451	(7.2)	470	(8.0)	433	(8.3)
Asian	520	(9.6)	538	(11.2)	500	(13.3)
All students	517	(5.0)	532	(5.9)	501	(6.4)
ICCS average	500		511	(0.7)	489	(0.7)

Notes: Students who identified with more than one ethnic group are counted in each of those groups.  
( ) Standard errors appear in parentheses.

Figure 1. New Zealand Year 9 Civic knowledge scores

While the ICCS findings for New Zealand are now a decade old, NZPSA (2018) have concluded that they would still be accurate today. NZPSA (2018) suggests that New Zealand’s education system is strong in some aspects of civic and citizenship education, however its delivery is uneven. There is room to increase the provision of equitable opportunities for young people to participate in society and develop the skills needed for critical, collective and political action.

It is also important to note that Australia, Canada and the United States did not participate in the 2009 or 2016 studies (England participated in 2009 but not 2016). This reduces the scope for evaluating our own performance against countries with similar education systems to New Zealand (Ministry of Education, 2019). Furthermore, New Zealand did not participate in the most recent ICCS study completed in 2016. Figure 1 demonstrates the levels and trends in civic engagement and knowledge and highlights levels and trends from countries which participated in both the ICCS 2009 and 2016 studies (Schulz et al., 2018).



Figure 2: ICCS 2016 infographic, civic knowledge, levels and trends

In the ICCS 2016 study, nearly all participating countries intended civic and citizenship education to be taught by teachers of subjects related to the humanities and social sciences. Every country reported having civic and citizenship education as part of teacher training for teachers of subjects related to civic and citizenship education (humanities and social sciences), either at the pre-service level, the in-service level, or both. Internationally, girls displayed higher levels of civic knowledge than boys did, and student socioeconomic background was found to be a key predictor of civic knowledge in all participating countries. While there were considerable differences in students' civic knowledge across countries, the variation in civic knowledge within countries was even larger. In terms of civic engagement, expected active participation in conventional political activities was higher among students who said they were interested in civic-related issues, but lower among students with higher levels of civic knowledge. Students' experience with civic engagement in the community or at school tended to be positively associated with their expected civic engagement as adults. Students' civic knowledge and self-efficacy as well as students' personal beliefs were consistent predictors of expected electoral and active political participation (Schulz et al., 2018).

In light of this, Schulz et al., (2018) highlighted that many countries around the world are expressing concern about the low levels of voter participation among young people and ICCS 2016 found that students with higher civic knowledge scores were also less likely to expect to become involved in conventional active political activities such as joining a political party. The study suggests that this reflects the negative perceptions of parties and political leaders globally. This is seen as a concern in regards to the goal of promoting the civic engagement of young people. The links the ICCS 2016 data suggest between civic knowledge and civic engagement at school with expectations to vote and other forms of civic engagement in society provide incentive for promoting civic and citizenship education, as a means of helping young people become more conscious of the importance of their political roles and of being participating citizens.

To conclude, ICCS 2009 and 2016 found that by integrating different elements of civic and citizenship education into curricula and improving learning and participatory opportunities, schools have the

potential to foster students' civic knowledge and engagement and support development of more positive attitudes towards equal rights and opportunities. ICCS 2016 found positive associations between students' civic knowledge, their interest in civic issues and their expected civic participation. As stated previously, students with higher civic knowledge scores were less likely to become involved in conventional active political activities. However, students with higher levels of civic knowledge were more likely to expect to participate in future elections and less likely to support engagement in illegal political protests than their less knowledgeable counterparts were. 86% of the students surveyed indicated that they would probably or certainly vote in local and national elections once they reached the voting age (Schulz et al., 2018).

## **International literature reviewing implementation of civics and citizenship education programmes**

This section will examine some studies carried out in England, Australia and Estonia on the implementation and outcomes of civics and citizenship education programmes.

### **England**

#### *Country background*

England is one of four countries in the United Kingdom (UK) with a population of 55.62 million. The UK has a constitutional monarchy, with the sovereign as the head of state. Parliament conducts the majority of government work including passing laws, monitoring government policy and administration, controlling finance and debating current major issues. Education in England is overseen by the UK's Department for Education. Local government authorities are responsible for implementing policy for public education in state-funded schools at a local level. All publically funded schools must follow a national curriculum for students aged 5-16. There are also community schools (controlled by the local council), foundation schools, grammar schools, special education needs schools, academies and private schools. The latter two don't have to follow the national curriculum. The national curriculum covers what subjects are taught and the standards that children should reach in each subject. The national curriculum is organised into blocks of years called key stages. At the end of each key stage, the teacher will formally assess students' performance. Although a great deal of education policy is centrally determined, the management of finance and human resources is delegated to schools. Each school has its own governing body (United Kingdom Government, n.d.)

#### *General approach to civic education and the curriculum*

Compulsory citizenship education began in 2002 following concerns about declining democratic involvement and social apathy. It was implemented at key stages 3 & 4 (NZ Years 7-10, 10-12), but only local authority maintained schools are required to follow the national curriculum. Academies, attended by approximately 70% of secondary school students, are not obliged to do so (Select Committee on Citizenship and Civic Engagement, 2018). There is also an optional General Certificate of Secondary Education (GCSE) available in the subject (Department for Education, 2013). There is no prescribed model for teaching citizenship education in schools. Instead the curriculum is described as 'light touch' meaning that the subject content is not overly prescriptive. Schools have flexibility to deliver the curriculum in ways that matches their teaching strengths, their individual school priorities and local conditions (Nelson & Kerr, 2013, pp. 129 -138)

Citizenship education aims to provide students with knowledge, skills and understanding to prepare them to play a full and active part in society. The curriculum highlights that teaching should foster students' understanding of democracy, government and how laws are made and upheld. Teachers

should equip students with skills and knowledge to think critically, debate and make reasoned arguments about political and social issues. It should also prepare students to take their place in society as responsible citizens and make sound financial decisions (Department of Education, 2013). There is no specification of instruction time for any curriculum area including citizenship (European Commission, 2017). In one third of schools, citizenship education is either delivered as a discrete subject, integrated into other subjects such as history or religious education, as a cross-curricula subject through the pastoral or tutorial system, through extracurricular activities, or through special events, dedicated curriculum days and school assemblies (Select Committee on Citizenship and Civic Engagement, 2018). The remaining two thirds of schools teach citizenship as part of the personal, social and health education (PSHE) (Burton, May, Liverpool, 2015.) Please refer to Appendix 4 & 5 for the subject content, aims and learning objectives for key stages 3 & 4, and GCSE.

Citizenship is also an optional subject in primary education which has a curriculum framework for key stages 1&2 (NZ Years 1-3). This framework focuses on broader concepts such as right and wrong and how to articulate opinions (Select Committee on Citizenship and Civic Engagement, 2018).

In 2013, the national curriculum for NZ Years 7-10, 11-12, was revised to create a new slimmed down curriculum. The aims of the current National Curriculum on citizenship are to ensure that all students:

- acquire knowledge and understanding of how the UK is governed, its political system and how citizens participate actively in its democratic systems of government;
- develop knowledge and understanding of the role of law and the justice system and how laws are shaped and enforced;
- develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood;
- are equipped with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs.

### *Current reforms and debates in civic education*

The House of Lords Select Committee on Citizenship and Civic Engagement in 2018 described the current state of citizenship education in the United Kingdom as poor. Despite the curriculum review in 2013 there are still criticisms of how citizenship education was initially implemented in England in 2002 and the prolonged effects. There are concerns that the direction of citizenship education has moved from a collective political conception of citizenship towards a more individualised notion that focuses on character and promoting volunteering (Select Committee on Citizenship and Civic Engagement, 2018).

Very few schools take citizenship education seriously and most secondary schools are said to be failing their statutory duty to teach it as it's often hidden within in PSHE and students are unaware of the difference between the two subjects (Select Committee on Citizenship and Civic Engagement, 2018). Studies have found that combining citizenship teaching through PSHE has a negative effect on citizenship outcomes (Keating, Kerr, Benton, Mundy, Lopes, 2010). The Select Committee on Citizenship and Civic Engagement (2018) also found evidence to suggest that citizenship was never fully embedded in the education system. This is attributed to the 2013 review of the curriculum when local authority run schools were evolved into academies. Academies are publically funded independent schools which don't have to follow the national curriculum. This has led to a decline in the use of the national curriculum which has particularly affected citizenship because of its hidden status within PSHE. As a result some schools assumed that citizenship education was removed as a subject and is no longer part of the National Curriculum or as a GCSE. This meant that some schools stopped teaching the subject (Select Committee on Citizenship and Civic Engagement, 2018).



### *Civic education activities in schools*

The programme of study for citizenship at Years 7-10 recommends that students be actively involved in their citizenship lessons through discussion, debate and critical enquiry and within their schools through the involvement in community projects, school councils (democratic student bodies) and other extracurricular opportunities. Schools and students can implement these guidelines in various ways. The government does not prescribe the means for schools to achieve participation in civic activities and so each school is free to design participation mechanisms that meet their needs (Nelson & Kerr, 2013, pp. 129 -138).

Research evaluating the outcomes of citizenship education found that there was a marked increase in the proportion of students reporting that they had participated in political activities after taking the subject. This included signing petitions, electing student/school council members and writing to an MP or local council. Participation in political activities in schools also increased over the course of the study, primarily when the participants' progressed beyond NZ Years 10-12 and continued their studies to Year 13 (Keating et al., 2010).

Keating also presented evidence to The House of Lords Select Committee on Citizenship and Civic Engagement (2018) indicating that hands-on activities were important when teaching citizenship education in order to achieve successful outcomes. She noted that experiential learning activities such as school councils, mock elections and debating clubs assist students in acquiring politically relevant skills;

*"We also estimated ... the size of the effects, which are not insubstantial. When students participated in these types of activities, the predicted probability of voting rose by 14.9%, while the probability of participating in other types of political activities increased by 13.1%" (Keating, 2017, pp. 5.1).*

This has a lasting and positive effect on a range of political activities including voting in local and national elections, contacting MPs, campaigning and protesting (Keating et al., 2010).

In 2011 England introduced the National Citizen Service programme to support active citizenship and skills development. This programme brings together people aged 15-17 from different backgrounds to help them develop greater confidence, self-awareness and responsibility. This is with the view to foster a more cohesive, responsible and engaged society. The programme takes place outside term time for approximately three weeks and has three phases; an outdoors adventures activities course; a residential self-discovery programme using team activity to build leadership and communication skills and; group work to plan and deliver a social action project. There is a small charge to the young person, with the government supporting the additional cost of the programme (European Commission, 2017).

### *Teacher education for civic education*

All teachers are graduates with qualified teacher status, graduating with either a Bachelor of Education or a Bachelor of Arts. In some schools, those teaching citizenship are subject specialists who may have completed a citizenship qualification through a post graduate certificate in education (PGCE). Citizenship education can be a feature of pre-service and continuing in-service teacher training. However, in-service citizenship training is not compulsory, which means schools decide whether or not to include in their teachers' professional development plans (Nelson & Kerr 2013, pp. 129 -138). Burton et al. (2015) noted that there are few specialist teachers of citizenship education and therefore schools have little choice but to develop citizenship programmes that are cross curricula so they can be taught by non-specialists. This study also suggested that the development of specialist

teachers, national schemes of work and comprehensive training for any teacher involved in citizenship education could have benefits for students.

Oulton et al., (2004) found the lack of training for teaching controversial subjects within citizenship education has impacted negatively on the quality of delivery. The quality of teaching varied widely after the initial introduction of citizenship education. Some teachers felt that more specific training of teachers would be beneficial to citizenship education as the lack of appropriate training and teacher knowledge had an impact on their confidence levels;

*“This ‘light touch’ approach to implementation had for some teachers allowed for the formalisation of the subject and created additional time to discuss difficult issues in depth. While others agreed on the importance of citizenship teaching in general, they felt ‘overwhelmed’ by the introduction of another subject into the curriculum but, as one citizenship co-ordinator said, “Because [citizenship] was done by form teachers it was very, very low in the hierarchy because they didn’t want to do it, they didn’t know how, they weren’t interested...once it started to work ...as a discrete subject and being taught as citizenship ...it has a much higher profile” (Burton et al., 2015, pp. 81-82).*

The Select Committee on Citizenship and Civic Engagement (2018) and Burton et al., (2015), noted that citizenship education generally had a low status within the curriculum hierarchy and thus had a low priority within the organisational structure in some schools. Over time, due to the decline of the status of citizenship education, there was also a decline in the number of citizenship teachers. These studies highlighted the need for a change in direction in order for schools to have the specialist citizenship teaching needed. Consequently, the UK government has created a National College for Teaching and Leadership which has a programme to train new specialist leaders of education including citizenship. This allows for specialist citizenship teachers to apply to become specialist leaders of education. These teachers are seen to develop the capacity and capabilities of other leaders in their own schools. By expanding the programme to citizenship specialist teachers it ensures that these teachers will obtain the skills to improve practice and citizenship provision in their schools (Ministry of Housing, Communities and Local Government, 2018).

The Association for Citizenship Teachers (ACT) is a charity that represents teachers involved in the subject. ACT provides membership services and education programmes that develop and promote citizenship education; PLD, training and network opportunities and; high quality teaching materials including their journal ‘Teaching Citizenship’. Teachers must be a member in order to access the various teaching resources (ACT, 2018).

### *Assessment of civic education*

There are eight attainment targets for citizenship learning at Years 7-10. Assessment is not limited to written outcomes but is also based on a range of evidence, as determined by teachers. Students are assessed on their knowledge and skills, but not attitudes. This could include observation, discussion or focused questioning, involving students through peer or self-assessment, or sampling a range of work over a period of time. Tests in citizenship education also include some form of project based assessment which is seen as a beneficial way to enable students to demonstrate a range of skills and practical experiences relevant to citizenship education (European Commission, 2017).

Entry level General Certificate of Secondary Education (GCSE) citizenship studies are usually taken at approximately age 16, and AS and A-level citizenship studies usually taken at ages 17 and 18 (Nelson & Kerr 2013, pp. 129 -138). Students are asked questions about the citizenship action they were required to undertake for the course (defined as a planned course of informed action or question aimed at delivering a benefit for a particular community or wider society). Students taking

Citizenship GCSE must compile an Active Citizenship Profile, recording their participation in citizenship activities in the classroom, school, or within the wider community. Students should use this information to analyse and evaluate their own evidence and reflect on issues raised in response to the questions set (European Commission, 2017).

There are very few students that take Citizenship GCSE. In the school year 2015/16 approximately 3% (17,710) of the entire key stage 4 state schools cohort took Citizenship GCSE. These numbers are down on the 2009 peak where just over 96,000 took Citizenship GCSE (Select Committee on Citizenship and Civic Engagement, 2018). The decline has been attributed to schools not prioritising citizenship education, and some schools no longer teaching the subject (Burton et al., 2015). These statistics are similar to the proportion of New Zealand students taking the social studies personal action NCEA standards (3.3% or 1,896 students).

#### *Quality monitoring of civic education*

The evidence of effective citizenship education is dominated by qualitative research (OECD, 2010). The Citizenship Education Longitudinal Study was a nine year evaluation undertaken by the National Foundation for Education Research (NFER) to investigate the impact of citizenship education on the learning experiences and outcomes of students (Keating et al., 2010). Its findings provided insights into the impact that citizenship education had on schools, teachers and young people since its introduction as a national curriculum subject in 2002. This study provided the most detailed evidence on citizenship education and there has been no follow up to the Longitudinal Study since then (Nelson & Kerr, 2013).

The Office for Standards in Education, Children Services and Skills (OFSTED) undertakes national inspections of English schools. The OFSTED (2010) report compiled observations from 91 secondary schools between 2006 and 2009. They observed students' ability to discuss topical and relevant issues, whether student actions brought about real change, and the quality of teaching of civic courses. They established that just over half of the schools were considered good or outstanding and in ten out of the 91 student achievement was inadequate. These findings demonstrate the diverse quality of citizenship education. The report highlighted citizenship teachers who were well trained, motivated specialists and sufficient time in the curriculum for the subject as key features of success

A further OFSTED report analysed the approaches and efficacy of several civic education programmes. A key finding was that the method used to deliver citizenship education is important to its effectiveness and that participatory interactive teaching methods were the best way to deliver positive long term results. Citizenship education improved people's knowledge and understanding of political processes but did not necessarily increase support for democracy or belief in the political system. It also noted that citizenship education's effectiveness in developing democracies was constrained by the lack of resources meaning that ineffective methods of teaching may be used because no alternatives are available (Browne, 2013). In contrast, the Select Committee on Citizenship and Civic Engagement (2018) heard that there was a lack of data on whether or not citizenship is taught at all in many schools, and what good citizenship teaching looks like. Furthermore, England did not participate in the latest IEA study which would have allowed for international measurement and comparisons of citizenship education outcomes.

## Key findings from England

### Structure within the curriculum:

- Compulsory in Years 7-10, 11-12) in schools which must follow the national curriculum.
- Optional subject in primary education for Years 1-3.
- Academies –attended by 70% of all secondary school students are not required to follow the national curriculum.
- Delivered as a discrete subject in 1/3 of schools, 2/3 of schools teach as part of PSHE
- Optional GCSE subject taken at ages 16-18.
- Curriculum is not overly prescriptive.
- Schools have flexibility to deliver curriculum in ways that match their teaching strengths, individual school priorities and local conditions.
- Schools free to design participation in civic activities (to meet their needs).

### Current criticisms:

- Current state of citizenship education described as poor.
- Concerns that direction of citizenship education has moved from a collective political conception of citizenship towards a more individualised notion that focuses on character and promoting volunteering.
- Schools are failing their statutory duty to teach citizenship as it is often hidden in PSHE meaning that students are unaware of the differences between the two subjects.

### Approaches to the teacher workforce:

- Few specialist teachers of so schools must develop citizenship programmes that are cross curricula so they can be taught by non-specialists.
- A wide variety in the quality of teaching across schools. Key features of success were highlighted for schools which had citizenship teachers who were well trained, motivated specialists and sufficient time in the curriculum for the subject.
- Lack of training for teaching controversial subjects within citizenship education has impacted negatively on the quality of delivery.
- Teachers expressed that specific training would be a benefit as the lack of training and teacher knowledge had an impact on their confidence levels.
- Citizenship education had a low status within the curriculum hierarchy and thus a low priority within the organisational structure of schools over time.

### Key research and quality monitoring of England's citizenship education:

- Dominated by qualitative research.
- Research evaluating the outcomes of citizenship education found that there was a marked increase in the proportion of students reporting they had participated in political activities.
- Hands on activities were important when teaching. When students participated in these types of activities, the predicted probability of voting rose by 14.9%, while the probability of participating in other types of political activities increased by 13.1%.
- Nine year longitudinal government study evaluated the impact of citizenship education from implementation.
- National inspections between 2006-2009 investigated impacts, learning outcomes and experiences for students.
- Method used to deliver citizenship education is important to its effectiveness: participatory interactive teaching methods were the best way to deliver long term results.

## **Australia**

### *Country background*

The Commonwealth of Australia was established as a constitutional monarchy and has a parliamentary Westminster-style government. Australia with a population of 25 million is a federation of six States which together with two self-governing Territories have their own constitutions, parliaments, governments and laws all based on the same principle of parliamentary government. The Australian Curriculum, Assessment and Reporting Authority (ACARA), an independent statutory authority develops and administers the national curriculum and assessments, and collects and publishes school performance data. There are government (state schools) and non-government schools and approximately 35% of students are enrolled in the latter. Regardless, all schools, are required to adhere to the curriculum frameworks of their state or territory. The six state and two territory governments have constitutional responsibility for funding the majority of government schools and for making decisions regarding the implementation of the Australian Curriculum (ACARA, 2019).

### *General approach to civic education and the curriculum*

The release of the Federal Government's civics policy statement *Discovering Democracy* in May 1997 confirmed civics education to be an important component of the government's agenda for Australian schools. This presently reflects the overarching vision and goals for Australian education and the link between schooling, citizenship and democracy is enshrined in the Melbourne Declaration on Educational Goals for Young Australia, which states that all young Australians should become active and informed citizens (MCEEDYA, 2008).

*Discovering Democracy* was rolled out as a civics and citizenship program, becoming a separate compulsory subject in the Australian Curriculum, outlining what students need to learn and be able to do in order to become active and informed citizens. In 2008, the Melbourne Declaration provided explicit detail of the civics and citizenship educational goals for young Australians. Civics and citizenship is no longer a separate subject, rather it is offered as a discrete learning area one of the four integrated sub-strands in the Humanities and Social Sciences (HASS) subject area from (NZ equivalent) Years 8-11. Education authorities within each of the Australian states and territories hold responsibility for the implementation in schools and education systems of the Australian curriculum (ACARA, n.d.).

The Australian Curriculum: Civics and Citizenship (AC:CC) covering (NZ equivalent) Years 8-11 is organised into two interconnected strands: civics and citizenship knowledge and citizenship inquiry and skills. There are three areas in which students acquire knowledge and understanding within the civics curriculum including: government and democracy; laws and citizens; and citizenship, diversity and identity. There is an emphasis on Australia's federal system of government, liberal democratic values such as freedom, equality and the rule of law. The curriculum also explores how laws and the legal system protect people's rights and how individuals and groups can influence civic life (ACARA, n.d.). Please refer to Appendix 6 for a description of the subject content for each year.

The AC:CC recognises that Australia is a secular, multicultural society with a Christian heritage, promoting the development of inclusivity by developing students' understanding of broader values such as respect, civility, justice and responsibility. It also acknowledges the experiences and

contributions of Aboriginal and Torres Strait Islander Peoples and their identities within Australia. While the curriculum strongly focuses on the Australian context, students also reflect on Australia's global position, international obligations and the role of citizens, both within Australian and in an interconnected world (ACARA, n.d.).

All states and territories, except New South Wales, Victoria and Western Australia, follow AC:CC as it is set out. Schools and individual teachers may vary in their application of state and territory guidelines outlined below:

**New South Wales:** Civics and citizenship is not a discrete subject, but is included as learning across the curriculum and is represented in the content of history and geography syllabuses as relevant. These two subjects are compulsory, but NSW is also planning to include AC:CC content for equivalent to NZ Years 8-11 in commerce, which is an elective subject.

**Queensland:** In equivalent to NZ Years 10-11 schools implement civics and citizenship as an elective in at least one semester each year. The Queensland Department of Education and the Queensland Curriculum and Assessment Authority provide teachers with additional support to teach civics and citizenship.

**South Australia:** The Department for Education provides teachers with additional support to teach civics and citizenship and history through grant funded arrangements with the Parliament of South Australia and the History Trust of South Australia for the purpose of delivering education programmes incorporating professional learning events and workshops.

**Tasmania:** Civics and citizenship is taught in equivalent to NZ Years 8-9 as an integrated humanities and social sciences subject, but it becomes an optional subject in NZ Years 11-10.

**Victoria:** Victoria has modified the AC:CC, but retains the three key content areas.

**Western Australia:** The AC:CC has been modified slightly to contextualise it for Western Australia. The third key content area, citizenship, diversity and identity, is omitted from the NZ Years 8-11 curriculum (ACARA, 2018).

#### *Current reforms and debates in civic education*

There has been some evidence to suggest the implementation of Discovering Democracy, whilst successful in parts, failed to meet its objectives, in particular the stated goal of developing active citizens. The curriculum materials focused on civic obligations which limited teachers' capacity to present dynamic concepts such as empowerment and belonging. The static 'obligation based' approach of the curriculum assumed that young people are not already active participating in community life, rather they are 'citizens in waiting'. The focus on how government works instead of deep discussions about how democratic systems can be made more democratic by enhanced participation is disengaging and turns students off the subject (Heggart et al., 2018).

The most recent version of the AC:CC outlines a three dimensional notion of citizenship which includes the concepts of civil (rights and responsibilities); political (participation and representation); and social (social virtues and community involvement) with opportunities to investigate political and legal systems, and explore the nature of citizenship, diversity, identity in contemporary society (ACARA n.d.). Studies have highlighted that the current version of the civics and citizenship curriculum still reiterates the errors of Discovering Democracy because it overlooks the notion of fostering active citizenship. Young people are still classed as 'citizens of the future' and not as 'citizens of the present' (Heggart et al., 2018). There is no discussion on the sense of empowerment and agency. Heggart et al (2018) suggests that the best way to develop active

citizenship is through hands on activities. Being immersed in democratic values and democratic doing and learning to challenge the status quo. Delivering rote learning of civics and citizenship leads to student disengagement. This study recommended a project based curriculum where students are allowed the opportunity within the classroom to discuss more radical elements of democracy. This could include whether Australia should retain the Crown as their head of state, action on climate change or learning about the perpetual criminalisation and impoverishment of Aboriginal people.

Arif, (2017) points out that it is important for teachers to respect and encourage students to express their opinions, and try to get students to speak freely and openly in civics and citizenship education. This will allow for students to engage actively with issues that matter to them. Teachers have a significant role in managing and mastering the classroom to progress students' critical and multicultural civic skills and competence for more active citizenship. Therefore, teachers' evaluations have a strong influence on student's belief about their own competence. There are many issues that concern young people and unless schools are able to create spaces for students to contribute in debates they feel are meaningful, then civic and citizenship education will fail (Heggert et al., 2018).

On 29 November 2018 Hon Dan Tehan, Minister of Education announced that he would take a proposal to update the 2008 Melbourne Declaration on Educational Goals to improve equity and excellence for every Australian student (Ministers' Media Centre, Australian Government, 2018). Carter (2018) argues that the scope for improvement in the Melbourne Declaration lies on the focus on the development of soft skills; curriculum and educational policy should be geared towards developing students' critical thinking skills, communication and, a rethinking of the way teachers assess student learning in the classroom. For example, he suggests that a students' performance should be measured against their last attempt at a similar task rather than against their peers'.

#### *Civic education activities in schools*

The AC:CC states that student experience of civics should be based on the formal curriculum in civics and citizenship and a combination of class-based activities, whole school activities and community activities (ACARA, n.d.).

As part of the Discovering Democracy program a number of national activities took place between 1998 and 2004 to complement and support the goals of civics and citizenship education. Some schools participated in Celebrating Democracy week through a range of activities supported by the Australian government. There were also a number of National Education Forums on civics and citizenship (Education Services Australia, 2011).

The establishment of the Parliamentary Education Office (PEO) in Canberra in the late 1980s has played a central role in inspiring interest in parliament and politics within Australian schools, teachers and students (Arif, 2017). The PEO has been heavily involved educating students about parliament and political processes through such activities as:

- Immersive learning programs: giving primary and secondary students hands on experience on how Parliament works to make Australia a better place to live.
- Print and digital resources: enabling teachers and students to better understand the system of government.
- Teaching resources linked to the Australian civics and citizenship curriculum: including units of work, lesson plans and other learning materials.
- Services and support for senators and members: assisting them to build community understanding their roles as members of Parliament.

The PEO are highly experienced professional educators with extensive knowledge of parliamentary process, pedagogy and the Australian Curriculum (PEO, 2019).

Education Services Australia (ESA) which is part of the Australian Government Department of Education provides technology-based services for education including assessment systems and digital learning resources. ESA has a website for teaching and learning activities for civics. However, these resources are now largely outdated. In addition, Scootle is ESA's digital portal for teachers providing civic and citizenship resources that are currently aligned with the Australian Curriculum. This portal has a link to ABC Education which is Australia's national broadcaster. ABC has a wide range of civics curriculum aligned resources.

#### *Teacher education for civic education*

In Australia, each state and territory has authority over how its teachers are recruited and trained, with many pathways into teacher certification, nevertheless all teachers require a bachelor's degree and/or a postgraduate degree in teacher education. There are no specialist standalone civics teachers in Australia.

Teachers initially did not seem well prepared to teach civics when it was first implemented in Australia. The IEA Civic Education Study completed in 2003 found that only 1% of Australian teachers surveyed (predominantly from the areas of English and Social Sciences) had studied civics in their undergraduate degree, and only 3% had a postgraduate diploma with a civic component. Of the twenty topics they deemed central to civics education, up to one-third of the Australian teachers surveyed reported they felt not at all confident to teach them. This raises question on how the cross disciplinary nature of civics can be best addressed in terms of teacher preparation (Mellor et al., 2002; Mellor, 2003).

The Australian Institute for Teaching and School Leadership (AITSL) has since developed a set of national professional standards for teachers which they must meet throughout their career. Their focus is on Initial Teacher Education (ITE), PLD opportunities and school leadership training. (AITSL, 2017). Teachers are required to remain accredited through PLD. However this is only mandatory within two jurisdictions as in other places it is self-identified. The Teacher Quality Institute which accredits teachers within the Australian Capital Territory has one PLD programme that teachers can take for understanding the AC:CC (ACT, 2018).

The Australian Electoral Commission has a number of basic professional learning resources for teachers to develop their practical skills in teaching electoral education as part of the civic and citizenship curriculum. Teachers can work through self-paced e-learning modules or attend face to face workshops. One resource that they offer is an online professional learning tool which aims to equip teachers with skills and knowledge to run an election within their classroom. This is seen as a good way to help students understand the decision making process of an election (Australian Electoral Commission, 2017).

Reviewing civics teaching training in an Australian ITE institute, Sigauke (2013) argued that teachers need to have a thorough understanding of civic issues and how to teach these in their class if they are to successfully implement civic education at a school level. They observed that the majority of pre-services teachers on the program study civics and citizenship education online. They noted that in contrast, a school wide approach to the implementation of civics education could be adopted at the teacher education level (referring to a case study in Scotland). This recognises the aspects of civics and citizenship in school life and provides the experiences to all learners within the classroom and beyond the school environment. Presently, pre-service teachers have little opportunity to put these ideas into practice due to the limited coverage of civics education subject in the social science

education program at the teacher education level (only integrated into 3 out of 10 social science subjects), and the constant policy reminders to follow directives stated in official documents, include school syllabuses. As a result of these findings, this paper recommended that a separate civics and citizenship education subject for all pre-service teachers incorporating participatory activities at the local, regional and global community levels.

Furthermore, the Social and Citizenship Education Association Australia (SCEAA) is a professional association which aims to support, promote and improve the quality of citizenship education, represent teaching and research, advocate for citizenship education policy, curriculum and pedagogy and sponsor and support activities that may assist the teaching of citizenship education. They have recently highlighted that there is evidence to suggest that civics and citizenship is struggling to secure curriculum space in many schools, despite its status within the Australian curriculum. One of the reasons for this is an absence of current PLD and examples of good practice in planning for active citizenship in and beyond classrooms. SCEAA wants to address this through providing support for classroom and beginning teachers (SCEAA, 2019; Sigauke 2013).

#### *Assessment of civic education*

The Australian Curriculum is presented as a developmental sequence of learning that describes a progression of learning from Kindergarten to (NZ equivalent) Year 11. It clearly outlines to teachers, parents and students what is to be taught, and the quality of learning expected of students as they progress through school. Within this, schools across Australia make their own decisions about matters such as pedagogy, teaching time, approaches to developing general capabilities and addressing student diversity and cross-curriculum priorities. (ACARA, 2019).

Each content area within the Australian Curriculum is accompanied by an Achievement Standard equivalent to NZ learning outcomes, referring to the quality of learning (depth of understanding, extent of knowledge and sophistication of skill) demonstrated by students within subjects. Teachers use Achievement Standards at the beginning of each learning period to discover what skills and knowledge individual students bring to a new topic and then select the most appropriate content to teach. Teachers also use Achievement Standards at the end of each reporting period to determine what each student has learnt in relation to the Australian Curriculum (ACARA, n.d.). There are various Achievement Standards outlined for civics education for (NZ equivalent)) Years 8-11. ACARA also provides student work samples for civics and citizenship to assist teachers to make judgements about student progress towards the Achievement Standards. This also ensures that work is assessed consistently across Australia's jurisdictions. All jurisdictions within Australia must report student achievement using a 5-point rating (ACARA, n.d.). Please refer to Appendix 6 for learning outcomes and achievement standards for civic and citizenship education.

#### *Quality monitoring of civic education*

Since 2004 there has been an ongoing program of national assessments run at the direction of the Education Council which provides student performance data to help the government assess how students are performing compared to their international peers and identifying where improvements are required.

The National Assessment Program (NAP) includes three-yearly sample assessments in civics and citizenship for (NZ equivalent) Years 7 & 11. NAP – civics and citizenship (CC) assessment measures students' skills, knowledge and understanding of Australia's system of government and civic life, and also student attitudes, values and participation in civic related activities at school and in the community. The most recent 2016 NAP report finding that 55% of (NZ equivalent) Year 7 students were achieving at or above the proficient standard in civics and citizenship was statistically similar

to the last sample conducted in 2013. However there was a slight decrease in the proportion of (NZ equivalent) Year 11 students achieving at or above the proficient standard from 44% in 2013 to 38% in 2016 (ACARA, 2018).

In order to combat the decline in student achievement and improve student’s civic knowledge, the current government has focused on creating resources that are compelling for upper middle secondary students. Hon Dan Tehan the Minister of Education issued a press release on 24 March 2019 announcing that the Government will provide \$1 million to create new teaching resources to improve how civics and citizenship is taught. The resources will be rolled out to teachers later on this year. The resources will aim to help students learn about democracy, Australia’s system of government and their values to ensure that the next generation are engaged citizens (Ministers’ Media Centre, Australian Government, 2019).

## Key findings from Australia

Structure within the curriculum:	Current criticisms:	Approaches to the teacher workforce:	Key research and quality monitoring of Australia’s civic and citizenship education:
<ul style="list-style-type: none"> <li>Initially conceptualised as a separate, compulsory subject, but is currently incorporated in the humanities and social sciences curriculum.</li> <li>Offered as an integrated sub-strand within humanities and social sciences for Years 4-11.</li> <li>Discrete learning area for Years 8-11.</li> <li>Education authorities within each of Australia’s jurisdictions are responsible for the implementation of the AC:CC in schools.</li> <li>AC:CC states that students’ experience of civics should be based on the formal curriculum in civics and citizenship and a combination of class based, whole school and communities activities.</li> </ul>	<ul style="list-style-type: none"> <li>The implementation of civics and citizenship failed to meet its objectives, in particular the state goal of developing active citizens.</li> <li>Curriculum materials focused on civic obligations limiting teachers’ capacity to present dynamic concepts such as empowerment and belonging.</li> <li>Static ‘obligation based’ approach of the curriculum assumes that young people are not already active participating in community life, rather they are ‘citizens in waiting’.</li> <li>The best way to develop active citizenship is through hands on activities. Delivering rote learning of civics leads to disengagement.</li> <li>A project-based curriculum has been recommended</li> </ul>	<ul style="list-style-type: none"> <li>No specialist standalone civics teachers .</li> <li>Teachers initially did not seem well prepared to teach civics when it was first implemented due to lack of pre-service and in-service training.</li> <li>There are now some PLD programmes that teachers can take for understanding the AC:CC in the Australian Capital Territory.</li> <li>Civics and citizenship is struggling to secure curriculum space in many schools, despite its status within the AC:CC. One of the reasons for this is an absence of PLD and examples of good practice in planning for active citizenship in and beyond classrooms.</li> <li>It is important for teachers to respect and encourage students to express their opinions, and try to get students to speak freely and openly. This will allow for students to engage actively with issues that matter to them.</li> </ul>	<ul style="list-style-type: none"> <li>Achievement Standards (learning outcomes), referring to the quality of learning demonstrated by students assist teachers in making judgements about student progress and achievement.</li> <li>Since 2004 there has been an ongoing program of national assessments run at the direction of the Education Council.</li> <li>The 2016 national assessment found 55% of (NZ) Year 7 students achieving at or above the proficient standard in civics and citizenship was statistically similar to when the sample assessment was last conducted in 2013. However there was a slight decrease in the proportion of (NZ) Year 11 students achieving at or above the proficient standard from 44% in 2013 to 38% in 2016.</li> </ul>



## **Estonia**

### *Country background*

The Republic of Estonia is situated in the Baltic region of Northern Europe with 1.3 million inhabitants. It is a sovereign state with a democratic unitary parliamentary republic divided into 15 counties (Enterprise Estonia, n.d.). The education system is decentralised and the government and Ministry of Education and Research define its strategic development. Counties, local governments and educational institutions each have specific roles in administering the system. Most students attend public sector schools, which are funded by the state. There are also small proportions of state and private schools. The education system is a single track structure, meaning that all students follow the same curriculum until the end of basic education, which ends when students reach 16. There are three levels: Pre-primary education (ages 0-7); Basic school, including primary and lower-secondary education, comprises (NZ equivalent) Years 1-11 (ages 7-16/17); and upper secondary education, including either general or vocational school for (NZ equivalent) Years 12-13 (ages 16-18) (OECD, 2016).

### *General approach to civic education*

Compulsory subjects, and the basic allocation of teaching time to them accounts for 70% of curricula content. Each school is required to develop a school-level curriculum within the framework of the national curriculum. Teachers are free to use the teaching methods and textbooks of their choice. The school-level curriculum is approved by the school director but development involves the school staff and requires the advice of the board of trustees, student council and the teacher council (OECD, 2016). A revamp of teacher education in Estonia (commenced in 1998) strengthened teachers' capacity to focus on critical thinking skills for the new IT economy (NCEE, 2019).

Civic and citizenship education has been represented as a cross-curricular theme and as a separate subject at various grades since 1997. At a primary level, civics education is integrated into all subjects and is closely linked to human studies (a subject designed to help students understand cultural and social differences and how to interact with others). At the lower and upper secondary levels, civics education is taught as a separate subject and is also integrated throughout other subject such as history and geography. Civics and citizenship is defined as a subject that has political, economic, social, cultural and value dimensions. It plays an important role in developing social competencies and it contributes to the development of democratic values, entrepreneurship, self-efficacy and social sensibility in students. Civic education also creates opportunities for developing social cohesion, civic identity and participatory democracy (Government of Estonia, 2011a & Government of Estonia 2011b). Please refer to Appendices 7&8 for a description of the National curricula for basic and upper secondary schools.

The compulsory course at lower and upper secondary is taught to students in (NZ equivalent) Years 10-11 (ages 15-16) for 70 hours and then at (NZ equivalent) Years 12-13 (ages 17-18) for 70 hours a year. The curriculum outlines aims, learning processes, time allocation, content and expected outcomes for the subject. Every school must follow the content determined by the national curriculum and additional topics may be included if the teacher decides. The curriculum recommends approaches to teaching and assessment, although teachers are free to design their own teaching and learning activities. Civic and citizenship education in the lower-secondary school provides basic knowledge on the functioning of society and explains citizens' relations with politics, the economy and social groups. At the upper secondary school level students are educated in regards to social processes in contemporary society, knowledge on the political processes, law and the economy. European and global dimensions are at the core of each topic. This approach is designed to

create foundations for a competent, responsible and active citizens who can cope in an ever-changing multicultural society. Civic and citizenship education also contributes to the development of positive attitudes toward cultural and ideological differences (Toots, 2013 pp. 139-149). Intercultural education is part of the civic education course in Estonian schools, aimed at promoting the understanding of cultural differences. The course is obligatory from the (NZ equivalent) Year 5 upwards. The actual content of the course is dependent on the teaching materials, upon which each school makes its own decision, and on the teacher.

### *Current reforms and debates in civic education*

Since 1991, Estonia has transitioned from communist rule (occupied by Soviet Russia) to democracy and has therefore experienced several fundamental reforms to its education system. Soviet social education was not formally abolished, rather it was transformed slowly into a democratic civic and citizenship education through various curriculum revisions and the production of new textbooks which have fundamental importance for social sciences. Compared to the previous ICCS cycle in 2009, the level of civic knowledge of Estonian students has increased at a significantly higher rate than the international average. There are very few (3.4%) low-performing students in Estonia; 42% of students achieved the highest level of civic knowledge in the study, and Estonia had one of the highest national average scale scores for students' learning of civic issues at school (Shultz et al., 2018). Estonian performance is remarkably equitable with respect to social class. Estonia has among the highest percentages of resilient students in the OECD, and Estonian students in the lowest decile of PISA performance perform higher than the average student in the industrialized world (NCEE, 2019).

Major current debates on civic and citizenship education focus on the point that the subject is too theoretical, failing to address real-life situations and does not provide necessary or practical social skills. Toots (2013 pp. 139-149) argues that the subject is too limited to the formal classroom and does not contribute to the enhancement of democracy in schools. There are also claims that the curriculum is overloaded and does not leave enough room for projects, study visits and discussions and that it does not provide students with a relevant system of concepts for addressing complex problems. For example, Haav (2018) notes that ideas and exercises about participant democracy should be central to the civics education and students' workbooks. Since 2014, new workbooks have introduced some critical ideas and facts that are useful for political literacy and motivation, such as discussing draft laws and policies and making their own proposals to facilitate students' independent and critical thinking, social and political skills. However the Estonian curriculum does not explore the theoretical foundations or social concepts. This means that the workbooks do not provide students with a relevant system of concepts for addressing complex problems. There are also calls to add reference to understanding the social problems in hierarchal institutions like parliament and government. This is necessary for understanding peoples' positions and opportunities on local and national levels. The government has created a web-based system for participation of active citizens, interests groups and NGOs which link people to the state. Haav (2018) argues that the curriculum and workbooks should acknowledge students with these channels and opportunities for information, discussion and proposals.

Nevertheless, the democratic attitudes of Estonian youth have been constantly improving over the years and 77% of 14 year olds intend to vote in national elections and 80% in local elections (Ministry of Education and Science, 2017). However the ICCS study noted that less than one fifth of young people participate in civil society organisations and groups. In addition, civic and citizenship education in Russian-speaking schools is not effective, which is evidenced by the lower achievement and weaker civic identity of the students in these schools. 94% of pupils in Estonian-language schools are proud to live in Europe; among Russian-school students, this figure is 80% (Schulz et al., 2018). In sum, although civic knowledge is high amongst the student population, Estonia has highlighted that there is difficulty in linking knowledge with active participation in society. One reason attributed to this may be that there is no opportunity within the classroom for students to suggest topics for

discussion and engage with projects which they are interested. The Ministry of Education and Science report (2017) recommended that teaching social science subjects like civics should be carried more out of the classrooms and into real world experiences.

The 2017 European Commission report on citizenship education in schools in Europe makes reference to the previously mentioned study, Citizenship Education Longitudinal Study carried out by the United Kingdom from 2001-2010 (Keating et al., 2010). This report evidenced that effective citizenship education requires a whole-school ethos, where school leaders support and promote the subject, with a clear and coherent understanding of what this means for the classroom and for the school. The whole-school approach is an opportunity for students to see and experience democratic voice and active citizenship in action, but it can only have an impact if it has committed support at school level. The European Commission (2017) notes that it is important to recognise the value of such an approach which is currently occurring in Estonia as they are actively seeking ways to show the value of schools that strive for more than just academic achievement, linking strongly to the whole-school approach to citizenship education. For example, The Good School Model which was established in Estonia in 2012 aims to reflect the wider outcomes of school education beyond measures based on academic achievement. This includes developing whole-school evaluation approaches by allowing schools to demonstrate their efforts to place important values and skills and to bring together different actors involved in supporting students' personal and social development. The design process for this model including educational researchers, school principals, teachers, union representatives as well as local councils and the Ministry for Education and Research (European Commission, 2017).

#### *Civic education activities in schools*

The National Curricula states that extracurricular and out of school activities support the development of subject field competence and the achievement of learning and educational outcomes at secondary school. This includes social sciences and civics education as a compulsory subject. In addition, there is an emphasis on organising extracurricular learning activities which involves regional institutions and enterprises, other education and cultural institutions, civic associations, and NGOs. This cross-agency/community involvement is seen as significant for the study of cross-curricula subjects like civics (Government of Estonia, 2011b). Civics and citizenship education is enhanced by activities that include study trips, field research, voluntary work in the community and meetings with a range of people. In addition to course literature, various materials and informative documents, electronic databases, study films and so on are used. This emphasises the need to facilitate students' interest in real life social problems and students' willingness to take an active part in handling them (Toots, 2013 pp. 139-149).

Estonian students are said to give a lot to school life and student government. More than 90% of research participants in the Schulz et al (2018) study believe that it is possible to improve the work of school management by participating in its work. One third of the students surveyed participate in making decisions regarding school management. The study also found that over the past years, interest in music and theatre has declined, but the share of participation in debates has noticeably increased. Student participation is seen as an essential component in ensuring the 'student voice' is heard within decision making at school level as well as providing students with practical experience in the democratic process. Estonia has a youth policy strategy which seen to drive the development of student participation. The Youth Field Development Plan supports a network of school boards and youth councils, providing training and resource and a guidance handbook for teachers. This is currently in the piloting stages (European Commission, 2017).

In addition, Estonia has established the youth programme Tugila, which provides activities that are targeted at empowering young people who are not currently in education, employment or training

(NEETs). This aims to drive forward citizenship education through the development of skills and attitudes associated with the social and civic competences that are central to citizenship education. Tugila is part of the wider Estonian Youth Guarantee National Action Plan supporting young people in need. The programme assists them in realising their potential and becoming a productive member of society, raising their confidence and self-esteem (European Commission, 2017).

Estonia is also participating in a European Commission project called Empowerment of mobile youth in the European Union (EMY). This aims to support the inclusion and democratic participation of young EU citizens (aged 16-29) coming to Estonia to study. The project focuses on activities including:

- raising awareness EU citizenship
- mapping of political engagement of students at a local level
- organising online and focus-group discussions
- developing policy recommendations.

The aim of this project is to get young people across the EU to engage with national and European governing bodies (EGA, 2018).

#### *Teacher Education for civic education*

Teachers are expected to hold a Master's degree with qualifications in one or several subjects. From (NZ equivalent) Year 7 onwards teachers are subject specific. However civic and citizenship education comprises less than 1% of the fulltime workload. Only one institution, Tallin University provides initial training for civic and citizenship education teachers (Toots, 2013 pp. 139-149). Regulations require teachers to undertake 160 hours of Professional Learning and Development (PLD) during a five year period. Teachers cannot move up the career ladder unless they complete the ongoing professional development required by law. School heads have responsibility for allocating PLD funds (from central government) to individual teachers. However, according to estimates, only 25% of civics teachers regular attend civics PLD courses (Toots, 2013 pp. 139-149).

The Estonian History and Civics Teachers' Association is a professional group collaborating on civic and history related issues. Their main objective is to provide a forum for teachers to connect, discuss and share resources in order to maintain continuity in history and culture research and preservation. In addition, the Association takes part in solving problems in the Estonian education field and popularising history and civics studies. The Association organises conferences, courses, seminars and competitions to give the members a chance to expand their knowledge in Estonia and other countries (Estonian Historical Society, n.d.)

#### *Assessment for civic education*

Estonia has official guidelines on recommended assessment methods according to the type of learning outcome that is being assessed. The national curriculum for civic and citizenship education at primary and lower secondary levels establishes that 'knowledge and skills are assessed on the basis of oral response, including presentations, and written projects. Assessment of values and attitudes (e.g., showing interest, understanding importance, valuing, following rules) is facilitated by role plays, case studies and group work'. (Ministry of Education and Research, 2014). There are eight fields of general competencies for students and the two that are relevant to civics and citizenship includes cultural awareness and values; and social awareness and citizenship.

Assessment at the basic schools for civics education is compared with the expected learning outcomes listed in the curricula. The subject-related knowledge and skills may be evaluated in the course of the studies as well as at the end of the study topic. They are graded using a five-point scale. They can also choose to sit the national examination in civic and citizenship education as one of 10 optional subjects in order to graduate from basic school (Government of Estonia, 2011 a).

At the end of upper secondary school, students are evaluated and assessed on their ability to understand and analyse problems, obtain and interpret legal information, participating in common activities (simulations, role play and projects), preparing and making presentations, summaries and research. To graduate from upper secondary school, students must complete public examination and civics being one of the examination options. The content of these examinations follows the national curriculum (Government of Estonia, 2011 b). The introduction of final examinations in civic education at the end of lower and upper secondary schooling has had a positive effect on attitudes towards the subject. Schools and teachers now allocate more time and effort to the topic and there is an increasing proportion of students who are choosing to take the civic examination course (Ministry of Education and Research, 2018).

The format of final examinations is continuously improving as a result of feedback. However ongoing changes to the national assessment system means that assessment rules are also frequently changing. This complicates the comparison of achievement levels across tiers and challenges the reliability of achievement findings (Toots, 2013 pp. 139-149). For example, the Ministry of Education and Research is developing teaching and assessment materials to support the eight fields of general competencies for students including the civic and citizenship competencies. The Ministry interprets the main reason for teachers' difficulties when assessing students is the lack of guidance in national curricula on suitable learning and assessment methods. This policy initiative is currently underway as part of the National Strategy for Lifelong Learning 2014-2020 (European Commission, 2017). International tests have shown that the Estonian education system is considered as high quality, providing students with skills above the international average. However these tests have also shown that there is a lack of resolve and creativity in using different skills in new contexts. The drafting of the Lifelong Learning Strategy was in response to this and aimed to provide all Estonians with learning opportunities to meet their needs and capabilities throughout their lifetime (Ministry of Education and Research, 2014).

### *Quality monitoring in civic education*

Estonia is globally well known today as a leader in promoting innovative public sector reforms and digital solutions in government technology. It has established a well-functioning mechanism of government transparency and freedom of information through open data and e-government systems. More importantly their wide use of various digital solutions in many public platforms such as e-government and e-voting means that it is easy to track civic engagement platforms (Kassen, 2017). Estonia is a member of the Open Government Partnership (OGP). One focus of their participation in the OGP is the tracking of the quality of civic education and subsequent engagement. Estonia stands out among 65 other OGP member states as a good example on how to engage the civil society in decision making processes, according to the OGP Policy Brief (Francoli et al., 2015).

Estonia has focused on quality assurance teachers rather than student achievement over the last 10 years. Estonia adopted a national qualification framework in 2005 which includes qualification standards for teachers. Teachers progress from starting teachers, to senior teachers and finally master teachers. Teachers move up based on years of experience, completed PLD and successful demonstration that they possess the required knowledge and skills at each level (Ministry of Education and Research, 2017). The profession qualification standards are also the basis for the development of in-service teacher education curricula (Toots, 2013 pp. 139-149). Estonia

administers standardised tests in citizenship education with the purpose of evaluating and monitoring the education system as a whole and/or individual schools. The assessment test takes place every 3-5 years in the last year of primary education (European Commission, 2017). In addition, student achievement in national examinations in civics as well as participation in the IEA's Civic Education study, ICCS and PISA international surveys helps Estonia to identify trends in educational outcomes as well as in background systems. This allows the government to propose necessary change actions (Estonian Ministry of Education and Research, 2018).

## Key findings from Estonia

### Structure within the curriculum:

- Represented as a cross-curricular theme and as a separate subject at various grades.
- At a primary level - integrated into all subjects and is closely linked to human studies.
- At the lower and upper secondary levels - taught as a separate subject and is also integrated throughout other subjects such as history and geography.
- Curriculum outlines aims, learning processes, time allocation, content and expected outcomes for the subject. Every school must follow the content determined by the national curriculum and additional topics may be included if the teacher decides. The curriculum recommends approaches to teaching and assessment, although teachers are free to design their own teaching and learning activities.
- Students can opt to take the national examination in the subject in order to graduate from lower and upper secondary school.

### Current criticisms:

- Debate focuses on the point that the subject is too theoretical, failing to address real-life situations, does not provide practical social skills.
- There is difficulty linking knowledge with active participation in society. This may be attributed to students not having the opportunity to suggest topics for discussion or engage with projects they are interested in.
- Estonia is seeking ways to show the value of schools is more than just student achievement. The Good School Model aims to reflect wider outcomes of school education beyond measures based on academic achievement.
- Student participation is seen as an essential component in ensuring the 'student voice' is heard within decision making at school level as well as providing students with practical experience in the democratic process.

### Approaches to the teacher workforce:

- All teachers are expected to hold a masters degree.
- There are specialist teachers for civic and citizenship education. However, as the subject only comprises 1% of the workload at secondary school this means that teachers usually specialise in other disciplines such as history and social sciences.
- One university in Estonia provides initial teacher education for civic and citizenship.
- The main focus on quality assurance in Estonia during the last 10 years has been on teachers, not on student achievement. Estonia adopted a national qualification framework in 2005 which includes qualification standards for teachers.

### Key research and quality monitoring of Estonia's civic and citizenship education:

- Introduction of final examinations in civic education at the end of lower and upper secondary schooling has had a positive effect on attitudes towards the subject. Schools and teachers now allocate more time and effort to the topic and there is an increasing proportion of students who are choosing to take the examination course.
- The democratic attitudes of Estonian youth have been constantly improving over the years and 77% of 14 year olds intend to vote in national elections and 80% in local elections.
- The ICCS 2016 study noted that less than one fifth of young people participate in civil society organisations and groups.
- Estonia is globally well known today as a leader in promoting innovative public sector reforms and digital solutions in government technology. Their wide use of various digital solutions in many public platforms such as e-government, e-voting means that it is easy to trace civic engagement platforms.

## Key themes analysis and discussion

### How civic and citizenship education is defined internationally within national curricula

There are similarities in the subject content, aims and learning outcomes outlined in the national curricula each of the jurisdictions studied. Figure 3 outlines the key learning areas and outcomes in national curricula. The core focus is on providing students with knowledge, skills and understanding to prepare them to play an influential, informed and active part in society. Developing democratic values, self-efficacy and becoming active and responsible citizens is mentioned throughout the curricula documents of each country studied.

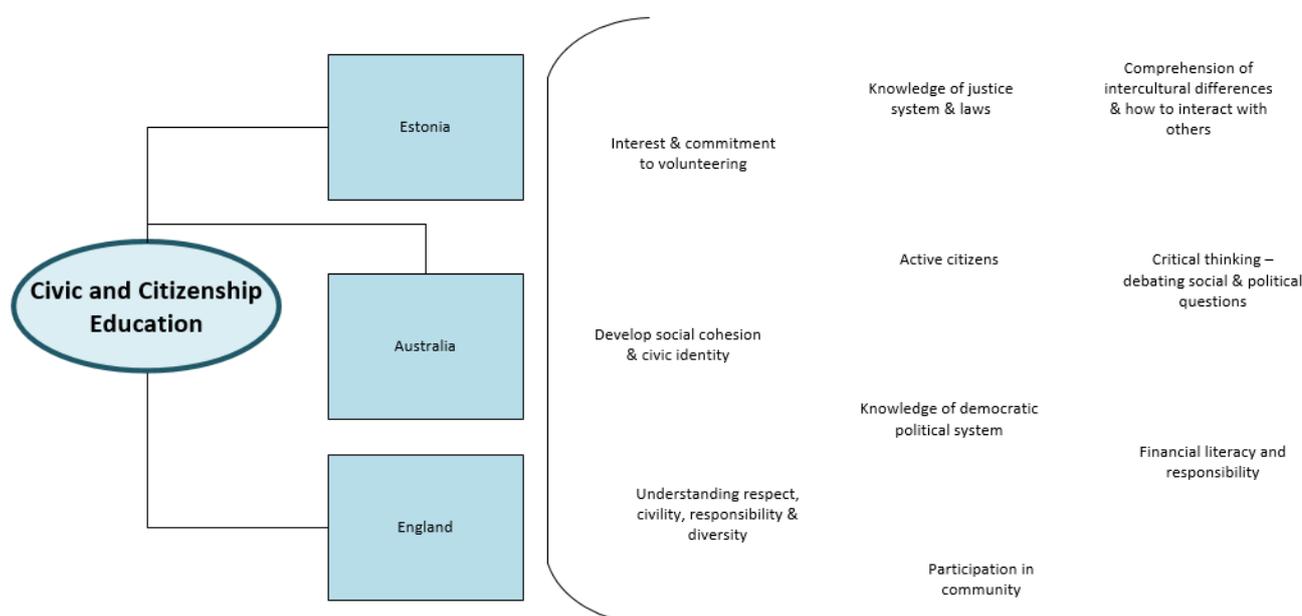


Figure 1: Similarities in subject content, aims and learning outcomes for civics and citizenship education

### Key learning outcomes: similarities between the education systems studied

There is a content knowledge based aim included in the key learning outcomes listed in the curricula of the countries studied. This includes developing students' understanding of political, democratic and justice systems, how laws are shaped and enforced, how the legal system protects peoples' rights and how individuals can influence civic life. Students acquire knowledge of diversity and identity, and an

understanding of cultural and social differences, and how to interact with others. Students are expected to be equipped with the skills to think critically and have the ability to debate social and political issues.

To foster active citizenship there is also an emphasis placed on preparing students to take their place in society. The English curriculum refers to developing an interest in commitment to, volunteering. The Australian curriculum promotes the development of active inclusivity as a secular, multicultural nation by developing students' understanding of broad values such as respect, civility, justice and responsibility. The Estonian curriculum refers to the development of social competencies such as democratic values, entrepreneurship, self-efficacy and social sensibility. These elements all feed into the aim of developing social cohesion, civic identity and participatory democracy.

### Approaches to implementation: Integrated versus separate subject

There are various approaches to how civics and citizenship education is implemented into a nation's curriculum. All three countries previously or currently offer civics and citizenship education as a separate and integrated subject within their national curricula. It is a compulsory learning area within each country. Table 2 outlines the approaches to delivering civics education at different levels within the school system:

	<b>Estonia</b>	<b>Australia</b>	<b>England</b>
<b>Primary</b>	Represented as a cross-curricula theme through all subjects	Offered as an integrated sub-strand within humanities and social sciences from Year 4	Optional subject for Years 1-3
<b>Lower Secondary</b>	Separate and compulsory subject  A cross curricula theme integrated throughout other subjects	Compulsory discrete Learning area – in Humanities and Social Sciences	Schools can choose either:  Separate and compulsory subject  Discrete subject – integrated, cross-curricula or through extra curricula activities  Within the personal, social and health education subject (PSHE)
<b>Upper Secondary</b>	Separate and compulsory subject  A cross curricula theme integrated throughout other subjects	Compulsory discrete Learning area – in Humanities and Social Sciences (until NZ Year 11)	Schools can choose either:  Separate and compulsory subject  Discrete subject – integrated, cross-curricula or through extra curricula activities  Within the personal, social and health education subject (PSHE)

Table 2: Approaches to delivering civic education

It can be ascertained that civic and citizenship education has significant emphasis within Estonia's curriculum throughout each year group as it is seen as developing social competencies contributing to the development of social cohesion, civic identity and participatory democracy. This emphasis is

subsequently reflected in Estonia's higher than average performance in ICCS 2016 in their civic knowledge, democratic attitudes, participation and engagement.

Research from England and Australia has evidenced that although the subject has a predominant place within their national curricula, the subject is often side-lined, struggling to secure curriculum space within many schools. This has been attributed to the nature of delivering it as a discrete subject, high teacher workloads, and absence of ITE and PLD for civics contributing to lack of teacher confidence. Research on Estonia's education system has evidenced that the curriculum is overloaded and does not leave room for projects, study visits and discussions which are seen as vital elements to delivering a successful education programme for civics and citizenship.

These are significant findings in respect of the New Zealand system. Studies on New Zealand have shown that the subject social studies/ Tikanga ā Iwi within NZC and Te Marautanga o Aotearoa (TMOA) are most compatible with the notions of civic and citizenship education because there is already existing citizenship focussed learning involving social inquiry (developing participatory capability through understanding differences in values, community decision making) or conceptual approaches (cumulative development of civic knowledge) (NZPSA, 2018).

The New Zealand curriculum is similar to Australia and England in that teachers have significant discretion over how they teach based on learning areas, principles and values (Ministry of Education, 2007), and in comparison to Estonia very little knowledge is prescribed. While the flexibility of the New Zealand curriculum appears to be advantageous, it could become a challenge for implementing and delivering civic and citizenship education. This high amount of autonomy could lead to the same issues that these countries have experienced such as curriculum coherence and curriculum crowding. An important consideration is how teachers can be supported to enrich the existing focus of citizenship within the NZC to enhance civic literacy, rather than being expected to add what might be perceived as another dimension to the school curriculum NZPSA (2018).

### **Approaches to implementation: Project-based versus Knowledge-based curriculum**

It is evident that the three countries examined have placed an emphasis on students obtaining key competencies for civic and citizenship education within their respective curricula. Key learning areas ensure that all students acquire knowledge and understand the concept of democratic systems of government, justice system, social issues and how individuals can shape the political process. They also encourage students to explore social concepts and address complex issues, enabling them to think critically.

For example:

- England's assessments are not limited to written outcomes but also based on a range of evidence determined by teachers including observation, discussion, focused questions or sampling a range of work over time.
- Estonia has placed a strong focus on content and what has to be covered and learnt within their comprehensive curriculum documents. Furthermore, the introduction of final examinations in civic education at the end of lower and upper secondary has had a positive impact on attitudes towards the subject as schools and teachers allocate more time to the topic and there is an increasing proportion of students choosing to take the civic examination (Ministry of Education and Research, 2018).

- Australia uses learning outcomes (called Achievement Standards) and a 5-point rating method to determine each students' progression and ensures that work is assessed consistently across Australia's jurisdictions.

However, it is important to note that a curriculum focused on content and rote learning does not drive student civic engagement or participation (Heggert et al., 2018; Keating et al., 2010). For example, evidence from the Australian experience has shown that civic knowledge was only above the proficient standard in 38% of Year 11 students in a 2016 study (ACARA, 2018).

In contrast, international and New Zealand literature has provided some insights on what works well for effective civic and citizenship education. Students' experience with civic engagement in community or at school tends to be positively associated with their expected civic engagement as adults. Moreover, students' civic knowledge and self-efficacy along with students' personal beliefs were consistent predictors of expected electoral and active political participation (Schulz et al., 2018). The studies throughout this literature highlight some examples of the use of a project-based curriculum and the successful outcomes of using these methods:

- Classrooms which have an open environment where teachers foster and encourage critical debate regarding social issues contributes the most to developing engaged future citizens. For example, England's curriculum references active discussion, debate and critical inquiry within schools and advises that students can be assessed on their knowledge through discussion or focused questioning.
- New Zealand based research has found that teachers who created a classroom climate of critical debate, engaged deeply with social issues and offered opportunities for students to respond to citizenship action were able to foster civic and citizenship learning and engagement in their students (Wood et al., 2017).

The ICCS 2016 study found that in terms of civic engagement, expected active participation in conventional political activities was higher among students who said they were interested in civic-related issues, but lower among students with higher levels of civic knowledge (Schulz et al., 2018). We can ascertain that there is no clear established link between civic knowledge and increased civic participation. Hence, effective civic and citizenship education requires not only civic knowledge, but also opportunities to actively respond to issues which have personal significance to them and their community.

- Studies from England, Australia, Estonia and New Zealand have all found that when young people participate in active forms of learning during school (such as voluntary community work, writing to MPs, electing youth councils), results in stronger patterns of future civic participation (NZPSA, 2018; Browne, 2013; Select Committee on Citizenship and Civic Engagement, 2018; Keating et al., 2010; European Commission, 2017; Heggert et al., 2018; Haav, 2018). Therefore, interest can drive engagement in students.
- A New Zealand study completed by Wood et al., (2017) found that students felt that their ongoing 'practice' in taking social action built their political efficacy and civic knowledge and how skilled teachers in civic education helped to ensure that experiences were meaningful and led to deep learning (NZPSA, 2018).
- Promoting opportunities for students to 'practise' their citizenship in schools (to be citizens now) through enhanced leadership and roles in decision-making in schools as well as opportunities to contribute to shape community and national issues are important for a successful education programme. The current NCEA 'social action' standards are already well

placed to do this and provide a useful model within New Zealand citizenship education (Wood et al., 2017; NZPSA, 2018).

PISA (2018) indicates that schools play a crucial role in helping young people develop global competence. Globally competent individuals can examine local, global and intercultural issues, understand and appreciate different perspectives and world views, interact successfully and respectfully with others and take responsible action toward sustainability and collective well-being. Therefore, civic and citizenship education which encourages inclusiveness and understanding of diversity within society is important in terms of fostering global competence, civic engagement and participation.

For example:

- Both Estonia's and England's national curricula include references aimed at promoting the understanding of cultural differences within their civics and citizenship programmes.
- A learning area within the Australian Curriculum includes diversity and identity, understanding the experiences of different groups within society and acquiring values and respect. However, Heggert et al., (2018) argues that the curriculum does not reach far enough, failing to provide opportunity within the classroom for discussion of these elements of democracy such as the criminalisation and impoverishment of Aboriginal people.

These are important findings for New Zealand because civic education which encourages inclusivity and flexible notions of citizenship are required in order to include the range of diverse experiences of participation and citizenship experiences held by students here (NZPSA, 2018). Civic education in New Zealand could strive to develop students' critical understanding of the history and ongoing impacts of colonisation which has frequently excluded and reduced the citizenship rights of Māori and more recently other ethnic minorities (Liu et al., 2005). Furthermore, the gaps in young New Zealander's knowledge of New Zealand history and the legal, political and constitutional matters (known as the 'civic empowerment gap'), is a challenge that will need be addressed if civics education is implemented in NZ schools (NZPSA, 2018; Schulz et al., 2018).

### **Teacher education and Professional Learning and Development approaches**

New Zealand's curriculum autonomy contributes to the patchiness of students' current experiences of citizenship education and there has been a shift away from subject specific PLD. Consequently, there is little resourcing or expertise to support the teaching of civics and citizenship education in either primary or secondary schools. There is also a need for increased teacher supply in the Tikanga ā Iwi learning area (NZPSA, 2018).

The level of resourcing and expertise to support the teaching of civic and citizenship education is a significant factor for the success of education programmes internationally. The study of England, Australia and Estonia has shown that there are few specialist teachers for civic and citizenship education and the majority of teachers tend to also teach social science and other related subjects.

- Studies have shown that the initial implementation in England and Australia of civic and citizenship education was significantly burdened by the lack of specific teacher training, preparation and knowledge which was a hindrance to teachers' confidence levels. Subsequently, there was low student achievement, poor civic knowledge which did not fulfil these countries' main aim to foster active future citizens (Select Committee on Citizenship and Civic Engagement, 2018; Burton et al., 2015; Mellor, 2003; Sigauke, 2013).

- The issues that England and Australia experienced after the implementation of their programmes have a risk of being repeated here due to nature of the New Zealand curriculum. The ICCS 2009 study concluded that it was unclear whether there is a consistent view across New Zealand schools about what civics and citizenship education ought to look like and what means are effective in developing students' citizenship competencies (Bolstad, 2012; Kriebel & Tavich, 2017). This is a significant finding because it raises questions about how the cross-disciplinary nature of civics can be best addressed in terms of teacher education and preparation in New Zealand.
- A key enabler of successful civics and citizenship programmes at schools was the availability of citizenship teachers who were well trained, motivated specialists and sufficient time in the curriculum for the subject (OFSTED, 2010; Sigauke, 2013; European Commission, 2017; Shultz et al., 2018).

These findings demonstrate that support for effective civic and citizenship education requires pre-service training and ongoing PLD for civics, and quality resources to support the understanding of legal, political and constitutional topics to help teachers develop effective strategies for civic and citizenship engagement and understanding at every level of compulsory schooling. The key question for New Zealand is what level of support should be offered to schools and teachers and where this support should come from.

International case studies offer some examples of how this could be achieved:

- England has created a programme to train specialist leaders in education in citizenship to develop the capability and skills in schools (Ministry of Housing, Communities and Local Government, 2018).
- Estonia offers civic and citizenship education training at a pre-service level.
- Australia's Electoral Commission offers basic professional e-learning resources and lesson plans for teachers to develop their skills in electoral education.
- Each country studied as an association that focuses on civic and citizenship education in some form. For example, the Association for Citizenship Teachers England overseen by the Board of Trustees provides programmes, PLD and resources for teaching citizenship. The Social and Citizenship Education Association Australia provides PLD and examples of good practice and planning for active citizenship beyond classroom. Estonia has a History and Civics Teachers' Association which host regular conferences, courses, seminars and competitions to give members a chance to expand their knowledge.
- The nature of Estonia's teacher education aims at strengthening teachers' capacity to focus on critical thinking skills to serve a diverse set of students has been successful aspect in the implementation of civics education (NCEE, 2019). Estonia has focused on the quality of teachers by developing qualification standards for teachers which they must follow throughout their careers. Furthermore, the curriculum itself recommends approaches to teaching and assessments, although teachers are free to design their own activities.

### **How civics and citizenship education outcomes are assessed and evaluated**

There are various methods used internationally in order to track and monitor the outcomes of civic and citizenship education:

- England, Australia and Estonia use learning outcomes to assess students' outcomes and progression in the subject. There are various methods of assessment. This includes observations, standardised tests, and focused questioning which all occur throughout primary and secondary levels.
- England and Estonia offer optional secondary school examinations. In particular England's GCSE in the subject are similar to New Zealand's NCEA personal social action Achievement Standards, requiring active involvement from students, not only assessing social action but the ability for students to reflect, evaluate and critique their participation.
- Countries also complete regular internal national assessments monitoring the implementation and impacts of their civic and citizenship education programmes (Keating et al., 2010; OFSTED, 2010; ACARA, 2018). In England the House of Lords Select Committee on Citizenship and Civic Engagement led an inquiry considering the state of citizenship and civic engagement which has provided significant findings and recommendations for the education sector.
- Estonia uses various digital solutions for public engagement such as e-government and e-voting, meaning that it is easy to track civic engagement across these platforms over time.
- International studies, including OECD studies and the IEA ICCS Survey, are effective at evaluating and monitoring the quality of students' civic knowledge, dispositions and behaviours over time internationally.

There are very few large-scale studies of New Zealand school-aged young people's civic knowledge, values, beliefs and engagement. If New Zealand were to implement civic education, it could be advantageous to also adopt qualitative monitoring such as undertaken by England and Australia, as well as participating in international studies. These provide us with data and insights into how young New Zealanders are progressing. This will allow for the identification of critical success factors and limitations of the programme and suggest necessary change actions.

## **Conclusion**

The examination of international education programmes for civics and citizenship education in this literature review has provided insights on the potential opportunities and challenges for implementing a similar programme in New Zealand. Research suggests that preparing students to become active citizens involves helping them develop relevant knowledge and understanding, forming positive attitudes towards being a citizen and participating in activities related to civic education. The literature throughout this paper offers a framework for effective civic education. A key finding is that critically active approaches towards the subject are paramount if we are to meet the needs of New Zealand's diverse society and for a programme's overall success. This entails flexibility and inclusive understandings of citizenship and deep knowledge of the complexity of society and civic issues. Research indicates that civics education in schools can help compensate for the 'civic empowerment gap' between young people from higher socioeconomic backgrounds and those from lower socioeconomic backgrounds.

Approaches that are linked to real world issues build upon current understandings that young people hold, enable active responses are far more likely to have a long-term impact on fostering active citizenship when compared to rote learning facts about politics and government. This does not

suggest that there is one standardised approach towards civic education. Instead, educators require creativity towards engagement, an acknowledgment of our diverse communities' societal experiences (Wood & Milligan, 2016). We can conclude that civic engagement is a central characteristic of a democratic society, and if this is the case, then it is important to measure the extent of students' engagement with aspects of civic education. Teacher education is also identified as a considerable challenge for implementation because of the many ways that schools approach civic education, teacher training, student assessment and school evaluation.

There are many ways to approach an active form of education. Key enablers of success include students having the ability to practice their citizenship through hands on experiences, enhanced leadership, roles in decision making, and having opportunities to shape community and national issues. Students should be encouraged to think critically about what actions they can personally and collectively take to drive transformative social and democratic action, as this fosters long term civic engagement and participation. Social studies and Tikanga ā Iwi currently hold the most significant potential for implementing civic education in New Zealand. The development of active, critically informed citizens begins with valuing young citizens and providing the opportunities for them to be involved in democratic processes throughout their school years. This requires a range of learning contexts both informal and formal.

## **Recommendations**

The literature has identified several approaches, challenges and opportunities for civic education. Based on the themes outlined, I have made recommendations that could be utilised to advance civic education in New Zealand as a component of the Toolkit. There is a need to develop depth and consistency of civic education during implementation so that all New Zealand students experience engaging, critical, active civic opportunities throughout their compulsory schooling.

- **Teacher education for civic education:** Implementing effective civic education had several challenges for teachers in the countries studied. It required both deep knowledge about societal issues and the flexibility to give students some degree of choice over the social issues and actions they engaged with. Supporting professional teacher development, both through initial teacher education and in-service level, teaching resources that support understandings of civic and political topics, and helping teachers develop effective strategies for civic engagement and understandings at every level of schooling is key. Unless there are dedicated, knowledgeable, well prepared teachers using an array of appropriate pedagogies, civics education will not be successfully implemented into New Zealand curricula.
- **Further clarity about the significance and role of social studies in developing active citizens:** The international curricula all share common similarities in that they are striving to develop active citizens. Active citizenship is about being immersed in democratic values and democratic doing, and learning to challenge the status quo. Research suggests that the best way to develop present and future engagement is to combine content knowledge based learning with hands-on activities, while also being able to create spaces for young people to contribute to debates that they identify as important and meaningful. While there is not one recommended approach with teaching civics, a project-based curriculum that provides students having the opportunity to discuss and debate the more radical elements of democracy is important for success. The current NCEA social actions standards are well placed to promote opportunities for students to actively participate in civic education. The learning objectives of these standards could be used as a basis for curriculum development of civic education for younger year groups.

- **Approaches towards assessment and quality assurance:** Civic engagement is a central characteristic of a democratic society and measures of civic engagement and competency among students can be a predictor of future civic participation. Significant issues of accountability and evaluation in civics education will arise if it is implemented in New Zealand. There will need to be some way to measure the outcomes of such a programme. In order to evaluate the outcomes, there should be frequent national studies measuring students' knowledge, achievement and civic participation and engagement overtime. Furthermore, New Zealand could consider participating in the next IEA ICCS survey to evaluate changes since 2009 and monitor the current status of New Zealand student's civic knowledge, dispositions and behaviours (NZPSA, 2018).

## Appendices

### Appendix 1: Basic overview of New Zealand the National Curriculum

#### *The National Curriculum*

The National Curriculum is made up of two documents: the *New Zealand Curriculum* (2007), for students in English medium from Years 0 to 13 (generally age 5 – 18), and *Te Marautanga o Aotearoa* (2008), for students in kura and Māori medium settings from Years 0 to 13.

#### *Local Curriculum*

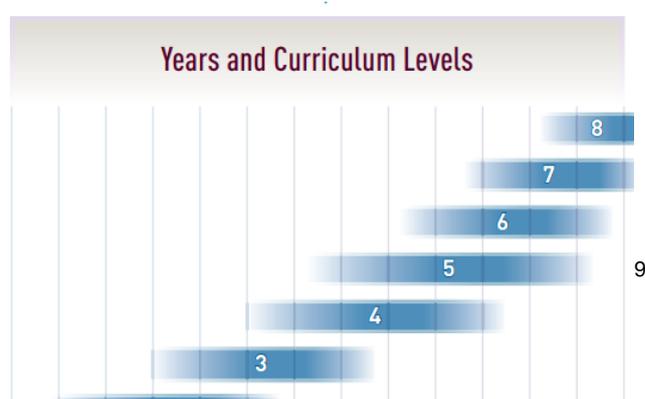
Both documents provide a framework from which schools and kura develop their local curriculum. Local curricula are made up of teaching and learning programmes that reflect the needs and aspirations of a school's students and local community.

Schools and kura have a moral purpose to provide every student with experiences that enable each one to achieve to the best of their ability, and to have their cultural values and background acknowledged so that their identities are affirmed.

### Appendix 2: Learning areas and achievement objectives for Years 7-10 NZC

#### Social Sciences

The social sciences learning area is about how societies work and how people can participate as critical, active, informed, and responsible citizens. Contexts are drawn from the past, present, and future and from places within and beyond New Zealand.



## **Level 7:**

### **Social studies:**

#### ***Learning area structure***

Achievement objectives for social studies at levels 1–5 integrate concepts from one or more of four conceptual strands:

**Identity, Culture, and Organisation** – Students learn about society and communities and how they function. They also learn about the diverse cultures and identities of people within those communities and about the effects of these on the participation of groups and individuals.

**Place and Environment** – Students learn about how people perceive, represent, interpret, and interact with places and environments. They come to understand the relationships that exist between people and the environment.

**Continuity and Change** – Students learn about past events, experiences, and actions and the changing ways in which these have been interpreted over time. This helps them to understand the past and the present and to imagine possible futures.

The **Economic World** – Students learn about the ways in which people participate in economic activities and about the consumption, production, and distribution of goods and services. They develop an understanding of their role in the economy and of how economic decisions affect individuals and communities.

Understandings in relation to the achievement objectives can be developed through a range of approaches. Using a social inquiry approach, students:

- ask questions, gather information and background ideas, and examine relevant current issues
- explore and analyse people's values and perspectives
- consider the ways in which people make decisions and participate in social action
- reflect on and evaluate the understandings they have developed and the responses that may be required.

Inquiry in the social sciences is also informed by approaches originating from such contributing disciplines as history, geography, and economics.

Learning based on the level 1–5 social studies achievement objectives establishes a foundation for the separate social science disciplines offered in the senior secondary school. At levels 6–8, students are able to specialise in one or more of these, depending on the choices offered by their

schools. Achievement objectives are provided for social studies, economics, geography, and history, but the range of possible social science disciplines that schools can offer is much broader, including, for example, classical studies, media studies, sociology, psychology, and legal studies.

### **Level 3**

*Students will gain knowledge, skills, and experience to:*

- Understand how groups make and implement rules and laws.
- Understand how cultural practices vary but reflect similar purposes.
- Understand how people view and use places differently.
- Understand how people make decisions about access to and use of resources.
- Understand how people remember and record the past in different ways.
- Understand how early Polynesian and British migrations to New Zealand have continuing significance for tangata whenua and communities.
- Understand how the movement of people affects cultural diversity and interaction in New Zealand.

### **Level 4**

*Students will gain knowledge, skills, and experience to:*

- Understand how the ways in which leadership of groups is acquired and exercised have consequences for communities and societies.
- Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people.
- Understand how exploration and innovation create opportunities and challenges for people, places, and environments.
- Understand that events have causes and effects.
- Understand how producers and consumers exercise their rights and meet their responsibilities.
- Understand how formal and informal groups make decisions that impact on communities.
- Understand how people participate individually and collectively in response to community challenges.

### **Level 5**

*Students will gain knowledge, skills, and experience to:*

- Understand how systems of government in New Zealand operate and affect people's lives, and how they compare with another system.
- Understand how the Treaty of Waitangi is responded to differently by people in different times and places.
- Understand how cultural interaction impacts on cultures and societies.
- Understand that people move between places and how this has consequences for the people and the places.

Understand how economic decisions impact on people, communities, and nations.  
Understand how people's management of resources impacts on environmental and social sustainability.  
Understand how the ideas and actions of people in the past have had a significant impact on people's lives.  
Understand how people seek and have sought economic growth through business, enterprise, and innovation.  
Understand how people define and seek human rights.

## **Level 6**

*Students will gain knowledge, skills, and experience to:*

### **Social studies**

Understand how individuals, groups, and institutions work to promote social justice and human rights.  
Understand how cultures adapt and change and that this has consequences for society.

### **History**

Understand how the causes and consequences of past events that are of significance to New Zealanders shape the lives of people and society.  
Understand how people's perspectives on past events that are of significance to New Zealanders differ.

### **Geography**

Understand that natural and cultural environments have particular characteristics and how environments are shaped by processes that create spatial patterns.  
Understand how people interact with natural and cultural environments and that this interaction has consequences.

### **Economics**

Understand how, as a result of scarcity, consumers, producers, and government make choices that affect New Zealand society.  
Understand how the different sectors of the New Zealand economy are interdependent.

## **Level 7**

Understand how communities and nations meet their responsibilities and exercise their rights in local, national, and global contexts.  
Understand how conflicts can arise from different cultural beliefs and ideas and be addressed in different ways with differing outcomes.

### **History**

Understand how historical forces and movements have influenced the causes and consequences of events of significance to New Zealanders.  
Understand how people's interpretations of events that are of significance to New Zealanders differ.

### **Geography**

Understand how the processes that shape natural and cultural environments change over time, vary in scale and from place to place, and create spatial patterns.  
Understand how people's perceptions of and interactions with natural and cultural environments differ and have changed over time.

### **Economics**

Understand how economic concepts and models provide a means of analysing contemporary New Zealand issues.

Understand how government policies and contemporary issues interact.

### **Level 8**

*Students will gain knowledge, skills, and experience to:*

#### **Social studies**

Understand how policy changes are influenced by and impact on the rights, roles, and responsibilities of individuals and communities.

Understand how ideologies shape society and that individuals and groups respond differently to these beliefs.

#### **History**

Understand that the causes, consequences, and explanations of historical events that are of significance to New Zealanders are complex and how and why they are contested.

Understand how trends over time reflect social, economic, and political forces.

#### **Geography**

Understand how interacting processes shape natural and cultural environments, occur at different rates and on different scales, and create spatial variations.

Understand how people's diverse values and perceptions influence the environmental, social, and economic decisions and responses that they make.

#### **Economics**

Understand that well-functioning markets are efficient but that governments may need to intervene where markets fail to deliver efficient or equitable outcomes.

Understand how the nature and size of the New Zealand economy is influenced by interacting internal and external factors.

### **Senior Social studies**

Senior social studies is about how societies work and how people can participate in their communities as informed, critical, active, and responsible citizens.

Students examine the causes and effects of social issues that relate to identity, culture, and organisation, and learn to take actions that may bring about social improvement.

They investigate how individuals, communities, and societies respond to change and how ideas about society develop over time.

### **Achievement Objectives – senior social studies**

#### **Strands**

The New Zealand Curriculum (page 30) specifies four conceptual strands for the social sciences.

These are:

- Identity, culture, and organisation
- Place and environment

- Continuity and change
- The economic world

### **Progression**

The following achievement objectives indicate the progression in learning that teachers might expect to see across curriculum levels 6–8 of The New Zealand Curriculum (NCEA levels 1, 2, and 3).

Courses at each successive level reflect the growing sophistication of students’ social studies skills and experiences. At level 6, student learning is supported by direction, while at level 7, guidance would be more common. At level 8, students will be more actively involved in shaping their own learning experiences, with the teacher often acting in a collaborative and supporting role.

The achievement objectives themselves demand increasing depth of conceptual understanding.

- Level 6 requires a broad understanding of a culture and how it may change.
- Level 7 requires a deeper understanding, with students explaining ways of addressing conflicts arising from different cultural beliefs.
- At level 8, students must gain a comprehensive understanding by exploring and evaluating how ideologies shape society.

Students at all levels will be using the social inquiry process in the context of relevant social issues.

### **Achievement objectives**

Students will gain knowledge, skills, and experience to:

<b>Level 6</b>	<b>Level 7</b>	<b>Level 8</b>
6.1: Understand how individuals, groups, and institutions work to promote social justice and human rights.	7.1: Understand how communities and nations meet their responsibilities and exercise their rights in local, national, and global contexts.	8.1: Understand how policy changes are influenced by and impact on the rights, roles, and responsibilities of individuals and communities.
6.2: Understand how cultures adapt and change and that this has consequences for society.	7.2: Understand how conflicts can arise from different cultural beliefs and ideas can be addressed in different ways with differing outcomes.	8.2: Understand how ideologies shape society and that individuals and groups respond differently to these beliefs.

## **Appendix 3: Te Marautanga o Aotearoa - Tikanga ā Iwi / Social Studies**

### *The Purpose of Learning Tikanga ā Iwi*

The spirit of Tikanga ā Iwi is encapsulated through a critical examination of human social behaviour, students gain an understanding of their world. Tikanga ā Iwi also examines the ways people meet their physical, social, emotional and spiritual needs.

Social Studies is studied from Level 1 in primary through to Level 5 in secondary. Beyond Level 5, students will specialise to study Social Studies, History, Geography and/or Economics, as optional subjects at Level 6 - 8 in the senior secondary years.

*What are the benefits of learning Tikanga ā Iwi?*

In Tikanga ā Iwi students develop knowledge of the diverse and dynamic nature of society and understanding of the complexity of human behaviour. Through this, students will be informed, be constructively critical, and be able to participate responsibly in shaping society. The Treaty of Waitangi and its historical and contemporary relevance is a major underlying principle in this learning area.

Students develop an understanding of their own identity through a focus on the people, the events and the influences that have contributed towards shaping New Zealand society. As well as this students will study peoples and communities beyond New Zealand, and their worldviews.

Through Tikanga ā Iwi students will have an opportunity to investigate current events to develop knowledge and understanding of significant events and people in their local community, in the national community and in the global community.

## **THE STRUCTURE OF THIS LEARNING AREA**

Tikanga ā Iwi is comprised of four strands.

In the strand **Social Organisation and Culture**, students develop their knowledge and understanding of:

- the reasons and ways that people organise themselves to meet their needs;
- the rights, roles and responsibilities of people as they interact within groups;
- the links between culture and identity, and the outcomes of cultural interaction.

In the strand **The Changing World**, students develop their knowledge and understanding of:

- the relationships between people and past events, and the beliefs and influences that have shaped, and continue to shape, society;
- the interpretations of those relationships over time.

In the strand **Place and Environment**, students develop their knowledge and understanding of:

- peoples' interactions with places and environments;
- how people sustain the environment.

In the strand **The Economic World**, students develop their knowledge and understanding of:

- the ways people use, allocate and manage resources;
- the reasons and ways people engage in economic activities.

Tikanga ā Iwi will be taught through the process of **social inquiry**. Through this process students will have the opportunity to:

- ask questions, process information, and communicate findings;
- investigate differing perspectives and values, and positions and the reasons for these;
- examine issues, identify solutions, evaluate outcomes, and make decisions about possible social action.

TIKANGA A IWI / SOCIAL STUDIES

S O C I A L ORGANISATION AND CULTURE	P L A C E A N D ENVIRONMENT	T H E C H A N G I N G WORLD	T H E E C O N O M I C WORLD
<i>Whiria te kaha taātinitini Whiria te kaha tiāmanomano. Nō ngā tūpuna, tuku iho, tuku iho.</i>	<i>Kotahi tonu te matua o te tangata Māori, ko Ranginui e tā nei, ko Papa-tū-ā-nuku e takoto nei.</i>	<i>E tama, e hine Tangata i akona ki te whare E Tū ana ki te marae, tau ana.</i>	<i>E kore e ngaoko te rākau ki te itkina i te pūtake whakangaoko ai te engari, me tiki ki te matamata.</i>
<b>Level 1</b>			
1. Explain reasons why people belong to social groups, and the different roles people play within social groups.	1. Explain the natural and cultural features of a place.	1. Describe important events in her/his own life.	
<b>Level 4</b>			
1. Explain how people organise themselves in response to challenge or crisis.  2. Explain how and why individuals and groups pass on and sustain their culture and heritage.	1. Explain how places reflect the past interactions between people and the environment.  2. Explain how exploration presents opportunities and challenges for people, places, and environments.	1. Identify the causes and effects of events that have shaped the lives of people.  2. Describe ways the past is recorded and remembered.	1. Explain how and why people use resources differently, and the consequences of this.  2. Explain how and why individuals and groups seek to safeguard the rights of consumers.
<b>Level 6 Social Studies</b>	<b>Level 6 Geography</b>	<b>Level 6 History</b>	<b>Level 6 Economics</b>
<i>Through the social enquiry process, and in a range of contexts, students understand that:</i>			
1. individuals, groups and institutions work to promote social justice and human rights;  2. cultures adapt and change, and this has consequences for society.	1. natural and cultural environments have particular characteristics, and are shaped by processes that create spatial patterns;  2. people interact with their environments in particular ways.	1. there are causes and consequences of past events that are of significance to New Zealanders and that shape the lives of people and society;  2. people have different perspectives about past events that are of significance to New Zealanders.	1. as a result of scarcity, consumers, producers, and government make choices that affect New Zealand society;  2. the different sectors of the New Zealand economy are interdependent.

## **Appendix 4: Subject content for Citizenship and Civic education in England**

### ***Subject content for key stage 3 (ages 11 to 14):***

- The development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch.
- The operation of Parliament, including voting and elections, and the role of political parties;
- The precious liberties enjoyed by the citizens of the United Kingdom.
- The nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals.
- The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities.
- The functions and uses of money, the importance and practice of budgeting, and managing risk.

### ***Subject content for key stage 4 (ages 14 to 16):***

- Parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press.
- The different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond.
- Other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom.
- Local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world.
- Human rights and international law.
- The legal system in the UK, different sources of law and how the law helps society deal with complex problems.
- Diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.
- The different ways in which a citizen can contribute to the improvement of their community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity.
- Income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent.

## Appendix 5: Citizenship Studies: GCSE subject content

### The content for citizenship studies GCSE

#### Introduction

1. This document sets out the knowledge, understanding and skills common to all GCSE specifications in citizenship studies.

#### Aims and learning outcomes

2. Specifications in GCSE citizenship studies should enable students to deepen their knowledge of democracy and government, the law, rights and responsibilities and how we live together in society. Specifications should enable students to think critically, evaluate evidence, debate ideas, make persuasive arguments and justify their conclusions. Specifications should enable students to acquire the knowledge, understanding and skills to take responsible citizenship actions, play a positive role in public and democratic life as informed and active citizens, and provide them with the basis for further learning and study.

3. GCSE specifications should enable students to:

- know and understand what democracy is, how parliamentary democracy operates within the constituent parts of the UK, how government works and how democratic and non-democratic systems of government are different beyond the UK
- know and understand the relationship between the state and citizens, the rights, responsibilities and duties of citizens living and working in the UK and how people participate in democracy
- know and understand the role of the law in society, how laws are shaped and enforced and how the justice system works in England and Wales
- know and understand how taxes are raised and spent by governments, and how national economic and financial policies and decisions relate to individuals
- use and apply knowledge and understanding of key citizenship ideas and concepts, including democracy, government, justice, equality, rights, responsibilities, participation, community, identity and diversity, to think deeply and critically about a wide range of political, social, economic and ethical issues and questions facing society in local to global contexts
- use and apply knowledge and understanding as they formulate citizenship enquiries, explore and research citizenship issues and actions, analyse and evaluate information and interpret sources of evidence

- use and apply citizenship knowledge and understanding to contribute to debates, show understanding of different viewpoints, make persuasive and reasoned arguments, and justify and substantiate their conclusions
- use and apply citizenship knowledge, understanding and skills in order to participate in responsible actions to address citizenship issues aimed at improving society and positively contributing to democracy and public life, as individuals and in collaboration with others

## Subject content

4. The specifications must build on the knowledge, skills and understanding set out in the content, ensuring progression from national curriculum key stage 3 requirements and the possibilities for progression to a range of A levels and further study.
5. Short course GCSE citizenship studies specifications must address half the content specified in the scope of study. The elements from each section of the scope of study that should be addressed in short course specifications are asterisked.

## Knowledge and understanding

### Democracy and government

#### Democracy, elections and voting in the UK

- the concept of democracy and different forms of democracy, including representative democracy\*
- the values underpinning democracy: rights, responsibilities, freedoms, equality, rule of law
- the difference between the executive, the legislature, the judiciary and the Monarchy; the nature of the bicameral Westminster Parliament, the respective roles of and relationship between the House of Commons and the House of Lords, and the role of The Monarch\*
- the roles of MPs and other key parliamentary roles including speaker, whips, front bench and back bench MPs and ceremonial roles including Black Rod\*
- how Parliament holds government to account through oversight and scrutiny\*
- the process of parliamentary debate and deliberation of public issues as part of the process of making and shaping policy and legislation
- how citizens can contribute to parliamentary democracy and hold those in power to account

- the major political parties operating in UK general elections and some of their key philosophical differences\*
- the electoral system based on parliamentary constituencies and the first past the post voting system: how candidates are selected, the frequency of general elections and who can and cannot vote and why\*
- other types of voting systems used to make decisions in first-past-the-post and proportional systems and the advantages and disadvantages of each

#### **National, local, regional and devolved government**

- how national governments are formed by the leader of the political party in power or a coalition of political parties who agree to share power\*
- the role of the Prime Minister, Cabinet and ministers\*
- the organisation of government administration into departments, ministries and agencies supported by the Civil Service
- the nature and organisation of regional and devolved government in the constituent parts of the UK\*
- how powers are organised between the Westminster Parliament and the devolved administrations in Northern Ireland, Scotland and Wales and how relations are changing between England, Northern Ireland, Scotland and Wales
- the role and structure of local government in the UK\*

#### **British Constitution**

- the institutions of the British constitution: the power of government, the Prime Minister and Cabinet; the sovereignty of Parliament; the roles of the legislature, the Opposition, political parties, The Monarch, citizens, the judiciary, the police and the Civil Service\*
- how the relationships between the institutions form an uncodified British constitution and examples of how this is changing

#### **The role of the media and free press**

- the rights, responsibilities and role of the media and a free press in informing and influencing public opinion, providing a forum for the communication and exchange of ideas and opinions, and in holding those in power to account\*
- the right of the media to investigate and report on issues of public interest subject to the need for accuracy and respect for people's privacy and dignity\*
- the operation of press regulation and examples of where censorship is used

- the use of the media by groups wishing to influence public opinion and those in power

#### **Politics beyond the UK**

- key differences in how citizens can or cannot participate in politics in one democratic and one non-democratic political system that is outside of the UK
- electoral systems and processes used in elections to the European Parliament and the impact of these systems on the composition of political parties representing citizens

#### **Citizen participation in democracy and society**

- opportunities and barriers to citizen participation in democracy\*
- how digital democracy, social media and other measures are being developed as a means to improve voter engagement and the political participation of citizens\*
- the different forms of democratic and citizenship actions people can take to hold those in positions of power to account and how citizens contribute to wider public life: joining an interest group or political party; standing for election; campaigning; advocacy; lobbying; petitions; joining a demonstration; volunteering\*
- the roles played by public institutions, public services, interest and pressure groups, trade unions, charities and voluntary groups in providing a voice and support for different groups in society\*
- two different examples of how citizens working together or through groups attempt to change or improve their communities through actions to either address public policy, challenge injustice or resolve a local community issue\*

#### **Rights, the law and the legal system in England and Wales**

##### **Rights and responsibilities**

- human, moral, legal and political rights and the duties, equalities and freedoms of citizens\*
- the responsibilities and roles of citizens in the legal system as a juror, magistrate, special constable, member of a tribunal hearing
- the right to representation, including the role and history of trade unions and employee associations in supporting and representing workers
- rights in local to global situations where there is conflict and rights and responsibilities need to be balanced
- the role of Magna Carta in the development of rights

- the role of the UN Universal Declaration on Human Rights, the European Convention on Human Rights, the United Nations Convention on the Rights of the Child, the 1998 Human Rights Act\*

#### **The law**

- the nature of rules and laws in helping society deal with complex problems of fairness, justice and discrimination\*
- the fundamental principles of law to ensure rights and freedoms, the presumption of innocence and equality before the law\*
- different legal jurisdictions of the UK: England and Wales; Northern Ireland, Scotland
- the main sources of law: common law and legislation
- the key differences between criminal and civil law\*

#### **The legal system (England and Wales)**

- the operation of the justice system: the role and powers of the police; the role and powers of the judiciary; the roles of legal representatives; the different types of criminal and civil courts and how they work; tribunals and other means of civil dispute resolution\*
- the age of criminal responsibility and other legal ages when young people become legally responsible for their actions (drive, marry, vote, join the forces)
- the operation of the youth justice system\*
- nature, purpose and effect of sentences and punishments for different criminal offences
- factors affecting crime rates in society and strategies to reduce crime

#### **The UK and its relations with the wider world**

- the United Kingdom's role and relations with the rest of Europe and the wider world, including the United Nations and its agencies, NATO, the European Union, the Council of Europe, the Commonwealth and the World Trade Organisation\*
- the implications of the UK's membership of the European Union and examples of decisions that impact on the UK
- the role and contribution of the UK in an international disagreement or conflict and methods used: mediation, sanctions or force
- the role of international law in conflict situations to protect victims of conflict and how international humanitarian law establishes the rules of war

- the role of non-governmental organisations\*

### **Identities and diversity in UK society**

- the complex and diverse nature of identities of people living and working together in UK society, and the factors that affect individual, group, national and global identities, and the concept of multiple identities\*
- that the United Kingdom of Great Britain and Northern Ireland is comprised of England, Northern Ireland, Scotland and Wales and the impact of this on identity debates
- the changing composition of different communities, the recent impact, challenges and benefits of migration, and the movement of people over time to and from the UK\*
- the need for mutual respect and understanding in a diverse society and the values that underpin democratic society\*

### **The economy, finance and money**

- how public taxes are raised and spent by government locally and nationally\*
- the practice of budgeting and managing risk and how it is used by government to manage complex decisions about the allocation of public funding
- different viewpoints and debates about how governments and other service providers make provision for welfare, health, the elderly and education

### **Citizenship skills, processes and methods**

6. GCSE citizenship studies specifications must require students to demonstrate the ability to:

- form their own hypotheses, create sustained and reasoned arguments and reach substantiated conclusions when appropriate\*
- understand the range of methods and approaches that can be used by governments, organisations, groups and individuals to address citizenship issues in society, including practical citizenship actions\*
- formulate citizenship enquiries, identifying and sequencing research questions to analyse citizenship ideas, issues and debates
- select and organise their knowledge and understanding in responses and analysis, when creating and communicating their own arguments, explaining hypotheses, ideas and different viewpoints and perspectives, countering viewpoints they do not support, giving reasons and justifying conclusions drawn\*

- present their own and other viewpoints and represent the views of others, in relation to citizenship issues, causes, situations and concepts
- plan practical citizenship actions aimed at delivering a benefit or change for others in society
- critically evaluate the effectiveness of citizenship actions to assess progress towards the intended aims and impact for the individuals, groups and communities affected
- show knowledge and understanding of the relationships between the different citizenship aspects studied, using the concepts to make connections, identify and compare similarities and differences in a range of situations from local to global\*

## **Taking citizenship action**

7. This section applies only to the full course GCSE.

8. Citizenship action may be defined as a planned course of informed action to address a citizenship issue or question of concern and aimed at delivering a benefit or change for a particular community or wider society. Taking citizenship action in a real out-of-classroom context allows students to apply citizenship knowledge, understanding and skills, and to gain different citizenship insights and appreciate different perspectives on how we live together and make decisions in society. It requires them to practise a range of citizenship skills including: research and enquiry, interpretation of evidence, including primary<sup>1</sup> and secondary<sup>2</sup> sources, planning, collaboration, problem solving, advocacy, campaigning and evaluation.

9. Specifications must require that each student conducts an in-depth, critical investigation leading to citizenship action as defined above. Awarding organisations must require confirmation of this in the form of a written statement from centres.

---

<sup>1</sup> Primary sources are the data and findings generated by the student when undertaking research and enquiries into citizenship issues and as part of the process of taking citizenship action. This can include data and findings from student observations, discussions with members of the community, qualitative and quantitative interview data, recordings, results of polls, votes and surveys relevant to their study.

<sup>2</sup> Secondary sources are the data and findings, generated in the past or by another party, that are used by the student when undertaking research and enquiries into citizenship issues and as part of the process of taking citizenship action. These can include published sources of data, findings and official reports from public bodies and institutions such as Parliament, government departments, local councils and authorities, reports in the news and the media, NGOS, groups, research and other organisations, opinion polls, statistics, videos and other sources, relevant to their study.

10. Examination papers must include questions that draw on the knowledge and understanding students have gained from taking citizenship action. These questions will have to account for 15 per cent of the marks for the full course GCSE and should focus on the following knowledge, understanding and skills:

- understanding the range of methods and approaches that can be used by governments, organisations, groups and individuals to address citizenship issues in society, including practical citizenship actions
- formulating citizenship enquiries, identifying and sequencing research questions to analyse citizenship ideas, issues and debates
- presenting their own and other viewpoints and representing the views of others, in relation to citizenship issues, causes, situations and concepts
- planning practical citizenship actions aimed at delivering a benefit or change for a particular community or wider society
- critically evaluating the effectiveness of citizenship actions to assess progress towards the intended aims and impact for the individuals, groups and communities affected

Source: Department for Education. (2015). GCSE citizenship studies. Retrieved 10 May 2019 from <https://www.gov.uk/government/publications/gcse-citizenship-studies>

## **Appendix 6: Australian Curriculum: Civics and Citizenship: Subject content, sequence of content and sequence of achievement**

The Australian Curriculum: Civics and Citizenship has three key focus areas: government and democracy, laws and citizens, and citizenship, diversity and identity. Below is an outline of the content for each year:

### **Year 3**

- The importance of making decisions democratically.
- Who makes rules, why rules are important and the consequences of rules not being followed.
- Why people participate within communities and how students can actively participate and contribute.

### **Year 4**

- The role of local government and the decisions it makes on behalf of the community.
- The differences between ‘rules’ and ‘laws’, why laws are important and how they affect the lives of people, including experiences of Aboriginal and Torres Strait Islander Peoples.
- The different cultural, religious and/or social groups to which they and others in the community belong.

### **Year 5**

- The key features of the electoral process in Australia.
- Why regulations and laws are enforced and the personnel involved.
- How people with shared beliefs and values work together to achieve a civic goal.

### **Year 6**

- The key institutions of Australia’s democratic system of government and how it is based on the Westminster system.
- The roles and responsibilities of Australia’s three levels of government.
- The responsibilities of electors and representatives in Australia’s democracy.
- Where ideas for new laws can come from and how they become law.

### **Year 7**

- The key features of government under the Australian Constitution with a focus on: the separation of powers, the role of the Executive, the houses of parliament and the division of powers.
- The process for constitutional change through a referendum.
- How Australia’s legal system aims to provide justice, including through the rule of law, presumption of innocence, burden of proof, right to a fair trial and right to legal representation.

### **Year 8**

- The freedoms that enable active participation in Australia’s democracy within the bounds of law, including freedom of speech, association, assembly, religion and movement.
- How citizens can participate in Australia’s democracy, including use of the electoral system, contact with their elected representatives, use of lobby groups, and direct action.
- How laws are made in Australia through parliaments (statutory law) and through the courts (common law).

- The types of law in Australia, including criminal law and civil law, and the place of Aboriginal and Torres Strait Islander customary law.

### Year 9

- The role of political parties and independent representatives in Australia’s system of government, including the formation of governments.
- How citizens’ political choices are shaped at election time, including the influence of the media.
- The process through which government policy is shaped and developed, including the role of Prime Minister.
- The key features of Australia’s court system and how courts apply and interpret the law, resolve disputes and make law through judgments.
- The key principles of Australia’s justice system, including equality before the law, independent judiciary, and right of appeal.

### Year 10

- The key features and values of Australia’s system of government compared with at least one other system of government in the Asia region.
- The Australian Government’s role and responsibilities at a global level, for example provision of foreign aid, peacekeeping, participation in international organisations and the United Nations.
- The role of the High Court, including in interpreting the Constitution.
- How Australia’s international legal obligations shape Australian law and government policies, including in relation to Aboriginal and Torres Strait Islander Peoples.

#### Civics and citizenship: Sequence of content 7-10 Strand: Knowledge and understanding

	Year 7	Year 8	Year 9	Year 10
Key inquiry questions	<ul style="list-style-type: none"> <li>• How is Australia's system of democratic government shaped by the Constitution?</li> <li>• What principles of justice help to protect the an individual's rights to justice in Australia's system of law?</li> <li>• How is Australia a diverse society and what factors contribute to a cohesive society?</li> </ul>	<ul style="list-style-type: none"> <li>• What are the freedoms and responsibilities of citizens in Australia's democracy?</li> <li>• How are laws made and applied in Australia?</li> <li>• What different perspectives are there about national identity?</li> </ul>	<ul style="list-style-type: none"> <li>• What influences shape the operation of Australia's political system?</li> <li>• How does Australia's court system work in support of a democratic and just society?</li> <li>• How do citizens participate in an interconnected world?</li> </ul>	<ul style="list-style-type: none"> <li>• How is Australia's democracy defined and shaped by the global context?</li> <li>• How are government policies shaped by Australia's international legal obligations?</li> <li>• What are the features of a resilient democracy?</li> </ul>
Government and democracy	<ul style="list-style-type: none"> <li>• The key features of government under the Australian Constitution with a focus on: the separation of powers, the roles of the Executive, the Houses of Parliament, and the division of powers (ACHCK048)</li> <li>• The process for constitutional change through a referendum (ACHCK049)</li> </ul>	<ul style="list-style-type: none"> <li>• The freedoms that enable active participation in Australia's democracy within the bounds of law, including freedom of speech, association, assembly, religion and movement (ACHCK061)</li> <li>• How citizens can participate in Australia's democracy, including use of the electoral system, contact with their elected representatives, use of lobby groups, and direct action (ACHCK062)</li> </ul>	<ul style="list-style-type: none"> <li>• The role of political parties and independent representatives in Australia's system of government, including the formation of governments (ACHCK075)</li> <li>• How citizens' political choices are shaped at election time, including the influence of the media (ACHCK076)</li> <li>• The process through which government policy is shaped and developed, including the role of Prime Minister (ACHCK103)</li> </ul>	<ul style="list-style-type: none"> <li>• The key features and values of Australia's system of government compared with at least ONE other system of government in the Asia region (ACHCK090)</li> <li>• The Australian Government's role and responsibilities at a global level, for example provision of foreign aid, peacekeeping, participation in international organisations and the United Nations (ACHCK091)</li> </ul>
Law and citizens	<ul style="list-style-type: none"> <li>• How Australia's legal system aims to provide justice, including through the rule of law, presumption of innocence, burden of proof, right to a fair trial and right to legal representation (ACHCK050)</li> </ul>	<ul style="list-style-type: none"> <li>• How laws are made in Australia through parliaments (statutory law) and through the courts (common law) (ACHCK063)</li> <li>• The types of law in Australia, including criminal law and civil law, and the place of Aboriginal and Torres Strait Islander customary law (ACHCK064)</li> </ul>	<ul style="list-style-type: none"> <li>• The key features of Australia's court system and how courts apply and interpret the law, resolve disputes and make law through judgements (ACHCK077)</li> <li>• The key principles of Australia's justice system, including equality before the law, independent judiciary, and right of appeal (ACHCK078)</li> </ul>	<ul style="list-style-type: none"> <li>• The role of the High Court, including in interpreting the Constitution (ACHCK092)</li> <li>• How Australia's international legal obligations shape Australian law and government policies, including in relation to Aboriginal and Torres Strait Islander Peoples (ACHCK093)</li> </ul>

**Civics and citizenship: Sequence of content 7-10** *Strand: Knowledge and understanding*

	Year 7	Year 8	Year 9	Year 10
Citizenship, diversity and identity	<ul style="list-style-type: none"> <li>How Australia is a secular nation and a multi-faith society with a Christian heritage (ACHCK051)</li> <li>How values, including freedom, respect, inclusion, civility, responsibility, compassion, equality and a 'fair go', can promote cohesion within Australian society (ACHCK052)</li> <li>How groups, such as religious and cultural groups, express their particular identities; and how this influences their perceptions of others and vice versa (ACHCK053)</li> </ul>	<ul style="list-style-type: none"> <li>The values and beliefs of religions practised in contemporary Australia, including the Christian traditions of Australian society (ACHCK065)</li> <li>Different perspectives about Australia's national identity, including Aboriginal and Torres Strait Islander perspectives, and what it means to be Australian (ACHCK066)</li> <li>How national identity can shape a sense of belonging in Australia's multicultural society (ACHCK067)</li> </ul>	<ul style="list-style-type: none"> <li>How and why individuals and groups, including religious groups, participate in and contribute to civic life (ACHCK079)</li> <li>The influence of a range of media, including social media, in shaping identities and attitudes to diversity (ACHCK080)</li> <li>How ideas about and experiences of Australian identity are influenced by global connectedness and mobility (ACHCK081)</li> </ul>	<ul style="list-style-type: none"> <li>The challenges to and ways of sustaining a resilient democracy and cohesive society (ACHCK094)</li> </ul>

**Civics and citizenship: Sequence of content 7-10** *Strand: Skills*

Sub-strand	Year 7	Year 8	Year 9	Year 10
Questioning and research	<ul style="list-style-type: none"> <li>Develop a range of questions to investigate Australia's political and legal systems (ACHCS054) &amp; (ACHCS068)</li> <li>Identify, gather and sort information and ideas from a range of sources (ACHCS055) &amp; (ACHCS069)</li> </ul>		<ul style="list-style-type: none"> <li>Develop, select and evaluate a range of questions to investigate Australia's political and legal systems (ACHCS082) &amp; (ACHCS095)</li> <li>Identify, gather and sort information and ideas from a range of sources and reference as appropriate (ACHCS083) &amp; (ACHCS096)</li> </ul>	
Analysis, synthesis and interpretation	<ul style="list-style-type: none"> <li>Critically analyse information and ideas from a range of sources in relation to civics and citizenship topics and issues (ACHCS056) &amp; (ACHCS070)</li> </ul>		<ul style="list-style-type: none"> <li>Critically evaluate information and ideas from a range of sources in relation to civics and citizenship topics and issues (ACHCS084) &amp; (ACHCS097)</li> <li>Account for different interpretations and points of view (ACHCS085) &amp; (ACHCS098)</li> </ul>	
Problem-solving and decision-making	<ul style="list-style-type: none"> <li>Appreciate multiple perspectives and use strategies to mediate differences (ACHCS057) &amp; (ACHCS071)</li> <li>Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action (ACHCS058) &amp; (ACHCS072)</li> </ul>		<ul style="list-style-type: none"> <li>Recognise and consider multiple perspectives and ambiguities, and use strategies to negotiate and resolve contentious issues (ACHCS086) &amp; (ACHCS099)</li> <li>Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action (ACHCS087) &amp; (ACHCS100)</li> </ul>	
Communication and reflection	<ul style="list-style-type: none"> <li>Present evidence-based civics and citizenship arguments using subject-specific language (ACHCS059) &amp; (ACHCS073)</li> <li>Reflect on their role as a citizen in Australia's democracy (ACHCS060) &amp; (ACHCS074)</li> </ul>		<ul style="list-style-type: none"> <li>Present evidence-based civics and citizenship arguments using subject-specific language (ACHCS088) &amp; (ACHCS101)</li> <li>Reflect on their role as a citizen in Australian, regional and global contexts (ACHCS089) &amp; (ACHCS102)</li> </ul>	

**Civics and Citizenship: Sequence of achievement 7-10**

Achievement Standard	Year 7	Year 8
	<p>By the end of Year 7, students explain features of Australia's Constitution, including the process for constitutional change. They explain how Australia's legal system is based on the principle of justice. Students explain the diverse nature of Australian society and identify the importance of shared values in promoting a cohesive society.</p> <p>When researching, students develop a range of questions and gather and analyse information from different sources to investigate Australia's political and legal systems. They consider different points of view on civics and citizenship issues. When planning for action, students take into account multiple perspectives to develop solutions to an issue. Students develop and present arguments on civics and citizenship issues using appropriate texts, terms and concepts. They identify ways they can be active and informed citizens.</p>	<p>By the end of Year 8, students analyse features of Australian democracy, and explain features of Australia's democracy that enable active participation. They recognise different types of law in Australia and explain how laws are made. They identify the diverse belief systems in Australia and analyse issues about national identity and the factors that contribute to people's sense of belonging.</p> <p>When researching, students develop a range of questions to investigate Australia's political and legal systems and critically analyse information gathered from different sources for relevance. They explain different points of view on civics and citizenship issues. When planning for action, students take into account multiple perspectives, use democratic processes, and develop solutions to an issue. Students develop and present reasoned arguments on civics and citizenship issues using appropriate texts, subject-specific language and concepts. They identify ways they can be active and informed citizens in different contexts.</p>
Achievement Standard	Year 9	Year 10
	<p>By the end of Year 9, students evaluate features of Australia's political system, and identify and analyse the influences on people's political choices. They explain the key principles of Australia's system of justice and analyse the role of Australia's court system. They analyse a range of factors that influence identities and attitudes to diversity. They reflect on how groups participate and contribute to civic life.</p> <p>When researching, students analyse a range of questions to investigate Australia's political and legal systems and critically analyse information gathered from different sources for relevance and reliability. They compare and account for different interpretations and points of view on civics and citizenship issues. When planning for action, students take into account multiple perspectives, use democratic processes, and negotiate solutions to an issue. Students develop and present evidence-based arguments on civics and citizenship issues using appropriate texts, subject-specific language and concepts. They analyse ways they can be active and informed citizens in different contexts.</p>	<p>By the end of Year 10, students compare and evaluate the key features and values of systems of government, and analyse the Australian Government's global roles and responsibilities. They analyse the role of the High Court and explain how Australia's international legal obligations influence law and government policy. Students evaluate a range of factors that sustain democratic societies.</p> <p>When researching, students evaluate a range of questions to investigate Australia's political and legal systems and critically analyse information gathered from different sources for relevance, reliability and omission. They account for and evaluate different interpretations and points of view on civics and citizenship issues. When planning for action, students take account of multiple perspectives and ambiguities, use democratic processes, and negotiate solutions to an issue. Students develop and present evidenced-based arguments incorporating different points of view on civics and citizenship issues. They use appropriate texts, subject-specific language and concepts. They evaluate ways they can be active and informed citizens in different contexts.</p>



## **Appendix 7: National Curricula Estonia for Basic schools (Grades 1-9) NZ Years 1-10**

### **Subject field: Social Studies**

#### **1. General Principles**

##### **1.1. Competence in Social Studies**

The objective of teaching the subjects of the subject field in basic school is to develop in students age-appropriate social competence: ability to understand the causes and effects of changes in society; knowledge of and respect for human rights and democracy; knowledge of civil rights and responsibilities and ability to behave accordingly; ability to recognise cultural diversity; ability to follow generally accepted rules of conduct; interest in the development of one's community, nation, state and the world; ability to form personal opinions and be an active and responsible citizen; knowledge of and ability to use simple research methods in social studies; interest in the surrounding world.

In developing these competencies basic school graduates will be expected to possess the capability to be able to:

- 1) understand the material causes and consequences of the changes in society;
- 2) possess an adequate self-concept, analyse their opportunities and make corresponding plans for the future;
- 3) understand and value democracy and human rights, recognize civil rights and duties, follow generally accepted rules of conduct and abide by the law;
- 4) are interested in the development of their nation, community and the world, form personal opinions and understand their options as active and responsible citizens;
- 5) are familiar with simple research methods and use some of them in their studies;
- 6) are conscious with the concept of cultural diversity and respect individual, cultural and ideological differences unless they degrade human dignity;
- 7) behave in accordance with generally accepted social norms and communication conventions, which help them successfully manage their relationships with peers, family, community and society, understanding their value;
- 8) have acquired knowledge and skills in self-control, coping strategies, self-discipline, self-development and behaviours that promote health and healthy ways of life and have a positive attitude towards themselves and other people; and
- 9) value freedom, human dignity, equality, integrity, care, tolerance, responsibility, justice and patriotism and feel respect towards themselves, other people and the environment.

##### **1.2. Subjects and Volume of the Subject Field**

The subject field comprises History, Civics and citizenship education, Personal, social and health education and Religious studies as an optional subject. History is studied from Form 5, Personal, social and health education from Form 2 and Civics and citizenship education from Form 6. It is possible to teach Religious studies as an optional subject at all three stages of study. The design of required learning outcomes and contents, which are presented in subject syllabi, is based on the following division of weekly lessons between study stages and subjects:

**1<sup>st</sup> stage of study**

Personal, social and health education – 2 lessons per week

**2<sup>nd</sup> stage of study**

History – 3 lessons per week

Personal, social and health education – 2 lessons per week

Civics and citizenship education – 1 lesson per week

**3<sup>rd</sup> stage of study**

History – 6 lessons per week

Personal, social and health education – 2 lessons per week

Civics and citizenship education – 2 lessons per week

The distribution of weekly hours of subjects within stages of study is specified in the school curriculum considering that the expected learning outcomes and learning and educational objectives would be achieved.

**1.3. Description of the Subject Field and Integration within the Subject Field**

Social studies subjects address the way in which individuals and society functioned in the past and how they function today. Through social studies subjects, students develop their ability to see causal and other connections in the development of society; to make informed choices by espousing values and moral norms valid in society. Studies shape the students' willingness to act as moral and responsible individuals and members of society.

In **History** lessons, students acquire knowledge of the history and cultural heritage of their home area and the world necessary for an understanding of their cultural space. Through the subject, students are guided to understand, analyse, critically judge and interpret historical events and processes as well as their mutual relations and links with the present day and to see why historical events are interpreted in different ways. Teaching History contributes to integrating the content of other subjects into a whole and shapes the ability to understand developments which have been influenced by past events.

**Personal, social and health education** integrates the learning content at all stages of study by supporting students in managing social life among their contemporaries, within their family, community and society and by helping them to become socially mature and legally capable individuals. The general aim of Personal, social and health education is to contribute to the development of students' coping skills in social life. This aim is realized by nurturing students as developed personalities and by fostering their social competence, health awareness and integrity, regard for others, responsibility and fairness. Personal, social and health education helps to acquire basic knowledge and attitudes regarding gender equality.

In **Civics and citizenship education**, students master social literacy: the knowledge, skills, values and attitudes necessary for fully functioning in society and for making responsible decisions. The general aim of the subject is to create the preconditions for stronger cohesion between individual identity as a citizen and society and for creating active citizens.

All subjects in the social studies subjects field support the development of students' ability to analyse their behaviour and its consequences, to express their feelings appropriately, to accept that people are different and take this into account in communication; to assert themselves and to oppose injustice in a way that does not harm their own or other people's interests or needs. Through the subjects within the social studies subject field, students become familiar with social values, norms and rules and learn to follow them; and they acquire knowledge, skills and attitudes appropriate to socially acceptable behaviour and relationships between people which help them effectively adjust and function among their contemporaries, in their family, community and society. Social studies subjects provide the basis for accepting ideological diversity and for willingness to have a dialogue with supporters of different worldviews. Cooperation skills and group work are essential in the context of every subject within the field.

The aim of integration within the field is to support students' development into wholesome individuals who have a positive attitude towards themselves and others, consider other human beings, act in accordance with general human values, and are able to recognise and understand processes in society. They have efficient skills and preparation for getting involved and participating in social life.

The subject teacher selects the learning content with the aim to ensure achievement of learning outcomes, general and subject field competences as specified for respective stages of study.

#### **1.4. Options of Forming General Competencies**

The study of subjects in the field of social studies contributes to the development of all general competences described in the national curriculum. The teacher plays a crucial role in shaping the four interconnected components of competences – knowledge, skills, values and behaviour – with the teacher's values, communication and social skills creating a suitable learning environment and influencing students' values and behaviour.

**Cultural and value competence.** The development of cultural and value competence is supported by all subjects within the subject field by emphasizing different aspects. For instance, the ability to understand the basic values of humanitarianism, democracy and sustainable development of society and to base one's actions upon these values is supported through History and Civics and citizenship education. All social subjects facilitate respect for different beliefs in understanding the world. Personal, social and health education and Religious studies support the understanding of value systems, the capacity to live in harmony with one's ideas, words and feelings, having reasons for personal choices and having regard for the welfare of others. Skill to stand against violations of central norms and to follow the principles of social justice and equal treatment of different genders is one of the general objectives of the curriculum, and it is developed primarily through civics and citizenship education and personal, social and health education.

**Self-awareness competence** that is the ability to understand and assess oneself, to analyse one's strengths and weaknesses and develop a positive attitude towards oneself and others; to lead a healthy way of life and effectively and safely; to solve problems related to one's mental, physical and social health or personal relationships. The development of competence is supported by Personal, social and health education, but also by other subjects within the field, which shape ethnic, cultural and national self-management.

**Learning to learn competence.** Each subject within the social studies subject field develops the ability to organize the learning environment and acquire tools and information necessary for studying. Each subject also teaches students how to plan studies and use the knowledge acquired in different contexts and in solving problems. Through study activities and receiving feedback, students acquire skills of self-analysis and are able to plan their further studies accordingly.

**Communication competence.** All subjects address the ability to express oneself clearly and appropriately in different situations, to read and understand informative and consumer texts as well as fiction, to write different types of texts by using appropriate linguistic tools and styles and to value correct grammar and expressive language.

**Mathematics and natural sciences and technology competence.** Each subject within the social studies subject field develops the ability to use mathematics with its unique language, symbols and methods to solve different tasks in all spheres of life and activity, is supported by all subjects within the field. Students learn to distinguish social studies from natural sciences (incl. understand the differences between their research methods). They learn to search for information using technological tools and to make evidence based decisions using collected information.

**Entrepreneurial competence.** Competence in entrepreneurship is first and foremost shaped through Civics and citizenship education, but also to a lesser extent by other subjects within the field. Students learn to observe problems and to see the opportunities they offer, to set goals and to generate and implement ideas. Subject studies develop the ability to take initiative and responsibility, to cooperate in order to accomplish their goals, to complete what they have started, to respond to changes in a flexible way, to take reasonable risks

and to manage uncertainty; and they learn to choose suitable and creative methods for implementing their ideas, which result from adequately analysing the situation, their abilities and resources and estimating the consequences of their actions in line with their goals.

### **1.5. Options for Integrating Social Studies Subjects with Other Subject Fields**

Social studies is integrated with other subject fields by developing field competences.

**Language and literature, including foreign languages.** Education develops the skill of clear and relevant oral and written self-expression, ability to read and understand various texts. Students are guided to use appropriate linguistic means, subject-specific vocabulary and expressive language while observing correct grammar. Education emphasises the skill of critical text analysis, media literacy, acquisition and critical assessment of information, formatting of projects, and protection of intellectual property. The learning of social subjects improves students' knowledge of different cultures and traditions. Students are guided to notice and respect the differences between their own and other cultures. Attention is paid to the rules of different communication environments and social diversity. Concepts of foreign-language origin are explained and foreign language skills are also developed through searching and understanding additional material.

**Mathematics.** The following skills are developed: chronology; planning resources (time and money), mathematical literacy, presenting and reading numerical data (graphs, tables and diagrams); the ability to pose problems, find suitable solution strategies and implement them, to analyse ideas for solutions and to check the validity of results; and skills of logical reasoning, explaining and verifying and the ability to value a mathematical approach and understand its social, cultural and individual significance.

**Natural sciences.** Understanding the impact of the natural environment and geographical position on the development of human society; economic resources; sustainability of society; sustainable consumption, globalisation, noting and understanding global problems, including environmental problems; and valuing sustainable and responsible ways of life.

**Technology.** The topics covered help to develop the ability to assess opportunities and threats associated with introducing new technology, to apply modern technology in creating one's learning, working and communication environment in an efficient and ethical manner, and to use technical means purposefully and sustainably by observing safety and intellectual property requirements.

**Art subjects.** Addressing the cultural issues of Estonia, Europe and different nations of the world; changes in the concepts of beauty over time; aesthetic development and self-realization, folk culture and creative self-expression skills.

**Physical education.** Education develops the ability to understand and value the importance of physical activities as part of a healthy way of life at different stages and to develop tolerance towards other people and cooperation principles in line with a healthy way of life.

### **1.6. Options for Implementing Cross Curricular Topics**

**Lifelong learning and career planning.** Education develops independent learning skills as a crucial foundation of lifelong learning habits and attitudes. Social subjects can help to shape attitudes, which are required for students in future employment. Students receive an overview of common occupations, professions and further education opportunities associated with the social field. Studies help to develop an understanding of causes and consequences of changes in society, as well as their impact on students' choices and decisions about the future.

Various educational activities provide students with an overview of the general situation and future prospects of the labour market, labour law, different jobs associated with occupations and professions of different

activities, helping to use this information for future educational specialisation and long-term career planning. Various occupations and professions are presented with an emphasis on the nature of work, the working environment, working conditions and required knowledge, skills and character traits.

Education provides students with knowledge of different requirements and working conditions associated with different jobs. Students are guided to analyse their aptitude for the profession of interest, incl. suitable health status, physical condition and physiological abilities. Students start to analyse their abilities, skills and values and link them with future educational and employment choices by creating a preliminary career plan.

**Environment and sustainable development.** Students are supported in becoming socially active, responsible and environmentally aware individuals who seek solutions to environmental and human development problems by taking into account their sustainability.

**Civic initiative and entrepreneurship.** Students are supported in becoming active and responsible members of their community and society who understand the principles and mechanisms of social performance and the meaning of civic initiatives; who are integrated into society, draw upon national cultural traditions and development trends in their activities, and are involved in making decisions concerning local community.

**Cultural identity.** Students are supported in becoming culturally aware individuals who understand the role of society in shaping the direction of human thinking and conduct, who know how cultures have changed over time, who have acquired an idea of the versatility of cultures and the specifics of a culturally determined way of life both at the social and higher level (national culture) as well as within society (regional, professional, class-specific, youth and other cultures; subculture and counterculture) and who value native culture and cultural diversity, are culturally tolerant and willing to cooperate.

**Information environment.** Students are supported in becoming informed individuals who perceive and understand the information environment around them and are able critically to analyse it, and to act in it in line with their goals and the communication ethics accepted by society.

**Technology and innovation.** Students are supported in becoming innovative people who can use modern technology purposefully and are able to function successfully in the rapidly changing living, study and working environment.

**Health and safety.** Students are supported in becoming mentally, emotionally and physically healthy members of society who are able to behave in a safe way and create and maintain a healthy environment.

**Values and morality.** Education supports students' development into morally mature individuals who understand general human and social values and moral principles, who follow them inside and outside of school, who are not indifferent if those principles are being disregarded, and intervene within the limits of their powers whenever necessary.

### **1.7. Planning and Organizing Study Activities**

In planning and organising study activities:

- 1) the focus is on the basic values, general competences, goals of the subject, learning content and expected learning outcomes of the national curriculum and the course supports integration with other subjects and cross-curricular topics;
- 2) the aim is to have a moderate study load for students (including homework), ensuring it is distributed across the school year evenly, giving students enough time for rest and recreational activities;
- 3) possibilities are provided for studying both individually and together with others (pair and group work, study visits and practical work) in order to support the shaping of students into active and independent learners and creative and critically thinking members of society;
- 4) study tasks are used whose content and level of difficulty support an individualised approach and increase motivation for studying;
- 5) study environments and study materials and tools based on contemporary information and communication technology are used;
- 6) students' knowledge, skills and attitudes are developed, with the main emphasis being on the formation

of attitudes;

- 7) student's abilities and capacities, local differences and social changes are taken into account;
- 8) a diverse selection of study methods is used with emphasis on active study methods: conversation, debate, discussion, case study, work in pairs, project study, role play, group work, disputation, brainstorming, creation of historical vision, activity-based studies (e.g., dramatisations, creation of models and mock-ups, cooperative action and volunteer work, charity project);
- 9) opportunities are created for preparing essays, timelines, study portfolios and research projects, conducting practical research (e.g., work with sources and maps, filling out worksheets and contour maps, organising surveys, writing a creative project/argument/opinion essay, presentation of projects, information search from sources of information, information analysis, drafting of class conduct rules, daily schedule and personal budget, reading statistics and legal documents, filling out document forms), participating in thematic plays (e.g., consumer protection), critical analysis of advertising, watching relevant films, etc.;
- 10) the study environment is extended: socio-cultural and historico-cultural environment (heritage objects, buildings), computer/multimedia class, institutions, museums, exhibitions, library, natural environment, local and central government agencies, businesses, non-profit associations, archives, etc.;
- 11) possibilities are created for linking studies with life outside school (meetings with different people, involvement of parents, etc.) to make the entire approach to the subject as realistic as possible.

### **1.8. Basis for Assessment**

The main purpose of assessment is to support students' development in shaping a positive self-concept and an adequate self-assessment. The subject syllabus describes learning outcomes of a subject by study stages at two levels: general learning outcomes as objectives of education and learning outcomes associated with partial skills. Students' knowledge and skills are assessed on the basis of oral response, incl. presentations, and written projects, taking into account the conformity of knowledge and skills with the required learning outcomes specified in subject syllabi as well as students' individual traits and thought development. Assessment is based on corresponding provisions of the general part of the basic school curriculum.

Feedback is provided on attitudes and values (e.g., showing interest, understanding importance, valuing, consideration of needs, following rules).

Learning outcomes are assessed with verbal assessments and numerical grades. Diverse forms of assessment should be used for measuring learning outcomes. Students have to be informed about what and when is going to be assessed, which assessment tools and criteria will be used. Formative assessment has an important role with its primary focus on comparing a student's development with his or her previous accomplishments. Assessment criteria and any assessment procedures that deviate from the standard five-grade system are specified in the school curriculum.

The assessment of written assignments focuses first and foremost on their content. Students' grammar and spelling mistakes are also corrected, although they are not taken into account in grading. The main emphasis when assessing subject-specific knowledge and skills and attitudes is on formative assessment.

Diverse forms of assessment, including oral, written and practical assignments corresponding to required learning outcomes are used for assessment.

Selection of assessment methods is made in consideration of students' age-specific differences, individual abilities and preparedness to handle specific activities. The process is assessed in addition to the result in case of practical assignments.

In spoken and written assignments, students:

- 1) explain and describe the meaning of concepts and the relations between them;
- 2) explain their viewpoints, assessments, positions and attitudes by relating them to the knowledge they have acquired;

- 3) identify, classify, compare and analyse circumstances, conditions, activities and characteristics based on learning outcomes; and
- 4) demonstrate their familiarity with facts, ideas and norms based on the content of assignments.

In practical assignments, students:

- 1) apply theoretical knowledge in practical learning situations;
- 2) demonstrate the skills defined in the learning outcomes in learning situations; and
- 3) describe how the knowledge and skills defined in the learning outcomes are used in everyday life.

In **civics and citizenship education**, creation of assignments for developing and testing reasoning skills in the 2<sup>nd</sup> study level, from keywords to supportive explanations and exact instructions, should be in keeping with the principle of aptitude-appropriateness. Summarising grading can be used for opinion essays and case studies, document and map knowledge, assignments with open-ended and multiple choice answers, matching concepts and definitions, translation of information to a different format (from graph to table, etc.), and finding, using and grouping information.

Summative assessment in the 3<sup>rd</sup> stage of study can be based on discussing problems, opinion pieces, research papers and case studies, analysing documents, statistics and caricatures, reading maps, open and multiple choice tasks: linking terms to their explanations, translating information to another form (for example, from a diagram to a table), and grouping information.

In the case of practical work, assessment focuses on the skills of planning and performing the work, interpreting its results and drawing conclusions as well as explaining and presenting the results.

Students and teacher cooperate to assess learning outcomes also in informal education outside school if the respective attainment (e.g., participation in projects, work in student bodies or civic associations) conforms to required learning outcomes.

## **2.3. Civics and citizenship education**

### **2.3.1 Learning and educational objectives**

The objective of learning Civics and citizenship in basic school is that by the end of basic school the student would:

- 1) take an interest in social problems, are able to observe and investigate them and explain their positions and choices;
- 2) can function in present-day society by embracing humane values;
- 3) know how to participate in policy development and implementation at both the local and national levels;
- 4) value human rights and principles of democracy such as legitimacy and the connection between liberties and responsibility;
- 5) are considerate to others; value diversity; contribute to the sustainable development and coherence of society; are opposed to the violation of central norms and abide by the law; and
- 6) define themselves as members of society and as Estonian, European and world citizens
- 7) initiate and support cooperation for establishment and achievement of shared goals; and
- 8) use the knowledge, skills and attitudes acquired in civics and citizenship education for planning future education and professional career and for making informed decisions, prepare a preliminary career plan.

### **2.3.2 Description of the subject**

Civics and citizenship education plays an important role in the formation of students' social competence. Civics and citizenship education helps students develop into entrepreneurship and self-realizing people who have high regard for others and who are socially competent members of society.

The knowledge, skills and attitudes acquired in Civics and citizenship education lessons are closely related to the content learned in other subjects (such as History, Geography, Personal, social and health education) and provide the basis for lifelong learning.

Civics and citizenship education in basic school examines in a general manner the functioning of society, citizens' involvement in the main social spheres (economy, politics and law) and also relations with other social groups. Citizens are seen as members of a democratic society who interact with social institutions based on their interests and opportunities.

Civics and citizenship education plays an important role in shaping students' values and attitudes, such as initiative, law compliance, diligence, gender equality, civic initiative, social justice and equal treatment of citizens, respect for human rights, understanding of differences, disapproval of prejudice, sustainable attitude towards the environment, respect for cultural traditions of other nations and countries and desire to learn more about to them, valuing the cultural heritage of one's own country; realisation that people do not live equally well everywhere, etc.

Personal, social and health education aims to give the students an integral picture of the functioning of society by means of practical assignments, analysing problems and learning basic subject-related terms. Solving problems of everyday life and acquiring skills in making informed decisions, which contribute to students' ability to manage in society, are also very important. Thus, students develop an integrated picture of society which acknowledges the reciprocal impact of human activity and nature and which values a sustainable way of life.

At the 1<sup>st</sup> stage of study, the themes related to Civics and citizenship education are integrated into the subject syllabus of Personal, social and health education. At the 2<sup>nd</sup> and 3<sup>rd</sup> stages of study, Civics and citizenship education is taught as a separate subject. At the 2<sup>nd</sup> stage of study, students examine the system of social relations in their immediate surroundings by concentrating on the coexistence of socially different individuals and groups. They focus on the people around them, their school and people at home.

At the 3<sup>rd</sup> stage of study, the students also examine the institutions related to the functioning of the Estonian state. In studying the execution of public governance, such constitutional institutions. As some students may not continue their education after basic school, more attention is paid to the manifestation of politics in everyday life and citizens' roles as knowledgeable consumers of policy output.

Economic issues dealt with at the 3<sup>rd</sup> stage of study focus on personal management, business, the regulation of the national economy and social impact of the market economy (consumer society, balance on the labour market and economic stratification). The subject is integrated with everyday life as much as possible.

Research-based learning techniques are very important in teaching. These techniques support students in acquiring the skills of posing problems, formulating hypotheses, planning and organizing their work, critical thinking and interpreting and presenting results, both in speech and in writing by using varied visual means and using situations from real life wherever appropriate (for example via democracy in school, civic initiative and volunteering in the home area).

The concept of active citizens covers their involvement in a broader context, not only in the sense of casting their vote during elections. Moreover, it gives students who cannot as yet exercise their right to vote better opportunities to implement Civics and citizenship education in practice (for example, in organizing school life, consumer education, civic initiatives).

Throughout the studies, modern technological means (including ICT) are used by considering the legitimacy of software, the security risks of the Internet and IT and cyber crimes (the State Portal, e-services, websites of local and national authorities, information queries and online legal acts).

### **2.3.3. Learning and Educational Objectives in the 2<sup>nd</sup> Stage of Study**

Students graduating from Form 6:

- 1) know and value democratic principles;
- 2) understand how democratic principles can function in school, note problems in school and support

- school democracy by their conduct and participation;
- 3) notice and consider different interests and opportunities and are prepared for cooperation and agreement, are able to seek and offer assistance for solving problems;
  - 4) know the main institutions of Estonian public governance and describe their duties (local government, the Riigikogu, Government of the Republic, President of the Republic and courts of law) and are able to name different occupations/professions associated with public governance;
  - 5) know what the constitution and other legal acts are and why they need to be followed and are familiar with children's rights and responsibilities;
  - 6) can explain, using examples, what citizens' associations, civic initiatives and voluntary work are, can explain the need for voluntary work and offer help to those in need and can recognize injustice and stand up against it;
  - 7) understand the distinctiveness of people, knowing that they differ according to nationality, sex, mental and physical capacity, views and religion, are tolerant of differences, willing to cooperate;
  - 8) can give examples of professions and companies needed for the functioning and development of society, value working as the basic means of living and know their rights and responsibilities as owners and consumers and understand why different occupations require different knowledge, skills and character traits;
  - 9) know how to find information that serves their purposes and interests and judge it critically, present their knowledge and opinions clearly and convincingly and are able to explain them, generate, use and share information and value their own and other people's work; and
  - 10) know that they have the right to get help and can find help in varied life situations.

## **2.3.4. Learning Outcomes and Learning Content in the 2<sup>nd</sup> Stage of Study**

### **2.3.4.1. Social relations**

#### **People around us, communities, European countries and nations and tolerance**

##### **Learning outcomes**

Students will be able to:

- 1) explain in their own words the meaning of and use in context the following terms: nation, state, equality and tolerance;
- 2) name ethnic groups living in their home area and in Estonia and describe their mode of living and cultural traditions;
- 3) name major religions represented in Estonia and describe their practices;
- 4) give examples of the equal rights of men and women and their violations in Estonia;
- 5) have an understanding of and maintain community traditions;
- 6) understand what identity cards and travel documents (passports and ID cards) are; and
- 7) name Estonia's neighbouring countries, show them on a map and give examples of how the rest of the world influences life in Estonia.

##### **Learning content**

Population groups living in Estonia and in students' home areas (social, ethnic, religious and so on).

Gender equality.

Family and relatives. Neighbourhood in the countryside and towns. Friends. School community.

European countries and Estonia's neighbouring countries.

#### **Volunteering: citizens' associations, civic initiative and cooperation**

##### **Learning outcomes**

Students will be able to:

- 1) explain in their own words the meaning of and use in context the following terms: citizens'

- association, civic initiative and volunteering;
- 2) name societies, clubs and associations active in their home area and describe their activities;
  - 3) name youth organisations active in their home area and school and describe their activities;
  - 4) identify civic initiatives in their home area, initiate them and take part in them if possible; and
  - 5) give examples of the usefulness of volunteer work, note problems and offer their help to those in need.

### **Learning content**

Activities of local societies, clubs and associations.

Youth organisations.

Civic initiative options appropriate to the students' age.

Cooperation and joint activities and communication possibilities.

### **2.3.6.2. Democracy**

#### **Principles of democracy and the functioning of democracy**

#### **Learning outcomes**

Students will be able to:

- 1) explain in their own words the meaning of and use in context the following terms: human right, law and democracy;
- 2) describe the principles of democracy;
- 3) know human rights and value them;
- 4) understand that Estonia is a democratic republic and name the main duties of the Government of the Republic, the Riigikogu and President of the Republic;
- 5) understand what a local government is and give examples of the activities of their municipality or town governments; and
- 6) appreciate that everyone is equal before the law and must abide by it and give examples of law-abiding behaviour.

#### **Learning content**

Public participation in social administration: diversity of opinion and freedom of speech, participation in discussions and decision-making and the right to vote and be elected.

Separation of power. The Riigikogu, the Government of the Republic, the President of the Republic and courts of law.

Local government.

Primacy of law and legal act as regulation.

Fundamental human rights (such as the right to life, right to freedom and human dignity).

#### **Democracy in school and children's rights and opportunities in participating in politics**

#### **Learning outcomes**

Students will be able to:

- 1) describe how the principles of democracy are implemented in school;
- 2) support school democracy through their attitudes and actions; and
- 3) have an understanding of the principles of the UN Convention on the Rights of the Child, know children's rights and understand the balance between rights and responsibility.

#### **Learning content**

Students' self-government, their participation in organizing school life and on the student board.

Internal rules of a school.

Children's rights (right to education, right to parental care and so on). Balance between rights, obligations and

responsibility.

### **2.3.4.3. Working and consumption**

#### **Learning outcomes**

Students will be able to:

- 1) distinguish between needs, wishes and possibilities;
- 2) understand how money is earned and what makes a family budget, put their expenses in priority order, plan their budget based on their spending money and manage their time;
- 3) understand the rules of safe use of online banking and bank cards (PIN codes);
- 4) describe the personality traits, knowledge and skills required in different professions;
- 5) explain the need for different professions in society; and
- 6) note and understand product information and have an understanding of consumer rights.

#### **Learning content**

Planning personal time and expenses and using, borrowing and saving money.

Professions – knowledge and skills. Lifelong learning. Professions and companies in the students' home area. Knowledgeable and sustainable consumption.

Work culture and work ethics.

### **2.3.5. Learning and Educational Objectives in the 3<sup>rd</sup> Stage of Study**

Basic school graduates:

- 1) know the functioning principles of democracy and provide examples of their application; act in accordance with democratic principles; are oriented towards self-development;
- 2) identify and feel themselves as members of their community and Estonian society, as responsible citizens in the Republic of Estonia, the European Union and the world;
- 3) know and respect human rights, notice violations of those rights and protect human rights, recognise different groups of people as equally valuable and behave in a tolerant manner;
- 4) are familiar with the constitution, structure and administrative organisation of the Estonian state; are able to communicate with national and local government authorities; are able to find and use necessary legal instruments; comply with laws; use opportunities to act in civil society; are able to use examples to explain the principles and goals of non-governmental organisations;
- 5) are familiar with the structure and values of the European Union and can name the Member States; can name other international organisations and explain the objectives of their activity;
- 6) explain the economic role of individuals, entrepreneurs and the state; know the difference between public and private sector; are aware of the purpose of taxation and individual rights and obligations in connection with taxes;
- 7) consider their options as future employees and entrepreneurs and plan their future education based on their abilities, interests, knowledge, skills and attitudes, as well as external factors that influence the choices;
- 8) assess sufficiency of resources and consume in a sustainable manner; are familiar with their rights and responsibilities as consumers;
- 9) are able to find necessary information and tools; use simple research methods; consider protection of copyright;
- 10) are familiar with the concept of globalisation and can provide examples of the impact of globalisation on economy, culture, the environment, etc.;
- 11) have knowledge of the occupations/professions in public governance and administrative structures and the nature of respective work, and consider important prerequisites of this work; have an overview of the opportunities of training to become a public servant.

## 2.3.6. Learning Outcomes and Learning Content in the 3<sup>rd</sup> Stage of Study

### 2.3.6.1. Society and social relations

#### Media and information

##### Learning outcomes

Students will be able to:

- 1) know and use in context the following terms: public opinion, public life, private life, freedom of the press, press ethics, copyright, author's liability, advertising and *protection of intellectual property* (plagiarism);
- 2) describe with examples the establishment and overstepping of public and private life boundaries;
- 3) express opinions on the issues covered by the press and use simple research methods to describe social questions;
- 4) identify the functions and types of advertising; and
- 5) understand and respect authors' rights and responsibilities and refer to and quote from texts appropriately.

##### Learning content

Library and the Internet.

The role of the press in society: sharing information, drawing attention to problems, building public opinion, entertainment and so on.

Communication ethics, the borderline between public and private life and communication culture.

Marketing communication, its functions and types, election advertising, social advertising, commercial advertising and so on. Basic rules of media business (proportion of editorial content and advertising; relationship between costs and revenue).

Authors' rights and responsibilities, use of materials: references, quotes and uploading and down-loading. Plagiarism.

Interpretation and critical analysis of information and distinguishing between facts and opinions.

## **Social structure of society**

### **Learning outcomes**

Students will be able to:

- 1) explain and use in context the following terms: social differences, social stratification, social cohesion, social exclusion, identity and multiculturalism;
- 2) observe differences between social groups and understand the reasons for them;
- 3) value social fairness and cohesion;
- 4) value gender equality; and
- 5) understand the differences between cultures and communicate with representatives of other cultures.

### **Learning content**

Social groups in society based on gender, age, nationality, religion, economic position, region and so on.

Social stratification and its causes. Social cohesion. Social exclusion.

Social fairness and equality. Solidarity.

Values and identities. Multicultural society and its opportunities and challenges.

## **Institutional structure of society: the public, commercial or business and third sectors**

### **Learning outcomes**

Students will be able to:

- 1) explain and use in context the following terms: public sector, state authority, public law agency,

- business sector, private company, non-profit sector and foundation;
- 2) explain the nature and roles of social sectors in society; and
  - 3) have an understanding of opportunities in the business and voluntary sectors.

### **Learning content**

Public sector and its institutions (state authorities, local government and public law agencies).

Private sector as profit-driven.

The third sector as a non-profit sector. Foundations, charity work, volunteer work and civic initiatives.

### **Rights of members of society**

#### **Learning outcomes**

Students will be able to:

- 1) explain and can use in context the following terms;
- 2) show an understanding of human rights and the principles of child protection;
- 3) describe the relationship between rights and obligations, freedom and responsibility; and
- 4) have an awareness of risks, avoid danger and know where to get help.

### **Learning content**

Human rights in everyday life and the role of the state and individual in securing them. Prevention of human rights violations. Violence, abuse, trafficking in human beings, etc.

Fundamental, socio-economic, political and cultural rights.

Children's rights, duties and responsibilities.

Global issues in child protection. Human trafficking, forced labour, sexual exploitation and so on. The activities of the United Nations International Children's Emergency Fund (UNICEF).

### **2.3.6.2. State and governance**

#### **Democracy**

##### **Learning outcomes**

Students will be able to:

- 1) explain and can use in context the following terms: democracy, autocracy, totalitarianism, separation and balance of powers, state based on the rule of law, civil liberties, civil society and civic initiative;
- 2) explain the principles of democracy and their implementation in public governance;
- 3) show an understanding of the rules of democratic society (for example, pluralism, involvement, taking into account the interests of minorities and equality before the law) and act according to the principles of democracy;
- 4) distinguish between democracy and autocracy, compare the basic features of democratic, authoritarian and totalitarian societies and judge them; and
- 5) explain the principles of a state based on the rule of law.

### **Learning content**

Differences between democratic and non-democratic societies.

Basic features of democratic governance: elected authorities and their accountability and separation and balance of powers.

State based on the rule of law. Civil liberties and rights.

### **Rule of governance in Estonia**

#### **Learning outcomes**

Students will be able to:

- 1) explain and use in context the following terms: constitution, constitutional institution, constitutional

- rights, legislative power, opposition, coalition, executive power, President, Chancellor of Justice, National Audit Office, local government, court of law, legislation, political party, elections, citizenship, citizen and permanent resident;
- 2) have an understanding of and know how to use the Constitution of the Republic of Estonia and describe the political and administrative constituencies of Estonia;
  - 3) understand why laws need to be abided by and the consequences of malpractice, know where to turn to in order to protect their rights, can find necessary legislation and use the electronic *Riigi Teataja* (eRT, State Gazette);
  - 4) identify the structure of national and local government authorities, incl. the opportunities offered by national and local government portals;
  - 5) have knowledge of civic rights and obligations and the conditions of receiving the citizenship of the Republic of Estonia and the European Union;
  - 6) explain the general principles of elections; and
  - 7) identify the main international organisations Estonia has joined, name the political parties represented in parliament and have an understanding of the rights, opportunities and duties arising from Estonia's membership of the EU.

### **Learning content**

Constitution. Constitutional institutions. Composition of the Riigikogu and its functions. Forming the Government and its functions. President of the Republic. Supervisory bodies: Chancellor of Justice, National Audit Office. Court of law. Local government.

Legal system: Estonian court system. Use of legislation. Legal liability of minors.

Citizenship. Conditions of the acquisition of Estonian citizenship. Civil liberties and duties. Citizens of the Member States of the European Union, stateless persons and citizens of third countries and their rights and duties in Estonia.

Political parties. Purpose of a political party in a democratic state. Estonian political parties represented in parliament.

Elections. General procedure of elections. Candidates or those to be elected and voters or those who elect and their roles. Election campaign. Knowledgeable voting.

Estonia as a member of the European Union. Estonia in international organisations.

### **2.3.6.3. Civil society**

#### **Learning outcomes**

Students will be able to:

- 1) explain and use in context the following terms: civil society, non-governmental organisation, civil participation and civic initiative;
- 2) describe the role of civil society in ensuring democracy;
- 3) understand the principles and objectives of civil society and non-governmental organisations; and
- 4) analyse opportunities and problems of action in civil society and offer solutions.

#### **Learning content**

The nature and main characteristics of civil society. Non-governmental organisations and NPOs. Church and religious associations.

Civil participation and civic initiative. Public journalism. Volunteering and involvement in associations and organisations. Participation opportunities for young people. Student self-government and student organisations. Youth projects.

Behaviour in crises.

### **2.3.6.4. Economy**

#### **Learning outcomes**

Students will be able to:

- 1) explain and use in context the following terms: market economy, market and market relations, demand, supply, competition, productivity, profit, state budget, state and local taxes, common benefits, social security, poverty, social insurance, social benefit, labour market, gross and net wage, loan, investment and consumer protection;
- 2) have an understanding of the opportunities offered by the labour market to people with different educational levels and know what it means to be an owner, entrepreneur, employer, employee or unemployed person;
- 3) analyse and assess their interests, abilities and opportunities in planning their further studies and career;
- 4) know the principles of budget-planning and calculate net wages;
- 5) know their rights and responsibilities as consumers and behave as sustainable consumers; and
- 6) describe the principles of the current market economy, the roles of businesses and the state in the economy, the purpose of taxation and the taxes effective in Estonia and individuals' rights and responsibilities in connection with taxes.

### **Learning content**

Basic principles of the market economy. Supply and demand. Competition. Productivity and profit. Legal forms of enterprises: public limited company (PLC), private limited liability company (LLC), self-employed person. The role of business activity in society. Global resource sharing.

The role of the state in the economy: planning and regulation. State budget. Taxes and taxation principles. Re-allocation of profit. Common benefits and social security. Fair tax-paying. Social benefits and social insurance. Labour market. The concept of the labour market. The roles of employers and employees in employment relations. Labour law. Employment policy and labour market measures for employers and job-seekers. Men and women and people with different educational levels or without professional qualifications on the labour market.

Management of personal finances. Goal-setting and assessment of resources. Remuneration and negotiating it. Personal budget. The importance of lifelong learning in long-term functioning in society. Saving and investing. Borrowing. Consumer behaviour and sustainable and fair consumption. Consumer protection on the market of goods and services. Product labels. Personal business.

## **Appendix 8: National Curriculum Estonia for Upper Secondary Schools (NZ Years 11-13)**

### **Subject field: Social Studies**

#### **1. General principles**

##### **1.1. Objective of teaching social subjects**

The objective of teaching social subjects in upper secondary school is to develop students' social competence; it refers to the ability to understand the causes and effects of the social changes taking place in the history of humankind and in modern-day society; recognize basic social scientific research methods and use some of them in studying and in everyday life; create future scenarios and visions in an area that is important socially or personally; know about and respect human rights and democracy, be informed about civil rights and duties, and be familiar with the skills and behaviour that are in accordance with them; recognize cultural specificities and follow generally accepted etiquette; and continuously show an interest in the development of one's nation, community and the world, shape one's own opinions and be an active and responsible citizen.

Teaching Social Studies is aimed at the upper secondary school graduate having developed the capability to:

- 1) understand the processes of social changes in the history of humankind and in modern-day society and the causes and effects of the most important events;
- 2) respect democracy and human rights, follow generally accepted etiquette and the law, know about civil rights and duties and take civic responsibility;
- 3) understand social scientific research methods and use some of them in study, connecting what they have learned to everyday life;
- 4) know about the cultures of different nations and their specificities and be respectful towards individual and cultural differences as well as differences in worldviews, unless such views degrade human dignity;
- 5) will have acquired practise and value skills in socially acceptable behaviour and interpersonal relations that foster efficiency in different social contexts,
- 6) will have acquired knowledge and skills that support the development of a complete and autonomous human being who values social justice and has a positive attitude towards themselves and others;
- 7) acquire knowledge, skills and attitudes that support development of a wholesome, independent and health-conscious human being;
- 8) value freedom, human dignity, equality, integrity, care, tolerance, responsibility, justice and patriotism and feel respect towards themselves, other people and the environment.

##### **1.2. Subjects of the subject field and number of courses**

The subjects in this field are: History; Civics and citizenship education; Personal, social and health education and Geography (Human Geography). The subjects are divided into compulsory and optional courses. The design of required learning outcomes and contents, specified in subject syllabi of the field of social studies, was based on the number of mandatory courses per study stage. The compulsory courses by subject are the following:

- 1) History 6 courses: General History; Estonian History I (until the sixteenth and turn of the seventeenth centuries); Estonian History II (until the end of the nineteenth century); Contemporary History I – Estonia and the world in the first half of the twentieth century; Contemporary History II – Estonia and the world in the second half of the twentieth century; and Modern History III – Main characteristics of

- the developments of the twentieth century: Estonia and the world.
- 2) Human Studies 1 course: Family Studies
  - 3) Civics and citizenship education 2 courses: „Ühiskonna areng ja demokraatia“, „Majandus ja maailmapoliitika“.

The optional courses in the subject field are:

- 1) History 2 courses: General History – World History: Civilization outside Europe; and General History – History of European countries and the United States of America.
- 2) Human Studies 1 course: Psychology.
- 3) Civics and citizenship education 1 course: Everyday law.

The field of social studies includes the compulsory course on 'Population and economy', which is described in the field of natural sciences under human geography, and the optional course on 'The globalizing world'.

The field of social studies has links to optional subjects of philosophy (2 courses), religious studies (2 courses), national defence (2 courses), economic and business studies (2 courses). The syllabi of the aforementioned optional subjects are presented in Appendixes 8-10 of the national curriculum. In religious studies and national defence, education is provided according to the subject syllabi of the national curriculum.

### **1.3. Description of the Subject Field**

Social studies investigate the functioning of human beings and society in the past and present. Study of social subjects helps to integrate the contents of different subjects and to construct a complete picture of society, while also developing the skill of understanding current developments in the light of historical phenomena. Social studies develop the ability to recognise various links in the development of society, to make informed choices, based on the values, norms and rules of society, and to act as a moral and responsible person and member of society. The discussion of topics in social subjects helps to develop students' preparedness to contribute to elimination of inequality between women and men from society and to promotion of gender equality.

Integration within the subject field is in the service of general objectives of the field. Integration is based on topics, concepts and teaching methods.

In **Civics and citizenship education** students acquire social writing skills: knowledge, skills, values and attitudes necessary for functioning in society and making responsible decisions. The aim of the subject is to create the preconditions for the strengthening of the identity of a citizen and social cohesion, shaping active citizens, supporting the formation of readiness for dialogue and respect towards people who understand the world differently, as well as the self-awareness of students in questions regarding worldviews.

The subject teacher selects the learning content with the aim to ensure achievement of specified learning outcomes, general and subject field competences. Particular contents of optional courses are specified at the beginning of each course in cooperation between the teacher and students.

## **1.6. Options for implementing cross curricular topics**

Cross-curricular topics are in the service of attaining general competences, enabling to identify suitable topics, methods and study procedures for integrating subject courses and other learning activities. Cross-curricular topics contribute to consistent development of competence in the social field by offering points of interest for discussing topical issues in the context of education.

**Lifelong learning and career planning.** Study of social subjects includes a discussion of the development of various human activities during different time periods, economic processes in society and the impact of those processes on human activity. Different learning activities are used to guide students towards understanding and appreciating lifelong learning as a lifestyle and to interpret career planning as a continuous decision making process. Educational activities offer opportunities for direct contacts with the world of employment, e.g., through visits to undertakings, presentations of occupations, professions and further education opportunities related to the subject field. Educational activities enable students to deepen their knowledge of the links between education and employment and of the legislation governing employment relationships. Education develops independent study skills and responsibility, as well as skills to find and analyse information on further education opportunities, based on one's development needs, and to prepare a career plan. Various learning activities, including independent projects, enable students to link their interests and abilities with subject-specific knowledge and skills and to understand that hobbies can help to balance personal life and career.

**Environment and sustainable development.** Students learn to appreciate the environment as a whole, understand the impact of human activities on the development of the environment and on resolution of environmental problems, recognise the interconnections between different parameters of humanity's cultural, social, economic, technological and human development. They learn to understand the risks associated with

human activities and the need to form personal opinions on environmental issues and to be a socially active and responsible person.

**Civil initiative and entrepreneurship.** Students learn to value the organisation of democratic communality and acquire cooperation skills, start fostering the ability to take initiative and appreciate volunteer efforts.

**Cultural identity.** Students learn about the role of the human being as the carrier, transmitter and mediator of culture and understand the importance of intercultural communication and cooperation. They become aware of participation in intercultural communication, value tolerance towards one's own cultural heritage and that of others, disapprove of discrimination, and acknowledge cultural diversity of past and present societies.

**Information environment.** Students learn to determine their needs for information and to find suitable information; to develop skills of critical information search and analysis; to perceive the functioning and impact of media; the need to know the rules applicable in a public space (incl. the information environment) and to comply with copyright laws.

**Technology and innovation.** Students learn to understand the effect of technological innovations on people's working patterns and the way of life, the quality of life and the environment today and in the past; understand the mutual influence of technological, economic, social and cultural innovations. The topic covers positive and negative effects of technological development and ethical issues arising from the development and use of technology. Students use information and communication technology (ICT) for solving real-life problems and increasing the efficiency of studies and work.

**Health and safety.** Students learn to analyse the impact of different choices and risk behaviours (incl. drugs) and to make choices that are safe for their health and overall security (incl. the environment and society).

**Values and morality.** Students learn to analyse values and moral norms and gain knowledge of the connections between different value systems in a historical-cultural context in connection with religion and worldviews; they reflect on personal values and moral beliefs; they learn to consider different viewpoints and opinions when planning their activities, to value diversity as a precondition of prosperity and development of society.

## **1.7. Planning and Organizing Study Activities**

In planning and organising curricular activities:

- 1) the starting point is basic values, general competences, subject competencies, educational goals and the expected learning outcomes of the curriculum, while also supporting integration with other subjects, generic competencies and cross-curricular topics;
- 2) the aim is to achieve a moderate learning load (including homework) which is divided evenly during the whole school year and leaves the students enough time for rest and recreational activities;
- 3) the students are given the opportunity to take part in individual and group learning (individual, paired and group work, educational excursions, practical work, work in computer-based learning environments and with materials from the Internet and other sources of information) to support their development as active and independent learners;
- 4) differentiated study assignments are used, the essence and level of difficulty of which should support an individualised approach and increase students' motivation to study;
- 5) learning environments as well as learning materials and equipment based on ICT are used;
- 6) the educational environment is broadened: museums, archives, exhibitions, libraries, historical-cultural environment, incl. heritage objects, buildings, local and national government authorities, undertakings, non-profit associations, courts, laboratories, sanctums of different religions, battle locations, military units and other national defence institutions, incl. educational institutions of the Defence Forces, etc.;
- 7) different study methods are used, incl.:
  - a) active study: paired and group work, conversation, discussion, debate, workshop, brainstorming, project studies, creative assignment (preparation of a letter or speech, diamond poem, newspaper, etc.), case study, role plays and simulations, participation in projects, study visits and so on;
  - b) creating schemas, plans, comparison tables and study portfolios, filling out worksheets and contour maps, preparing an argument and a thematic plan, writing an argument;
  - c) research activities, incl. preparation of practical and research papers, observation of natural objects and processes, information search in different sources and analysis of information, writing, reviewing and presenting essays and presentations using ICT tools;
  - d) source analysis (document, text, statistics, picture, cartoon, etc.) and assessment of reliability of the source;
  - e) activity-based learning (e.g., dramatisation, preparation of presentations and thematic expositions, preparing and conducting study visits), volunteer work;
  - f) explanation and use of concepts in context, filling out forms and questionnaires;
  - g) meetings with representatives of law enforcement authorities and other experts at school, observing their work at workplace, etc.;
- 8) students' abilities and capacities, local differences and social changes are taken into account;
- 9) students' knowledge, skills and attitudes are developed, with the main emphasis being on the formation of attitudes;
- 10) possibilities are created for linking studies with life outside school to make the entire approach to the subject as realistic as possible.

## **1.9. Basis for Assessment**

The general part of the upper secondary school curriculum is taken as the basis for evaluating the learning

outcomes of the study of history. Assessment is based on the provisions of the general part of the national curriculum for upper secondary schools. Detailed assessment procedures are specified in the school curriculum. The main purpose of assessment is to support students' development in shaping a positive self-concept and adequate self-assessment, with students' role in assessment recognised as being important by providing opportunities for self-assessment. Diverse forms of assessment should be used for measuring learning outcomes and assessment. The objective of testing and assessing learning outcomes is to receive an overview of the level of attainment of learning outcomes and individual development of students in the subject, and to use this information for more productive planning of studies. Students must know what is being evaluated and when, what methods of assessment are being used and what the criteria for assessment are.

The testing and assessment of learning outcomes in **history** entails spoken and written assignments, work with maps, documents, source material and pictures, compiling reviews and research papers, creative work and discussion of subjects in writing. When evaluating the analysis of sources, the focus is on whether students found important information from the source, how they interpreted it and compared it, how they answered and made comments on the basis of extracts and how they decided on the credibility of the source. Tasks that require analysis of the most important historical events and phenomena are preferred to individual facts. When evaluating discussions, the focus is on how they correspond to the theme, knowledge of an era and facts related to the topic, skills of analysis, comparison, making connections and drawing conclusions and expressing personal attitudes through well-founded opinions.

**Civics and citizenship education.** The assessment can be based on an ability to discuss subjects, understand text and work with various sources (pictures, schemes, tables, texts and so on). Students are evaluated and assessed in terms of their ability to explain and use terms, understand and analyse problems, understand the nature of legal questions, participate in discussions, their skills in discussion, argumentation and finding legal information and interpreting it, participation in common activities (simulations, role-play and projects), correctness, completeness and precision in filling out forms, applications, reclamations and so on and preparing and making presentations, overviews, summaries, research overviews, presentations and other independent or group work. The overall grade of the course consists of grades for tests, practical work, studies, independent work and presentations. The assessment is based on the independent carrying out of the work and creativity and correctness in formulation. Practical work is on a specific topic or material. Independent work is homework, classroom work and computer classroom work evaluated selectively. During the course, homework, oral replies, exercises, participation in group work and the like may also be evaluated.

The compulsory course on 'Population and economy', which is included in the field of social studies but described under the field of natural sciences, constitutes a part of the study stage grade in geography.

## **2.3. Civics and Citizenship Education**

### **2.3.1. Learning and Educational Objectives**

The aim of upper secondary school Civics and citizenship education is to guide students to:

- 1) understand, value and protect human rights and fundamental freedoms, respect the principles of democracy, follow generally accepted rules of behaviour and be law-abiding;
- 2) define themselves as citizens of Estonia, Europe and the world, acknowledge their obligations and responsibilities as citizens, support the sustainable development of society, culture and natural environment through their behaviour and thoughtfully plan their future;
- 3) respect their human dignity and that of others, have a prejudice-free and respectful attitude towards all people and respect their special needs;
- 4) understand and respect the value of their own culture and that of other nations and different worldviews (not including crimes against humanity) and understand the meaning and necessity of dialogue between cultures;
- 5) observe, study and link processes and developments taking place in society and help, where possible, to find solutions to problems;
- 6) acquire the basics of economic thinking and the skills to function in the conditions of market economy;
- 7) understand the importance of publicly regulated tax systems for the functioning of the state and behave as a law-conscious and diligent citizens who care for the state of their country;
  
- 8) give reasons for and defend their own viewpoints and choices in a well-argued way, be able to participate in discussions and debates, distinguish between emotional and politically biased judgements and objective truth and respect everyone's right to personal opinion and freedom of speech; and
- 9) obtain society-related information from different sources in a purposeful way and interpret, draw conclusions from, critically assess, save and forward it, observing copyright laws.

### **2.3.2. Course description**

Civics and citizenship education in upper secondary school is in accordance with the development of contemporary social sciences and social needs. Students acquire social literacy, that is the knowledge, skills, and attitudes that are necessary for coping responsibly in a dynamic and multicultural environment. The aim of the subject is to build the foundations for becoming active and competent citizens who can adapt to change, who know how to relate to progress, who can shape their own civic positions and who are open to new ideas and lifelong learning.

Studying the subject will help students prepare for functioning as well-informed citizens in a democratic society. Civics and citizenship education looks at the social relations and processes in contemporary society and introduces the arrangement and functioning of the main areas of social life (economy, politics and law). All areas are analysed with regard to society as an integrated whole and the position and roles of the individual. The knowledge acquired in basic school about the functioning of the Estonian state and society is broadened to include the problems of Europe and the world. In addition to Estonian and European themes, important global social problems are also discussed.

Students encounter various areas of life and situations in society. In order to support the socialization and formation of social competence, the national curriculum also includes a diverse range of topics from human rights to copyright law and consumer protection. In a society that is changing fast, the task of the teacher is to pay attention to topical themes and problems and discuss them with students. In this process, support is provided to students to develop independent critical and analytical skills and the capacity to exercise will. This helps them make their personal plans for life and understand people with different views and demographic and socio-economic characteristics.

The two courses of Civics and citizenship education consist of four thematic areas: society and its development; the state and politics in a democratic society; the functioning of society; and globalisation and sustainable development.

## I Society and its development

In this thematic area the focus is on:

- 1) looking at the elements of society as a social system: social structure (groups, strata and communities) and social relations and processes (e.g. cooperation and conflict, authority, subordination and resistance, integration and differentiation, exclusion and participation and mobility and stratification);
- 2) analysing the norms and values regulating life in a society and institutional organization that have evolved in different areas (e.g. family, state, market, law and media);
- 3) studying the nature and functions of the public and private sector, getting to know the structure and activities of civil society and analysing the possibilities for and experience in inter-sectoral cooperation; and
- 4) getting to know the different forms and stages of society, how contemporary society evolved and what its main features are, paying special attention to the process of modernization in society and the development of the information and knowledge society.

## II The state and politics in a democratic society

In this thematic area the focus is on:

- 1) delving into the functioning of a democratic political system and the way it differs from non-democratic regimes and explaining how totalitarian societies are at variance with humanitarian values;
- 2) unveiling the nature of the state based on the rule of law and the nature of the separation of powers; examining the protection of human rights, the political rights of citizens and the opportunities for exercising freedoms and institutions; explaining the reasons that may lead to the estrangement of citizens from the state; looking at the advantages and shortcomings of different forms of democracy and connecting them to problems in Estonian politics;
- 3) getting to know the main features and viewpoints of political ideologies in different areas of politics (education, the social sphere, tax politics and so on); and
- 4) examining the developmental problems of parties and citizens' associations in Estonia; getting to know the electoral process and acquiring the skills to exercise voting rights; considering the inclusion of citizens in the exercising of public authority and ways of influencing the activities of public authority, including getting to know the activities of parties, citizens' associations and pressure groups and acquiring the skills to organize legal civic initiatives and action.

### III Functioning of society

This thematic area examines economics and helps to nurture the readiness of young people for different career choices and active participation in economic life. During the course of study the focus is on:

- 1) getting to know the laws and processes of the contemporary market economy and examining the sources of national reserves and social welfare and factors affecting them; the differences between private and public interests and principles of use of social resources;
- 2) becoming familiar with the directions of development of the Estonian economy and job market, including the prospects of development of the knowledge-based economy and creative economy and the most important legislation regulating enterprise and employment relationships. The development of the Estonian economy is considered in the context of the EU and global economies; and
- 3) getting to know the basics of enterprise, enabling students to function in everyday life and realistically assess their capabilities as entrepreneurs.

### IV Globalisation and sustainable development

In this thematic area students broaden their knowledge of global problems and relevant factors. The aim here is to see how each individual can contribute to making the world safer and more humane. This part of the course focuses on:

- 1) learning to understand the diversity of the world; the interests of states; cooperation; problems arising from the growth of the global information society and studying risk society;
- 2) looking at the role nation-states and international organizations play in today's world and presenting an overview of the challenges facing transnational cooperation (climate change and ecological catastrophes, international terrorism, international migration, the fight against poverty, developmental problems of the global economy and global population and so on); and
- 3) becoming familiar with the manifestations and consequences of globalisation.

Civics and citizenship education nurtures the following views and attitudes of students: lawfulness and personal responsibility; social justice and equal treatment of citizens; respect for human rights; respecting intellectual property; tolerant attitudes towards difference; respect for different cultures; condemning prejudice (including racism and xenophobia); sustainable ways of living and orientation towards lifelong learning.

Civics and citizenship education integrates other knowledge, skills and values from Social Studies and lessons learned at previous levels of education, while at the same time deepening the knowledge of society acquired earlier

through theory and practical activities. The studies are treated in such a way that on the one hand students acquire a fuller picture of society and its relations, while on the other they always know how to assess their own position and choices according to social context.

Civics and citizenship education is closely connected to History, Geography, Biology and Personal, social and health education. As in Geography, a more in-depth approach is taken towards the problems of population, urbanization and the world economy and their connections with globalisation. At the same time, Civics and citizenship education deepens students' knowledge of the state that they have acquired through studies of history. The optional courses in law, national defence, philosophy and religion further broaden students' knowledge of their own culture and society, and those of others, and highlight relevant aspects of multiculturalism and globalisation so that they can make connections and recognize similarities and differences.

The study material is presented in a problem-based way and is connected to everyday life as much as possible. A great deal of attention is paid to raising students' interest in the subject and fostering their motivation for study. The course makes use of active study methods, such as discussions, case studies, research projects and participation in civic action. Investigative methods of study are important, through which students acquire skills in raising issues, formulating hypotheses, planning and carrying out work, thinking critically and interpreting and presenting their results.

Civics and citizenship education is enhanced by activities that include study trips, excursions, and meetings with a variety of people and. In addition to course literature, various materials and informative texts, documents, electronic databases, study films and so on are used.

### **2.3.3. Learning outcomes**

The learning outcomes in upper secondary school reflect the achievements of the students.

At the end of the course, students will be able to:

- 1) identify the principal features, structure, areas and organization of contemporary society, understand the mechanisms of politics and know how to relate to the development of society;
- 2) understand and value the principles of democracy, human and civil rights, know how to use the Constitution of the Republic of Estonia, international regulatory provisions and legislation and observe laws and acts according to their rights and duties;
- 3) describe the principles of transnational political, economic and cultural communication and the main problems and development tendencies of today's world, be aware of important international organizations and understand their role as world citizens;
- 4) have acquired an overview of the mechanisms of the contemporary economy; know how realistically to define and realize career possibilities and know how to find information about ways of making themselves useful and further study possibilities;
- 5) be aware of consumer rights and solve problems related to them; act as knowledgeable and responsible consumers; analyse the consequences of their behaviour and understand the role of individuals at the global level (climate change, fair trade, overconsumption and so on);
- 6) define themselves in society taking into account their capabilities; operate effectively in a market economy-based society; participate actively and responsibly in social life (including civic action projects); can defend their interests and rights taking into account other people's rights and stand up against disregard of democratic values; and
- 7) explain and know how to use in context the most important concepts of Civics and citizenship education; understand legal texts and socio-economic information and know how to find, critically assess, categorize and use important information and create new information, respecting and taking into account copyright restrictions.

### **2.3.4. 1<sup>st</sup> course 'Society and its development'**

### **Learning outcomes**

At the end of the course, students will be able to:

- 1) describe the features of contemporary society; understand its structure and functioning principles, areas of social life and the relations between them and relate themselves to the development of society;
- 2) understand the principles and forms of democracy; analyse and value the possibilities of democracy (including civic activity) and evaluate threats;
- 3) describe the principal problems of contemporary society in Estonia, Europe and the world; analyse the causes of social tension and problems; describe the dangers arising from them and act to help find solutions wherever possible;
- 4) describe the main European principles in the area of social protection and know how to find help where necessary;
- 5) outline civic positions in the Estonian, European and global contexts for themselves and know the possibilities of civic initiative;
- 6) understand and observe human and civil rights and freedoms; stand up against disregard of humane and democratic rights and feel a sense of civil responsibility;
- 7) collect socio-political and economic information, including from the media, and evaluate, categorize and use it critically; and
- 8) explain and know how to use in context the following concepts: contemporary society, post-industrial society, information society, knowledge-based society, welfare society, transition society, democracy, sustainability of society, civil society, the public, private and non-profit sectors, direct and representative democracy, interest group, non-profit organization, social mobility, social status, human and civil rights, intellectual property, pluralism, social security, social help and common interests.

### **Course content**

#### **Social relations and institutions**

Socio-economic division of population and stratification of society.

National minorities and ethnic minorities. Religious diversity. Education as a factor in socio-economic status.

Social mobility.

Inclusivity in society. Social justice. Economic and social inequality. Poverty. Means of alleviating poverty.

Social institutions: family, state, market and media.

#### **Contemporary society and its formation**

Public and private sector. Civil society. Industrial society.

Post-industrial society. Information society. Knowledge-based society.

Transition society. Welfare society.

Sustainability of society.

#### **Governing of democratic society and civic involvement**

##### **Learning outcomes**

At the end of the course, students will be able to:

- 1) describe the characteristic mechanisms of democratic forms of governance in Estonia and the European Union and opportunities for participation;
- 2) describe political ideologies and form reasoned preferences;
- 3) understand the electoral system in Estonia and the European Parliament and be aware of their obligations as voters;
- 4) know how to use the constitution of the Republic of Estonia and other legislation and defend their interests and rights through legal means;

- 5) communicate, if necessary, with state and local authorities and produce the required documents;
- 6) be familiar with socio-political events, understand the problems of contemporary society and offers solutions where possible; and
- 7) can explain and know how to use in context the following concepts: state, monarchy, republic, unitary state, federation, confederation, parliamentarism, presidentialism, citizenship, democracy, dictatorship, public relations, bureaucracy, corruption, ideology, liberalism, conservatism, social democracy, party, , leftism, rightism, centrism, ombudsman, Chancellor of Justice, National Audit Office, majority and proportional electoral system, e-elections, state based on the rule of law, legislative power, opposition, coalition, faction, executive power, coalition government, majority and minority government, judicial power, head of state, constitutional review, regional politics, local power, European Union, European Parliament, Council of Ministers of the European Union, European Commission, European Council, European Court of Justice, Council of Europe and European Court of Human Rights.

### **Course content**

#### **State and forms of state**

Main characteristics of state. Functions of state. Organs of state. Political regime: democracy and dictatorship. Authoritarian and totalitarian regime. Parliamentary and presidential democracy. Dangers of democracy.

#### **State based on the rule of law and separation of powers**

Principles of state based on the rule of law. Separation of power and balance.

Higher legislative power. Structures and tasks of the parliament. Opposition and coalition. Legislative drafting.

Higher executive power. Formation of government. Majority and minority government. Tasks of government.

Head of state. Role of the head of state in parliamentary and presidential states.

Judicial power. Estonian judicial system. State Chancellor (ombudsman). European Court. European Court of Human Rights.

Public service. Bureaucracy. National Audit Office.

Local government, its structures and tasks. Relation between central power and local power.

#### **Human rights**

Human and civil rights. Equality. Social rights and social protection. International and national mechanisms for the protection of human rights. Violation of human rights. Human trafficking. Child labour.

#### **Political ideologies**

Concept and meaning of ideology in state governance. Liberalism, conservatism and social democracy.

Leftism and rightism in different areas of politics. Extreme ideologies (Nazism, fascism, communism and Islamic fundamentalism).

#### **Elections**

Principles of democratic elections. Principal systems of election. Active and passive right to vote. Electoral behaviour and results of elections. The Estonian Parliament. Elections for local government councils and the European Parliament in Estonia. E-elections.

#### **Parties and civil societies**

Interests and realization of interest in society. Parties. Interest groups. Civil society and inclusion.

#### **Order of government and functioning of the European Union**

European Union institutions and their tasks: European Parliament, Council of Ministers of the European Parliament, European Commission, European Council and European Court of Justice. Political areas of the European Union.

### **2.3.5. 2<sup>nd</sup> course 'Managing the economy of society'**

### **Learning outcomes**

At the end of the course, students will:

- 1) have acquired an overview of the functioning of the current economy and different economic systems, and will be able to;
- 2) describe the principles of economy-related communication between states;
- 3) value the principles of a sustainable economy;
- 4) understand the role of consumers and entrepreneurs in society and their shared and opposed interests;
- 5) understand taxation policies and their effect on individuals and society and value the payment of taxes as a contribution of citizens and entrepreneurs to the well-being of society;
- 6) form an accurate estimate of their capabilities, knowhow to operate in the job market and understand the nature of and need for lifelong learning;
- 7) find economy-related information, using appropriate statistical methods to process it and present the results in spoken and visual form and in writing;
- 8) understand legislation regulating work relations, business and the protection of intellectual property; and
- 9) explain and know how to use in context the following concepts: economic resource, market economy, mixed economy, macroeconomic policies, fiscal policies, monetary policies, common benefit, Gross Domestic Product, inflation, consumer index, import, export, proportional and progressive tax payment system, direct and indirect tax, social security tax, unemployment insurance, gross wages, net wages, shadow economy, undeclared wages, employment market, employment, unemployment, active and passive job market methods, innovation, copyright, indicative purchase basket, consumer protection, employer, employee, customs, Estonian common market and euro.

### **Course content**

#### **State and economy**

Economic resources of society or factors of production. Enterprise. Economic systems. Sectors of economy and their trends of development. Enterprise.

The role of the state in organizing the economy. The role of the European Union in Estonia's economy. Euro.

Cyclical nature of economic development. Restrictions on foreign trade.

Main macroeconomic indicators: Gross Domestic Product, balance of budget, inflation and consumer index.

Balance between imports and exports. Foreign loans of the state.

Fiscal policies. State budget. Tax load. Taxes.

#### **Job market and employment**

Workforce and non-active population. Job market. Roles on the job market. Employment. Unemployment and shortage of labour. Employment policies in Estonia and the European Union. Active and passive employment market measures. Migration for employment.

The most important legislation regulating business, employment relations and protection of intellectual property.

#### **Consumption and investing**

Individual in the market economy environment. Needs, possibilities and consumer behaviour. Purchase basket.

Loans and loan risks. Consumer protection. Investing and stocks. Pension funds.

#### **World development and world politics**

### **Learning outcomes**

At the end of the course, students will be able to:

- 1) identify the principal global problems and their own responsibility in helping to solve them;
- 2) describe the principal contemporary problems and development trends, participate in discussions on

- the development of society and understand the importance of international civic action projects in highlighting problems and solving them;
- 3) analyse the reasons for and consequences of political conflicts and offer well-argued solutions to overcome conflicts;
  - 4) use information technology to find and mediate information, taking into account and valuing copyright restrictions; and
  - 5) be familiar with the basic tenets of humanitarian law, the restrictions and protection to which it gives rise and respect life and human dignity.

### Course content

#### **The diversity of the contemporary world and international communication**

The racial, ethnic and religious diversity of the world. The unevenness of world development. Principles and forms of international communication. Confrontation in today's world.

Cooperation between countries and ways of overcoming confrontation. International security and cooperation organizations: G7, OECD, Council of Europe, NATO and United Nations.

Globalisation.

The effect of global problems on ties between countries, and the search for solutions.

Principles and nature of humanitarian law and cases of violations of international humanitarian law. Child soldiers.

Illegal immigration and refugees. Trafficking in human beings.

## References

Arif, B. H. (2017). Citizenship Education at High-Schools in Australia: New South Wales. *International Journal of Social Sciences and Educational Studies*, 4(1), 32–39. <https://doi.org/10.23918/ijsses.v4i1p32>

Association for Citizenship Teachers (ACT). (2018). Association for Citizenship Teaching. Retrieved May 3, 2019, from <https://www.teachingcitizenship.org.uk/home>

Australia Curriculum, Assessment and Reporting Authority. (2012). *The Shape of the Australia Curriculum*. Sydney: ACARA. Retrieved from <https://docs.acara.edu.au/resources/The Shape of the Australian Curriculum v4.pdf>

Australian Capital Territory (ACT) Teacher Quality Institute. (2018). ACT Teacher Quality Institute. Retrieved May 2, 2019, from <https://www.tqi.act.edu.au/>

Australian Curriculum Assessment and Reporting Authority (ACARA). (2018). National Report on Schooling in Australia 2016. Retrieved from <https://www.acara.edu.au/docs/default-source/default-document-library/national-report-on-schooling-in-australia-2016fe9f12404c94637ead88ff00003e0139.pdf?sfvrsn=0>

Australian Curriculum Assessment and Reporting Authority (ACARA). (2019). International Comparative Study: The Australian Curriculum and the New Zealand Curriculum. Retrieved from <https://www.australiancurriculum.edu.au/media/4395/ac-nzc-international-comparative-study.pdf>

Australian Curriculum, Assessment and Reporting Authority (ACARA). (n.d.). Year F-6/7 Humanities and Social Sciences: Sequence of Content. Retrieved May 1, 2019, from [http://docs.acara.edu.au/resources/F-67\\_HASS\\_-\\_Sequence\\_of\\_Content.pdf](http://docs.acara.edu.au/resources/F-67_HASS_-_Sequence_of_Content.pdf)

Australian Curriculum, Assessment and Reporting Authority (ACARA). (n.d.). Civics and citizenship: Sequence of content 7-10. Retrieved May 1, 2019, from [http://docs.acara.edu.au/resources/Civics\\_Citizenship\\_-\\_Sequence\\_of\\_content.pdf](http://docs.acara.edu.au/resources/Civics_Citizenship_-_Sequence_of_content.pdf)

Australian Curriculum, Assessment and Reporting Authority (ACARA). (n.d.). Civics and Citizenship. Retrieved April 25, 2019, from <https://www.australiancurriculum.edu.au/f-10-curriculum/humanities-and-social-sciences/civics-and-citizenship/>

Australian Electoral Commission. (2017). Teacher Resources - AEC for schools. Retrieved April 29, 2019, from <https://education.aec.gov.au/teacher-resources/>

Australian Institute for Teaching and School Leadership (AITSL). (2017). About AITSL. Retrieved April 29, 2019, from <https://www.aitsl.edu.au/about-aitsl>

Bolstad, R. (2012) Participating and Contributing? The role of school and community in supporting civic and citizenship education: New Zealand results from the International Civic and Citizenship Education

Browne, E. (2013). Civic education approaches and efficacy - GSDRC Helpdesk Research Report 947. Governance and Social Development Resource Centre, University of Birmingham, Retrieved from <http://www.gsdr.org/docs/open/hdq947.pdf>

Burton, M., May, S., Liverpool, J. (2015). Citizenship education in secondary schools in England. Educational futures, 7(1), 76-91. Retrieved from <https://educationstudies.org.uk/wp-content/uploads/2015/01/Burton-and-May.pdf>

Carter, D. (2018). The Melbourne Declaration on Educational Goals for Young Australians: what it is and why it needs updating. Retrieved April 25, 2019, from <http://theconversation.com/the-melbourne-declaration-on-educational-goals-for-young-australians-what-it-is-and-why-it-needs-updating-107895>

Department for Education. (2013). Citizenship programmes of study: key stages 3 and 4: National curriculum in England. Retrieved April 17, 2019, from [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239060/SEC\\_ONDARY\\_national\\_curriculum\\_-\\_Citizenship.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239060/SEC_ONDARY_national_curriculum_-_Citizenship.pdf)

Department for Education. (2015). National curriculum in England: citizenship programmes of study for key stages 3 and 4. Retrieved May 1, 2019, from <https://www.gov.uk/government/publications/national-curriculum-in-england-citizenship-programmes-of-study/national-curriculum-in-england-citizenship-programmes-of-study-for-key-stages-3-and-4>

Education Services Australia. (2011). Civics | Discovering Democracy Curriculum Resources (1998-2004). Retrieved May 2, 2019, from [https://www.civicsandcitizenship.edu.au/cce/discovering\\_democracy\\_curriculum\\_resources.9067.html](https://www.civicsandcitizenship.edu.au/cce/discovering_democracy_curriculum_resources.9067.html)

E-governance Academy (EGA). (2018). Empowerment of mobile youth in the EU. Retrieved May 2, 2019, from <https://ega.ee/project/empowerment-of-mobile-youth-in-the-eu/>

Enterprise Estonia . (n.d.). Overview — Estonia. Retrieved May 2, 2019, from <https://estonia.ee/overview/>

Estonian Historical Society. (n.d.). About our Association. Retrieved May 2, 2019, from <http://www.eays.edu.ee/index.php/in-english>

European Commission/EACEA/Eurydice. (2017). Citizenship Education at School in Europe - 2017. Eurydice Report. Luxembourg: Publications Office of the European Union. Retrieved from <https://publications.europa.eu/en/publication-detail/-/publication/6b50c5b0-d651-11e7-a506-01aa75ed71a1/language-en/format-PDF/source-search>

Francoli, M., Ostling, A., & Steibel, F. (2015). Improving Government – Civil Society Interactions within OGP Policy Brief. Retrieved from [http://www.opengovpartnership.org/sites/default/files/working\\_groups/Policy%20Brief%20From%20Informing%20To%20Empowering\\_0.pdf](http://www.opengovpartnership.org/sites/default/files/working_groups/Policy%20Brief%20From%20Informing%20To%20Empowering_0.pdf)

Government of Estonia. (2011 a). National curriculum for basic schools. Retrieved April 23, 2019 from <https://www.riigiteataja.ee/en/eli/ee/VV/reg/524092014014/consolide>

Government of Estonia. (2011 b). National curriculum for upper secondary schools. Retrieved April 23, 2019 from <https://www.riigiteataja.ee/en/eli/ee/524092014009/consolide>

Haav, K. (2018). European Identity and Citizenship in Estonia: Analyses of Textbooks and Theoretical Developments. Journal of Social Science Education, 17(2), 67–79. Retrieved from <https://doi.org/https://files.eric.ed.gov/fulltext/EJ1189314.pdf>

Heggart, K., Arvanitakis, J., & Matthews, I. (2018). Civics and citizenship education: What have we learned and what does it mean for the future of Australian democracy? *Education, Citizenship and Social Justice*, Retrieved from <https://journals-sagepub-com.ezproxy.otago.ac.nz/doi/pdf/10.1177/1746197918763459>

Hipkins, R., & Satherley, P. (2012). New Zealand Students' Intentions Towards Participation in Democratic Processes: New Zealand Results from the International Civic and Citizenship Education Study. Retrieved from <http://www.nzcer.org.nz/system/files/NZ-students-intentions-towards-participation-in-the-democratic-processes.pdf>

Kassen, M. (2017). Open data and e-government-related or competing ecosystems: a paradox of open government and promise of civic engagement in Estonia. *Information Technology for Development*, 1-27. Retrieved from <https://doi-org.ezproxy.otago.ac.nz/10.1080/02681102.2017.1412289>

Keating, A., Kerr, D., Benton, T., Mundy, E., & Lopes, J. (2010). Citizenship Education in England 2001-2010: young people's practices and prospects for the future. The eighth and final report from the Citizenship Education Longitudinal Study (CELS). Retrieved from [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/181797/DFE-RR059.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/181797/DFE-RR059.pdf)

Keating, A. (2017). Written evidence - Dr Avril Keating. Retrieved April 22, 2019, from <http://data.parliament.uk/writtenevidence/committeeevidence.svc/evidencedocument/citizenship-and-civic-engagement-committee/citizenship-and-civic-engagement/written/69786.html>

Kriebler, T., & Tavich, D. (2018). Civics and citizenship education in New Zealand: A case for change? Wellington: The McGuiness Institute.

Liu, J. H., McCreanor, T., McIntosh, T., & Teaiwa, T. (Eds.). (2005). *New Zealand identities: Departures and destinations*. Wellington: Victoria University Press.

Matthews, N. (2016). Māori cultural citizenship education. NZCER. Retrieved from <https://www.nzcer.org.nz/nzcerpress/set/articles/m-ori-cultural-citizenship-education>

MCEETYA. (2008). Melbourne Declaration on Educational Goals for Young Australians. Retrieved from [http://www.curriculum.edu.au/verve/\\_resources/National\\_Declaration\\_on\\_the\\_Educational\\_Goals\\_for\\_Young\\_Australians.pdf](http://www.curriculum.edu.au/verve/_resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf)

Mellor, S., Kennedy, K., & Greenwood, L. (2002). Citizenship and democracy: Australian students' knowledge and beliefs: the IEA Civic Education Study of fourteen year olds. *Civics and Citizenship Assessment*, 1. Retrieved from <https://research.acer.edu.au/cgi/viewcontent.cgi?referer=https://scholar.google.co.nz/&httpsredir=1&article=1000&context=civics>

Mellor, S. (2003). Civics | Solving some Civics and Citizenship Education conundrums. Retrieved April 30, 2019, from [https://www.civicsandcitizenship.edu.au/cce/expert\\_views/solving\\_some\\_civics\\_and\\_citizenship\\_education\\_conu,9318.html](https://www.civicsandcitizenship.edu.au/cce/expert_views/solving_some_civics_and_citizenship_education_conu,9318.html)

Ministers' Media Centre, Australian Government. (2018). Updating the Melbourne Declaration | Ministers' Media Centre, Australian Government. Retrieved April 25, 2019, from <https://ministers.education.gov.au/tehan/updating-melbourne-declaration>

Ministers' Media Centre, Australian Government. (2019). Teaching students about Australian values | Ministers' Media Centre, Australian Government. Retrieved April 25, 2019, from <https://ministers.education.gov.au/tehan/teaching-students-about-australian-values>

Ministry of Education and Research. (2014). National Curricula 2014. Retrieved May 2, 2019 from <https://www.hm.ee/en/national-curricula-2014>

Ministry of Education and Research. (2014). The Estonian Lifelong Learning Strategy 2020. Retrieved from [https://www.hm.ee/sites/default/files/estonian\\_lifelong\\_strategy.pdf](https://www.hm.ee/sites/default/files/estonian_lifelong_strategy.pdf)

Ministry of Education and Research. (2017). Qualifications framework | Estonian Ministry of Education and Research. Retrieved April 23, 2019, from <https://www.hm.ee/en/activities/qualifications/qualifications-framework>

Ministry of Education and Research. (2018) Statistics and analysis | Estonian Ministry of Education and Research. Retrieved April 23, 2019, from <https://www.hm.ee/en/activities/statistics-and-analysis>

Ministry of Education and Science (2017). IEA International Civic Education Study ICCS 2016 – Estonia's main results. Retrieved from [https://www.hm.ee/sites/default/files/iccs\\_2016\\_eesti\\_raport\\_lyhi\\_final\\_121217.pdf](https://www.hm.ee/sites/default/files/iccs_2016_eesti_raport_lyhi_final_121217.pdf)

Ministry of Education. (2007). The New Zealand Curriculum. Wellington. Retrieved from <http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum>

Ministry of Education. (2019). International Civic and Citizenship Education Study (ICCS). Retrieved April 24, 2019, from [https://www.educationcounts.govt.nz/topics/research/iccs\\_data](https://www.educationcounts.govt.nz/topics/research/iccs_data)

Ministry of Housing, Communities and Local Government. (2018). Government response to the Lords Select Committee on Citizenship and Civic Engagement. Retrieved from [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/720554/CCS2\\_07\\_CCS0618952710-001\\_Government\\_Response\\_to\\_House\\_of\\_Lords\\_Select\\_Co...pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/720554/CCS2_07_CCS0618952710-001_Government_Response_to_House_of_Lords_Select_Co...pdf)

National Center on Education and the Economy (NCEE). (2019.). NCEE | Estonia: Teacher and Principal Quality. Retrieved April 23, 2019, from <http://ncee.org/what-we-do/center-on-international-education-benchmarking/top-performing-countries/estonia-overview/estonia-teacher-and-principal-quality/>

Nelson, J. & Kerr, D. (2013). ICCS 2009 Encyclopaedia: Approaches to civic and citizenship education around the world. Amsterdam: International Association for the Evaluation of Educational Achievement (IEA).

NZPSA . (2018). Our Civic Future: Civics, Citizenship and Political Literacy in Aotearoa New Zealand: A Public Discussion Paper. Wellington: New Zealand Political Studies Association.

OECD - Borgonovi, F., & Miyamoto, K., (2010), "Education and civic and social engagement", in Improving Health and Social Cohesion through Education, OECD Publishing, Paris, Retrieved from <https://doi.org/10.1787/9789264086319-5-en>.

OECD. (2016). OECD Reviews of School Resources: Estonia 2016. Retrieved from [https://www.oecd-ilibrary.org/oecd-reviews-of-school-resources-estonia-2016\\_5jm425hd9s8t.pdf?itemId=%2Fcontent%2Fpublication%2F9789264251731-en&mimeType=pdf](https://www.oecd-ilibrary.org/oecd-reviews-of-school-resources-estonia-2016_5jm425hd9s8t.pdf?itemId=%2Fcontent%2Fpublication%2F9789264251731-en&mimeType=pdf)

Ofsted (2010), Citizenship Established? Citizenship in Schools 2006/09, Ofsted, London. Retrieved from <https://dera.ioe.ac.uk/1094/>

Oulton, C., Day, V., Dillon, J. & Grace, M. (2004) Controversial Issues – teachers attitudes and practices in the context of citizenship education, Oxford Review of Education 30 (4) 489-507. [www.jstor.org/stable/4127162](http://www.jstor.org/stable/4127162).

Parliamentary Education Office (PEO). (2019). What we do | Parliamentary Education Office. Retrieved April 26, 2019, from <https://www.peo.gov.au/about/what-we-do.html>

PISA. (2018). Preparing our youth for an inclusive and sustainable world: The OECD PISA global competence framework. Retrieved from <http://www.oecd.org/pisa/Handbook-PISA-2018-Global-Competence.pdf>

Schulz, W., Ainley, J., Fraillon, J., Kerr, D., & Losito, B. (2010). ICCS 2009 International Report: Civic knowledge, attitudes and engagement among lower secondary school students in thirty-eight countries. Retrieved from <https://research.acer.edu.au/civics/6/>

Schulz, W., Ainley, J., Fraillon, J., Losito, B., Agrusti, G., & Friedman, T. (2018). Becoming citizens in a changing world: IEA International Civic and Citizenship Education Study 2016 international report. Retrieved from <https://iccs.iea.nl/resources/publications/single-publication/news/iccs-2016-international-report-becoming-citizens-in-a-changing-world-1/>

Select Committee on Citizenship and Civic Engagement (2018). The Ties that Bind: Citizenship and Civic Engagement in the 21st Century. House of Lords, London. Retrieved April 16, 2019, from <https://publications.parliament.uk/pa/ld201719/ldselect/ldcitizen/118/11802.htm>

Siguake, A.T. (2013). Citizenship education in the social science subjects: an analysis of the teacher education curriculum for secondary schools. Australian Journal of Teacher Education, 38(11), 126-139. Retrieved from <https://search.informit.com.au/fullText:dn=204817:res=AEIPT>

Social and Citizenship Education Association Australia (SCEAA). (2019). Social and Citizenship Education Association Australia (SCEAA). Retrieved April 26, 2019, from <http://www.sceaa.org.au/>

Study, Wellington: Ministry of Education. Retrieved from <https://www.nzcer.org.nz/research/publications/participating-and-contributing-role-school-and-community-supporting-civic-and->

Toots, A., (2013). ICCS 2009 Encyclopaedia: Approaches to civic and citizenship education around the world. Amsterdam: International Association for the Evaluation of Educational Achievement (IEA)

United Kingdom Government. (n.d.). Schools and education - GOV.UK. Retrieved May 3, 2019, from <https://www.gov.uk/browse/childcare-parenting/schools-education>

Wood, B. E., & Milligan, A. (2016). Citizenship Education in New Zealand policy and practice. *Policy Quarterly*, 65-73. Retrieved from <https://ojs.victoria.ac.nz/pq/article/view/4599>

Wood, B., Taylor, R., Atkins, R., Johnston, M., Wilson, J., Grey, K., & Greenland, M. (2017). Creating Active Citizens: interpreting, implementing, and assessing 'personal social action' in NCEA social studies. Retrieved from [http://www.tlri.org.nz/sites/default/files/projects/TLRI%20Summary Wood%28v2%29.pdf](http://www.tlri.org.nz/sites/default/files/projects/TLRI%20Summary%20Wood%28v2%29.pdf)