

# Education for Citizenship and Human Rights

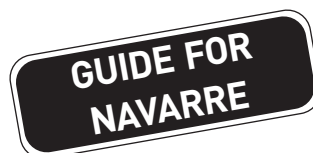


**Project**

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**IBAIZABAL**



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## 1 INTRODUCTION

**Education for Citizenship**, which is part of the curriculum at this level as a subject in its own right, highlights the concern for promoting a democratic citizenry as one of the aims and activities of education, in the same way that the different international organisations do. One of the goals of education established by the European Union is as follows: education systems should ensure that the school community genuinely promotes the learning of democratic values and democratic participation aimed at preparing people for active citizenship in line with Recommendation (2002) 12 of the Council of Ministers of the Council of Europe. Furthermore, Article 1.1 of the Spanish Constitution refers to the values required to support social coexistence: freedom, justice, equality and political pluralism; and Article 14 establishes the equality of everyone before the law, and rejects any discrimination on the grounds of birth, race, sex, religion, opinion or any other personal or social condition or circumstance.

As far as the Charter Community of Navarre is concerned, the curriculum for Education for Citizenship and Human Rights is contained in Decree 25/2007 of 19 March and published in the Official Gazette of the Charter Community of Navarre (BOCFN) on 25/05/2007.

Regarding the obligations of the Spanish State in the training of all citizens in values and civic virtues that favour social cohesion, Article 27.2 states that the aim of education shall be the full development of the personality in order to respect the democratic principles of coexistence and fundamental rights and freedoms, and that this shall be interpreted in accordance with that which is laid down in the Universal Declaration of Human Rights and the international treaties and agreements on the same subjects ratified by Spain.

These international recommendations and the constitutional mandate are the backbones that make up the essential framework of the curriculum in this subject. Education must allow young people to come to terms with the exercise of freedom, their rights and their individual and social obligations in a critical, thoughtful and progressive way within a climate of respect towards other people and other moral, political and religious standpoints that are different from their own. Moreover, the identification of the rights of citizens and the assuming and exercise of civic practices at school and in the social milieu will enable them to take the initial steps in the building of cohesive, free, prosperous, equitable and fair societies.

## 2 THE IBAIZABAL EDUCATION FOR CITIZENSHIP PROJECT

Education for Citizenship in Secondary Education in the Charter Community of Navarre is given mainly in the 3<sup>rd</sup> year of ESO (Obligatory Secondary Education).

As we have pointed out in the introduction, the aim of the subject springs out of the concern to promote active citizenship in a democratic system; these aims are based on the Universal Declaration of Human Rights and adopted by the European Union in the international treaties and agreements ratified by the member states, and to which the Charter Community of Navarre also subscribes.

In this respect, the Ibaizabal Publishing House is **committed to quality education based on democratic values**.

We take the view that the Charter Community of Navarre has a number of distinct characteristics which need to be addressed, and this is why our curricular proposal is keen to respond to this socio-cultural and linguistic distinctiveness.

### 2.1. Aim of the Subject

The function of Education for Citizenship is to help students acquire processes or methods, social skills and basic attitudes to develop good coexistence and democratic citizenship. This will require:

- Fostering the development of autonomous, free and responsible people through the consolidation of self-knowledge and self-esteem.
- Getting to know and valuing universally accepted citizens' rights and obligations which, together with the development of the students' own lines of thought and life projects, will allow them to appraise personal and collective conduct and social realities in an ethical way.

- Developing capacities and attitudes in order to critically appraise rules, traditions, collective behaviours and organised knowledge.
- Getting to know and appraising the projects and problems in the vicinity closest to the students to enable them to understand and become integrated into a plural, globalised society.

## 2.2 Link with the other subjects

Insofar as Obligatory Secondary Education (ESO) is obligatory, it is of a comprehensive nature and aims to train citizens capable of participating in a critical and active way in the bosom of a democratic society. This requires providing the students with learning experiences that guarantee their all-round, personal development and, consequently, their intellectual, physical, social, emotional, and ethical and moral capacities. The subject Education for Citizenship is in line with this curricular approach of interrelationship between subjects. This will encourage the students to understand its significance and facilitate the learning of it.

### 3 HOW EDUCATION FOR CITIZENSHIP CONTRIBUTES TOWARDS THE ACQUISITION OF BASIC COMPETENCES

Education for Citizenship and Human Rights, and Ethical and Civic Education are directly linked with the social and civic competence, but they also contribute towards developing a number of aspects that are prominent in other basic competences.

- Linked to social and civic competence the personal and public ambit implicit in it is addressed: it encourages the acquisition of skills for living in society and for exercising democratic citizenship. Besides contributing towards reinforcing autonomy, self-esteem and personal identity, it favours the development of skills that allow participation, decision taking, choice of the appropriate way of behaving in specific situations and taking responsibility for the decisions adopted and the consequences arising out of these decisions. It also contributes towards improving interpersonal relationships as it works on the skills designed to achieve an awareness of one's own thoughts, values, feelings and actions. It fosters personal bonds based on sentiments, and helps in the handling of conflict situations when it proposes the systematic use of dialogue and other non-violent procedures to resolve such situations. Affective-emotional education, coexistence, participation, knowledge of diversity and situations of discrimination and injustice enable the following to take place: the consolidation of social skills, the generation of shared and non-exclusive feelings, the recognition, acceptance and use of social conventions and rules of coexistence, and the internalisation of the values of respect, cooperation, solidarity, justice, non-violence, commitment and participation in the personal as well as in the social milieu.
- It also contributes to the competence that begins with the acquisition of knowledge about the way democratic states and societies are set up and organised, in addition to other specific content like the historical evolution of human rights and the way in which they are specified, respected or abused in today's world, particularly in cases of conflict. At this stage, content is included on the action of international bodies and those movements, organisations or forces that work in favour of human rights and peace. It contributes directly towards the ethical dimension of the social and civic competence by encouraging the students to recognise values around them and, simultaneously, by enabling them to evaluate these values and behave consistently with respect to them when taking a decision or dealing with a conflict. Universal values and the rights and obligations contained in the Universal Declaration of Human Rights and in the Spanish Constitution constitute the common ethical reference.
- As this is specific content linked to the knowledge of social pluralism and the nature of globalisation (globalization), and the implications these two things have for citizens, the students will be provided with tools for building, accepting and practising rules of coexistence in line with democratic values, for exercising rights and freedoms, for assuming civic obligations and responsibilities and, at the end of the day, for participating actively and fully in civic life.

- Education for citizenship contributes towards developing the competence of learning to learn by fostering an awareness of one's own capacities through affective and emotional education and the relationship between intelligence, emotions and feelings. At the same time, the stimulus of social skills, the drive of team work, participation and the systematic use of lines of argument, the synthesis of one's own ideas and those of others, organised, critical contrasting of knowledge, information and opinion also favour subsequent learning.
- The basic competence of autonomy and personal initiative is encouraged through the processes of the area, because initiatives involving planning, decision taking, participation and assuming of responsibilities are developed. The curriculum attaches particular attention to the development of lines of argument, the building of one's own thought, the study of cases that entail the adopting of a position on a problem and its possible solutions. The presentation of moral dilemmas that belong specifically to ethical and civic education in the 4<sup>th</sup> year contribute towards helping the students build their own ethical judgement based on democratic values and practices.
- The systematic use of debate contributes toward competence in language communication, because it requires practice in listening, exposition and developing lines of argument. Moreover, the communication of feelings, ideas and opinions that are indispensable for achieving the aims set by these subjects also contributes towards acquiring this competence; this takes place when both verbal and written language are used, and during the critical appraisal of explicit and implicit messages in a range of sources, in particular, in advertising and in the media. Finally, the knowledge and use of terms and concepts that have to do with the analysis of social questions enable vocabulary to be expanded.

Within the framework of the proposal made by the European Union and in accordance with the considerations outlined above, eight basic competences have been identified:

- a) Competence in language communication.
- b) Mathematical competence.
- c) Competence in knowledge about and interaction with the physical world.
- d) Competence in information processing and digital competence.
- e) Social and civic competence.
- f) Cultural and artistic competence.
- g) Competence in learning to learn.
- h) Competence in autonomy and personal initiative.

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**AIMS**

The subjects Education for Citizenship and Human Rights, and Ethical and Civic Education at this level will be aiming to develop the following capacities:

1. To recognise the human condition in its individual and social aspect, by accepting one's own identity, personal characteristics and experiences while at the same time accepting differences as far as others are concerned, and developing self-esteem.
2. To develop and express feelings and emotions as well as communicative and social skills that allow one to participate in group activities with a supportive and tolerant attitude, using dialogue and mediation to deal with conflicts.
3. To develop personal initiative by assuming responsibilities and practising forms of coexistence and participation based on respect, cooperation and the rejection of violence towards stereotypes and prejudices.
4. To know, assume and value positively the rights and obligations that spring from the Universal Declaration of Human Rights and the Spanish Constitution, by identifying the values that underpin them and accepting them as the criteria for valuing, in an ethical way, personal and collective conduct and social realities.
5. To identify the diversity of today's societies by recognising diversity as something that enriches coexistence, by defending equality of rights and opportunities of all people, while rejecting

situations of injustice and discrimination that exists on the grounds of sex, origin, beliefs, social differences, affective-sexual orientation or of any other type that violates human dignity and upsets coexistence.

6. To recognise the rights of women, to value the difference of sexes and equality of rights between them and reject stereotypes and prejudices that amount to discrimination between men and women.
7. To know and appreciate the principles that underpin democratic systems and the way the Spanish State and the European Union function, while becoming aware of the shared heritage and social and cultural diversity.
8. To know the bases of the democratic way of life and learn to act in accordance with them in the different ambits of coexistence. To assume civic obligations in the preserving of common property, and the role of the State as the guarantor of public services.
9. To value the importance of participation in political life or other forms of civic participation, like cooperation, joining associations and voluntary work.
10. To get to know the causes of the abuse of human rights, poverty and inequality as well as the relationship between armed conflicts and underdevelopment, to value actions channelled towards securing peace and security, and active participation as a means for achieving a fairer world.
11. To recognise oneself as a member of a global citizenship. To show critical respect for the customs and lifestyles of populations different from one's own and to display supportive behaviour towards underprivileged people and groups.
12. To identify and analyse the main ethical theories, to recognise the main social and moral conflicts in today's world and develop a critical attitude with respect to the models that are transmitted through the media.
13. To acquire critical thought, to develop one's own criteria and skills to defend one's position in debates through documented and reasoned lines of argument, as well as to value the reasons and arguments of others.
14. To use the school library, information and communication technologies to provide the basis for and guide pieces of work on subjects that have to do with the area and as tools for learning and sharing knowledge.

## 5 STRUCTURING THE SYLLABUS

The official curriculum divides the syllabus of this subject into the following five blocks:

### *Block 1. CORE CONTENT*

- Presentation of one's own opinions and judgements with reasoned arguments and a capacity to accept other people's opinions.
- Practice of dialogue as a strategy for tackling conflicts in a non-violent way.
- Exposition of one's own opinions and judgements with reasoned arguments. Preparation and holding of debates on aspects relevant to one's reality with an attitude of commitment for improving it.
- Comparative analysis and critical evaluation of information provided by the media about one and the same fact or current question.
- Acquisition of the necessary language skills for the learning of the area: understanding of written and oral texts, knowledge of specific vocabulary, correct and polite use of oral and written expression.
- Understanding information from written sources by means of diagrams, graphs, conceptual maps, summaries, etc.

**Block 2. INTERPERSONAL RELATIONSHIPS AND PARTICIPATION**

- Personal autonomy and interpersonal relationships. Affections and emotions.
- Human relationships: relations between men and women and relations between the generations. The family in the framework of the Spanish Constitution. The development of non-violent attitudes in everyday coexistence.
- Caring for dependents. Helping classmates or individuals and groups in an underprivileged situation.
- Critical assessment of the social and sexual division of work and of social, racist, xenophobic, sexist and homophobic prejudices.
- Participation at school and in social activities that contribute towards making a fair, supportive society possible.

**Block 3. CIVIC OBLIGATIONS AND RIGHTS**

- Universal Declaration of Human Rights, international treaties and accords. Condemnation of human rights abuses; ordinary judicial action and that of International Courts. Valuing of human rights and obligations as unfinished historical conquests, and constitutions as the source of the recognition of rights.
- Equality of rights and diversity. Respect and critical assessment of the personal options of citizens.
- The conquest of women’s rights (political participation, education, paid work, equality of treatment and opportunities), and their situation in today’s world.

**Block 4. DEMOCRATIC SOCIETIES IN THE 21ST CENTURY**

- The Rule of Law: how it works. The Spanish political model: the Spanish Constitution and the State of Autonomies. Politics as something at the service of citizens: public responsibility.
- Social and cultural diversity. Coexistence of different cultures in a plural society. Rejection of the discrimination caused by personal, economic or social inequalities.
- Identification, appreciation and care of public property and public services. Taxes and the contributions made by citizens. Compensation for inequalities. Distribution of income.
- Rational and responsible consumption. Recognition of the rights and obligations of consumers. The influence of advertising messages in social models and habits.
- Structure and functions of civil defence. Prevention and management of natural and deliberately caused disasters.
- Traffic and citizens’ responsibility. Traffic accidents: causes and consequences.

**Block 5. CITIZENSHIP IN A GLOBAL WORLD**

- An unequal world: wealth and poverty. The “feminization of poverty”. Lack of access to education as a source of poverty. The struggle against poverty and help for development.
- The conflicts in today’s world: the role of international organisations and of the armed forces of Spain in international peace missions. International humanitarian law. Individual and collective actions in favour of peace.
- Globalisation and interdependence: new forms of communication, information and mobility. Relations between citizens, economic power and political power.



## 6 OUR PROPOSAL

Taking these five blocks of the syllabus as a reference, and bearing in mind that the first one refers to “Core Content”, the proposal of this Publishing House has been designed around six didactic units. Basically, one for each thematic block, even though we have not taken into consideration the total content of a thematic block in all cases. So, for example, we have divided thematic block 5 into two didactic units. Furthermore, we have dealt with block 1, Core Content, throughout the six units by working on a process or method in each one of them.

Finally, we should like to point out that with respect to Emotional Education, mostly covered in block 2 of the curriculum, we have decided to work on it throughout the units by devoting a specific section to it, as we believe it is very important to deal in depth with the expression of feelings and emotions especially, bearing in mind the age of the students.

Another part of the proposal we are presenting is with respect to the reading load of the subject, amounting to little more than 30 units throughout the academic year. We have been keen to be realistic and this has led us to give priority to certain elements over others, while at the same time bearing in mind that much of this syllabus is revisited in the subject “Ethical and Civic Education” in the 4th year of Obligatory Secondary Education (ESO).

So our aim has been to approach the content of the curriculum from the elements that are closer and more important as far as the age of the students is concerned.