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**Education in Citizenship: New requirements for
School***

Ensinando ciudadanía: novos requisitos para a escola

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ABSTRACT

Today the school is required, especially at the levels of initial and basic education, a curriculum that guarantees citizenship training in a transversal and meaningful way. The central objective of this study is to understand how the curricular intentionality of citizen training is truncated by the training requirement, the lack of conceptual and didactic elements and the poor preparation of teachers in this educational field. From a qualitative approach, initial education teachers from institutions in the city of Bucaramanga, Colombia, participated through structured interviews. It is emphasized that citizenship training is diluted in educational routines and in the absence of a correspondence between the curricular principles and the possibilities for their realization in the family and social sphere of childhood.

Keywords: Citizenship, Curriculum, School, Democratic training, Education.

RESUMO

Hoje, na escola é obrigatório, especialmente nos níveis de educação inicial e básica, um currículo que garanta a formação em cidadania de forma transversal e significativa. O principal objetivo deste estudo é entender como a intenção curricular da educação do cidadão é truncada pela exigência educacional, pela falta de elementos conceituais e didáticos e pela má preparação dos professores nesse campo educacional. A partir de uma abordagem qualitativa, a participação de professores de educação inicial de instituições da cidade de Bucaramanga, Colômbia, foi organizada por meio de entrevistas estruturadas. Ressalta-se que o treinamento para a cidadania se dilui nas rotinas educacionais e na ausência de correspondência entre os princípios curriculares e as possibilidades de concretização na esfera familiar e social das crianças.

Palavras-chave: cidadania, currículo, escola, formação democrática, educação.

Introduction

Citizenship involves learning. It depends to a high extent on the context of socialization of the child, especially in the basic early childhood learning skills that must occur in basic family and school education. It promotes the construction of subjectivity and the recognition of the subject as responsible of duties, rights and social expectations, articulated with a formative intentionality in politics and values, in addition to respect for the norms, from the first years of life.

The family and initial education are the first learning devices of citizenship, and also enable the first experiences of subscription of the child in terms of the opportunities and areas of participation in both institutions. On the one hand, the family, co-responsible for the care and formation of children, must be provided as the first and most significant experience of ascription of the child to a culture, of elementary but transcendental learning of interactions and of offering the necessary endowments for his/her life in society, that is, it is in the family where the individual receives information and social and cultural formation by teaching him the limits, rights and duties (Barrios, 2010).

On the other hand, the school should serve as a citizen training device in explicit terms, organized curricularly and structured to promote from the early stages of child development active participation as a meaningful experience, preparation, interaction and knowledge of the elements that constitute their own social life (Novella, Agud, Llena, & Trilla, 2013). In this way, it transcends the notion of preparation for the future. These two areas of initial construction of citizenship in childhood, family and school, must be constituted in a real possibility of the full deployment of the fulfillment of the duties, rights and social expectations of children, with direct possibilities of experimentation and democratic action in schools (Eurydice, 2012), transcending that framework of preparation for the future that has been traditional in the systems of early socialization in our society.

Citizenship is a special dimension in the school curriculum, since it is transversal in the structure of education when its intentionality is the formation in values and the internalization and deployment in the school world of the norms and social guidelines that are considered more important for the formation of the subject in terms of citizen in full exercise, from the first years of life (Forero & Velásquez, 2018). Corresponding to this model of transversalization of citizenship training is the declaration of intentionality, formalized in the curriculum in accordance with the principles of education itself:

- Training in Citizen Ethics.
- Respect for Human Rights and their correlates on the Convention on the Rights of the Child.
- Political education as a daily exercise, at school, in the family and in the community.
- The school exercise of democracy with possibilities of participation.
- One's own culture and other cultures.
- A training that also considers social changes as the context in which the children's lives developed nowadays.

Additionally, training in citizenship, in the first levels of social life of the child, includes a strong exercise of autonomy and freedom in the framework of action that is possible for the school institution. A possibility that is framed in any case in the obligation of the school to guide and delimit, as happens in society in general, individual actions in accordance with their own values and norms (Ramírez, 2018).

Transversal is also understood as that intentionality that involves all levels of the school process, including all its actors: students, teachers, administrators, community, society and the State, and that goes beyond the compartmentalization of knowledge in traditional areas of knowledge: mathematics, natural sciences, reading, writing, involving

citizenship as an integrating part of everything that is proposed to be taught to the child, at least in contemporary terms.

This curricular intentionality is framed in a higher purpose on an education and a process of schooling that has a greater coherence and meaning with contemporary society (Quiroz & Mesa, 2011), which takes the school out of its crises, its conservatism and its parsimony in the face of the accelerated changes in culture. On the other hand, education tries to react to its own crises regarding its apparent disconnection with the real world, trying to adapt curricula to social expectations for a more relevant, flexible and quality education (Avendaño, Paz, & Parada, 2016; Mosquera & Rodríguez, 2018).

It is intended to move from models of instruction, in which the student learns to be efficient in terms of the needs of social reproduction to curricular models that combine cognitive and technical training, with elements of learning in other spheres, such as preparation for citizen life, even from models of critical orientation, which propose an active and transformative citizenship of the social order (Quiroz & Mesa, 2011). However, the so-called critical curricular models that are presented as a response to the crisis of education, lose sight of the amalgamated essence of any curriculum, since it must combine both the care of cultural heritage, including history and memory, with the new realities and social demands (Reguillo, 2003), even going through the technological transformation of pedagogy and didactics.

In this way, education for citizenship has a high effectiveness when there are possibilities of participation (Eurydice, 2012), designed with a pedagogical intentionality and applied in the general scope of the school itself, covering both formal aspects, such as school governance, and promotion

of democratic values in the daily life of students (Novella, Agud, Llena, & Trilla, 2013). The school has traditionally been the social institution par excellence for the development of a pedagogy and a didactic of citizenship. Not only from the normative field in which the State introduces the obligations in the curricula on what should be taught and what should be learned in citizenship and how the training process should be carried out, also from the social field of education itself, the school constitutes the device par excellence for the learning and political participation of children (Cabra, 2014).

Precisely from the State, the curricular guidelines for the deployment of citizenship in initial education are being built. It has evolved from a guideline of urban content and learning for the future to the transformation of the school into an institution in itself democratic. to act under the presuppositions of a democratic society. In addition, it is capable of solving the individual and collective conflicts of the educational community within the framework of human rights and contributes directly to the construction of a political culture that confronts from the students themselves, the serious problems of violence and social conflicts in Colombia (MEN, 2002).

However, the discussion on school training in this direction involves the questioning of what to incorporate and how to deploy in educational institutions, especially in the first levels of training, a meaningful training, which serves as an essential and real resource for students in their practical lives and the country in a process of rebuilding the social fabric, especially in the context of serious national conflicts (Torres, 2016).

From the school curriculum it is about correcting an essential rupture on the political and citizen formation of schoolchildren, promoting a construction of the political subjectivity of children and young people (Munar, 2016). This enables the full exercise of leadership of scale according to their own social contexts, which possibly impact a society with little participatory tradition (Olivo,

2019). But the deployment of citizen participation in school, which is today a transcendental curricular issue (Galvis & M., 2012), can be limited and distorted, considering that:

- There are serious deficiencies in the knowledge on the part of educational actors about the participation of children in the context of their citizen interactions, especially in their closest contexts.
- Citizenship training can be affected by curricular mechanizations where content is simply repeated, forgetting the purpose of daily staging of participation in schoolchildren.
- Schoolchildren learn about citizenship, but without building a culture of participation, such learning is meaningless.
- There are many organizational limitations and material limitations to achieve curricular budgets.

Schools are not equipped to generate *democratic* micro-corporations that help the process of citizenship training, including the difficulties of the school system to reach the technological levels of communication and cultural interaction (Fueyo, Rodríguez, & Hoeshmann, 2018), including new social realities such as digital citizenship (Walter, 2018). The scarce material resources of the school, make almost a mockery of the declarations of participation of the child producing a kind of simulations of emergency citizenship to cover the goals of participation declared in the educational purposes.

When you have official and unofficial school institutions with low technological and pedagogical endowments, it cannot be guaranteed that the school has a good capacity to translate, in the behaviors of students, the collection of duties, rights and citizen expectations (Mosquera & Rodríguez, 2018). Simply the intentionality of formation in

citizenship translates into certain contents and routine exercises that, on the contrary, distort the same curricular declarations, routinizing in "civil" ceremonies, coexistence manuals, simulations of school government and others, blurring the significant content of the education proposal.

Methodology

To deepen this reflection on the formal declarations of citizenship education as a curricular essence and the concrete situations of the school, a group of teachers was invited to share their own experiences at the levels of preschool and basic education, in the city of Bucaramanga, Colombia. A total of five professors with different backgrounds and experiences participated.

The teachers, under the assumption that they have, due to their background, a good citizenship training (Martínez, 2017), were selected by theoretical sampling, including only those who have had or have direct teaching experience in preschool or elementary basic education institutions. For the analysis, the application of an open questionnaire was considered where each of the participants writes their answers and reflections on the proposed topic.

This exercise, carried out from a qualitative approach, was oriented in three dimensions of study that encompass the purposes of the reflection: the meaning of citizenship training, citizenship education and the specific problems and situations in the school system.

Results

The organization and analysis of the information made it possible to detect an emerging problematic situation, for which a coding in four central categories was used:

Definitions, Teaching, Problems and Strong Ideas

Five teachers with experience in basic training participated, two of them, in addition, as university professors. To differentiate and indicate the judgment made in each category, the fragments were coded with DX_1-2, which indicates the teacher's identifier (D1, D2... D5 followed by the order of participation and paragraph).

For the school, in general, and for citizenship education in particular, the absence of induction processes for teachers when they enter to work, is a constant that prevents clarity regarding the specific objectives and the curricular approach on citizenship, coexistence, values and norms; teachers learn on the fly, between multiple obligations and functions.

On the meaning of citizenship education, the participating teachers go through the discourse of the internalization of guidelines and values in the sense of preparation for the future, highlighting that education in itself constitutes the best social value to form citizens. However, the definitions are quite restrictive in their content and precarious in their scope by equating the definition of citizenship education with the acquisition of information on some forms of democracy focused on teaching rights such as voting and guardianship, or teaching children the structure of the State and the Political Constitution.

Additionally, the participating teachers highlight the importance of the training that must precede the school and must be continuously reinforced in the family and the contexts of interaction outside the school system.

Definitions of Citizenship Education from Teachers

They are the rules that are taught and practiced by example to achieve a better coexistence starting from the classroom with respect for the word,

the care of work materials, up to the respect for their own self and that of others (D3_1-2).

It's all those norms and rules that a person must comply with as part of a society of which he is part (D5_1-2).

It is the one acquired by every person who is part of society, to be trained with the necessary skills to know how to live and behave properly in the collective of a city or nation, making him/her a citizen (D1_1-2).

It allows us to form and build a more democratic and fair society, since the formation of the new generations depends on it, as well as their knowledge of their rights and obligations (D4_1-2).

In general, teachers agree that the example and *democratic* management of the school environment is the best model for teaching citizenship, along with the promotion of respectful social interactions among children and parental involvement, also as learning subjects, in the ethical and moral formation of the child and the family. It is clear to teachers that families can constitute an obstacle to citizenship training if there are no democratic families that are aware of the importance of children's participation in family and community interaction.

Ways to Teach Citizenship Education from Teachers

Education

From the social sciences, history and geography. These areas should help us understand and form critical thinking (D4_3).

At home, in the environment, at school. In social, civil and ecclesiastical relations (...) (D5_2).

(...) It must be taught from everyday practice with good models in the classroom, starting from the basics in interpersonal relationships (D1_2).

Diversity exercises. Teach the difference of cultures and know that you can live together being different (D2_2).

Promoting workshops for parents, because they must also be trained so that the work done by the school (D1_2) is not lost.

Training in ethical and moral values and awareness and respect for the other (D1_2).

On the other hand, the poor working and economic conditions of teachers, added to the long working hours that include administrative and logistical functions, especially in unofficial low-level institutions, contrasts with the possibilities and expectations themselves for a pedagogy of citizenship in school. The poor conditions for the optimal development of educational processes constitute a first obstacle to making the school a democratic scenario, where children can deploy their participation and their responsibilities as citizens.

Frequent Problems in Citizenship Education from Teachers

Negligence to order and discipline" (D5_3).

"Lack of receptivity of the lessons that are taught (D2_3).

Some attitudes of rejection towards the diversity of cultures and customs do not allow the good development of individuals in society (D3_3).

Lack of culture in households, especially dysfunctional homes (D1_3).

The lack of education and basic thoughts that seek to live the day and not with a view to progress with educational evolution (D1_3).

The lack of training in values and ethics from the defragmentation of the family and society (D1_3).

These findings allow us to delve into three important ideas for the analysis of training for citizenship in Pre-school and initial

education: the low capacity of the family to form citizenship and get involved in the ethical and moral formation of the child, the traditional role of the school in formation and the new cultural challenges to adapt the school institution to the new forms of citizenship (Forero & Velásquez, 2018) and, the school environment as the citizen scenario par excellence (table 4).

3 Strong Ideas in Citizenship Education from School

- The family is not educating for citizenship: changes in the family have led to less efficiency in primary socialization processes, children arrive at the school system with deficiencies in social and behavioral values.
- The school, especially initial education, can and should assume citizenship training: The school acquires greater demand in training for citizenship, including demands for teaching the most basic behavioral endowments. The State transfers citizenship training to school from the first years of schooling, formally and cross-sectionally including it in the curriculum.
- Citizenship education promotes better educational interaction: more and more children participate openly in society, including political and democratic participation that affects family and school decisions and the social interaction of children.

From this conceptual matrix, elaborated from the voice of the teachers, three ideas located from the school context of initial education stand out. In the first instance, the general idea prevails among educators that families have very low capacity to educate their children in citizenship about

basic aspects for community life and initial skills, which are supposed to be the responsibility of the family. The fact of deficiencies is highlighted even in behavioral aspects: children who arrive at the school system without overcoming the minimum desirable social behavior such as sphincter control, personal care and recognition of their own bodies; in addition, deficiencies are expressed in communication with their peers and with their own teachers, a low capacity to assume school responsibilities, absence of basic information regarding their city environments and a null or minimal information of children entering the system, about the country and the society in which they live.

In the second instance, the school, especially at the initial level, has transformed the meaning of education into citizenship, incorporating it transversally into the curricula, at least formally. Education in values and the dimension of school coexistence itself as an exercise of citizenship constitute important changes in early education, which has more and more pedagogical tools and didactic spaces for the participation of children in different curricular and extracurricular activities, aimed at a better exercise of citizenship in the school environment. In institutional educational projects, the projection of a comprehensive education is common territory, which means the school's commitment and commitment to the development of cognitive dimensions, but with greater emphasis on the development of human, behavioral and axiological dimensions.

A third important element to highlight is a very important pedagogical balance for the school when it has a good training in citizenship and, in addition, when it promotes in its different educational scenarios the very exercise of participation and interaction between its students and these with the rest of the school community and the social environment of the institutions which benefits, to a high extent, the school coexistence itself and is constituted in the

best pedagogical argument for learning. The training on citizenship is not very meaningful when it is not practiced in the extended curriculum, affecting the community and family context of children.

Discussion

It is not only the school, as a traditional institution, that contributes to citizenship training. The formation of the subject is open in different social environments and in all types of social interaction devices, but specifically the school should be the context, par excellence, for the staging of participation and experimentation of children and young people as citizens (Arias, 2019). Not in the sense that they acquire certain democratic orientations such as political participation, the right to vote, the importance of equality, rights and duties, but especially that they learn and exercise in the responsibility of their actions, self-respect and respect for others in the school itself, but also in their families and social contexts (Novella, Llena, & Trilla, 2013).

From teachers, as was found in the present study, training in citizenship, precisely, allows an extension of the training of children and young people, not only in the area of rights and duties as citizens, but also in the areas of social interaction, constitution of personality and acquisition of tools and skills for social life (Forero & Velásquez, 2018).

Likewise, citizenship training is not only a problem of initial education, today it extends to the entire life cycle (Reguillo, 2003) considering that citizenship is a dynamic, continuous learning process that requires capacity for adaptability and active interaction with respect to changes in citizenship, incorporating, in addition, new forms of citizenship, such as digital, and new forms of participation, such as global communication (Walter, 2018).

Faced with the new scenarios of communication and interaction, the best line of defense of the subject, is his ability to make decisions and take responsibility for them, in small and large scenarios of participation remains a subject, child or adult, who requires evaluative and normative endowments that allow him to transit through social relations as an active, propositional and caring subject (Prats, Molina-Neira, Ruiz, & Molina, 2017).

In this sense, this study showed a great concern of teachers for a basic formation in values by the families of the children. Absence shown not only in the field of a minimum knowledge about rights and duties, but, in addition, a marked absence of learning social interaction guidelines, hence the importance of remedying, from the school, that absence of the family in the processes of primary socialization (Mosquera & Rodriguez, 2018).

Citizenship education is not oriented to a specific type of training to an ideal of citizen, the school, like democracy itself (Arias, 2019), is the field to teach children to behave as citizens, actively participating in democratic school conditions.

However, the model of citizenship training that includes in the curricula transcendent topics such as peace education, sex education, the gender perspective, self-care and autonomy, among other purposes that are linked, seems to be a framework of intentions little developed in everyday school, including the trainers themselves (Martínez, 2017).

Conclusions

From the point of view of teachers, families not only have a low capacity to educate children at social minimums expected in the first stage of the life of the child, but, in addition, parents transfer this basic process to school, causing a hidden curricular extension, when teachers

must dedicate a good part of their school days to make up for the behavioral deficiencies and acquisition of norms and values that families present.

On the other hand, teachers have highly internalized that beyond training in academic content, training in values and patterns of social behavior is part of the educational process, especially important in the first levels of formal education. However, the low cultural endowments that the child brings from his family and social environment, added to the problems of endowment of the schools, makes a coherent learning very problematic between what is declared in the educational project and the daily interaction of the children.

An important aspect in this reflection derives from the general idea that children in preschool and initial education, despite their young age, increasingly have possibilities for participation and decision on their actions, despite the low endowments they bring from their families and their social contexts.

However, this idea is conditioned to the very endowments of the school system, its teachers and the capacities, very limited, of many educational institutions to implement an effective curriculum for citizenship training.

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