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THE FUTURE IS EDUCATION FOR CITIZENSHIP

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Abstract: Society is currently immersed in a daily change where technology, the media and global challenges are demanding agents of a change in citizenship. Education is the tool for the transformation of future citizenship and democratic governments are aware of this. In Spain, Education for Citizenship began to gain importance since the enactment of the LOE in 2006 and until today there have been confrontations about this area in the educational political sphere. If education is the means of transformation of future citizenship the main objective of the study will be to glimpse if the changes made in this subject in the compulsory secondary education stage of the successive educational laws bring about an evolution of citizenship today. The results of the study confirm that, although there have been some changes in the Spanish educational curriculum, they are not significant and, therefore, the citizenship objectives and goals pursued in 2006 continue to be - for the most part - the same today, making it difficult for citizenship to respond positively to current challenges.

Keywords: Citizenship Education, Education Policy, Citizens, teachers.

INTRODUCTION / THEORETICAL FRAMEWORK

In recent years, there has been an attempt to define the role of education in today's society marked by the challenges of globalization and the digital era. Currently the world is immersed in a process of continuous changes succeeded by the need for almost immediate response that goes beyond simple information or enumeration of data (Mesa, 2019). This situation harbors other spheres that feed the vertiginous transformation of rules, norms and social behaviors forcing citizens be constantly updated by receiving information, assimilating it and modifying their behaviors and mental structures of stimulus-response to be able to adapt to frequent changes. These changes de-

mand a new citizenship profile, as society lives in a social paradigm never known before, where scientific and technological progress coexist with uncertainty, instability and the current regression of human rights, the rise of nationalism and hate speeches and segregation. According to the latest report published by the Ministry of the Interior of the Government of Spain (MININ, 2023) entitled "Report on the evolution of hate crimes in Spain" shows a total number of incidents and hate crimes in Spain from 2020 to 2022 (last year of data collected to date). An increase of 4% is glimpsed with respect to previous years where 1796 are hate crimes, specifically racism/xenophobia crimes with a total of 755 known facts, followed by the areas of "sexual orientation and gender identity" and "ideology" (MININ,2023). How is it possible that, in a technologically and digitally advanced society, as well as global and plural, hate crimes continue to perpetuate and not only that, but increase every year?

Ibarra and Calderón (2022) recall the importance of knowing the real meaning of two words that have a high significance in the current world paradigm of citizenship, such as "plurality" and "globalization". Both words are used in educational discourses on life, behavior and citizenship competencies in today's world, however, they do not have the same meaning. Pluralism comes to represent the diversification of the world, while globalization refers to the more economic and political sphere (Ibarra and Calderón, 2022). The tension between these two conceptions is the frame of reference that characterizes 21st century society and the educational sphere. Educational policy is an essential tool in education for citizenship at both global and local levels, since it derives from the general policy of the State and therefore influences the curriculum, as Frías (2007) points out, in the orientations and political approaches into which it transforms it. César Coll (1987) conceives the curriculum as a general

orientation of the educational system based on prescriptions and orientations from different spheres such as the ideological, sociological and psycho-pedagogical, thus making the curriculum a useful tool for teaching processes. Montero (2021) reflects on pedagogical autonomy, focusing the argument on the fact that it is conditioned by the minimum teachings, previously established in each subject or area, taking into account curricular considerations. Therefore, there must be a rapprochement between the curriculum and the teaching contents, taking into consideration other aspects that condition and allow the educational planning that takes place in the classroom. In this sense, educational policy will be the first step for change and the governments of democratic countries have been aware of this.

TARGET

The main objective will be to demonstrate the changes in the Spanish educational policy on the subject of Citizenship Education in the curriculum by comparing the current educational law with those enacted since 2006, the exit profile of students and basic skills, in order to check whether there has been an evolution of the citizenship skills in which Spanish citizens are currently educated.

METHODOLOGY / METHOD

The methodology used in the study has been the descriptive-comparative one centered on a documentary approach of critical or interpretative analysis, which focuses on the description and comparison of real data and information pertaining to a specific reality (Guevara et al., 2020) in order to interpret the current reality and the processes of the phenomena occurring in it (Tamayo, 1994). First, the data provided by the various educational laws selected: LOE, LOMCE and LOMLOE are examined on the basis of two dimensions: curricular pedagogical approaches adopted in the field of

Citizenship Education in the educational stage of compulsory secondary education (ESO) and the exit profile of the student body with the purpose of contextualizing the position of Citizenship Education in each curriculum. Next, through a comparative analysis, the similarities and differences between the three dimensions outlined above will be highlighted in order to determine the type of citizenship that the educational laws endorse.

The methodological approach used in this study was based on the model proposed by G.F. Bereday and F. Hilker (Raventós, 1990), incorporating contributions from García (1990) and Caballero et al. (2016). This model is based on a comparative approach of a deductive nature. The stages of this study are divided into: a) Descriptive stage, in which the data collected in the previous phase are presented; b) Interpretative stage, where an interpretation of the data obtained in the comparative study is made; c) Juxtaposition stage, where the data are compared and analyzed with the aim of establishing comparative relationships; finally, d) Comparative stage, where the data are evaluated and conclusions are drawn.

RESULTS

	LOE	LOMCE	LOMLOE
Integrated Approach	X	X	X
Cross-cutting approach	X	X	X
Differentiated approach	X		X

Table 1 Classification of curricular approaches to citizenship education in secondary school

Note: The table shows the different pedagogical approaches adopted at the ESO stage regarding the curricular subject of Citizenship Education in the curriculum of each educational law.

According to the data shown in the table above, it can be seen that the subject of Citizenship Education is integrated through the three curricular pedagogical approaches in both the LOE and the LOMLOE. The LOMCE counts on the

choice of the students' families so that the subject of Citizenship Education is worked on in a differentiated manner, since it is an optional subject - a mirror subject - of Religion.

According to the above results, it can be seen that the three educational laws coincide in most of the objectives regarding the exit profile of students after completing basic compulsory education; however, there are some subtle modifications that the LOMCE grants in items such as "equal rights and violence", highlighting violence against women, as well as "respect for the environment", eliminating the nuance regarding animals.

DISCUSSION AND CONCLUSIONS

Educational laws evolve to adapt to the social changes that arise according to the historical-political period and the ideal of citizenship evolves with them. Authors such as Santamaria and Martínez (2023) state the importance of the formation of a critical, reflective and inclusive citizenship that advocates working and achieving the global challenges of the moment, with the formal educational sphere being one of the driving forces of change. Continuing with this aspect, one of the pillars for citizenship to work for change is that education for citizenship is taken into account in educational policy and included in the official legislative curricula in order to transform citizenship and meet the challenges of the social paradigm of the 21st century. After the results of the study, the inclusion of citizenship education in the curriculum through the curricular pedagogical approaches can be glimpsed, this aspect is due to the imposition granted since 2002 where the model of organization and operation of aspects related to citizenship education was integrated in the educational system thanks to the recommendations urged by the European Union (Calatayud and Monsalve, 2021) since the XXth Session of the Standing Conference of European Ministers of Democratic Education (Council

of Europe, 2002). To date, the European Union has implemented a series of recommendations and basic guidelines on aspects related to citizenship education that all member states must comply with, which is why since 2006 the LOE incorporates citizenship education as a curricular subject and subsequent years, with the enactment of the LOMCE, this subject could not be eliminated from the educational curriculum. However, it could be restructured, justifying the work of all the objectives pursued by citizenship education through the transversal and integrated approaches.

The purpose of education for citizenship is focused on achieving a culture of peace by strengthening personal identity and the ability to recognize and value the existing diversity among people, peoples and cultures through assertive communication. Part of these goals are found in the exit profile of ESO students in each educational law, as they are the minimum objectives that all citizens must achieve. Along with these objectives is the current commitment to democracy and justice in the framework of the 2030 Agenda and the Sustainable Development Goals (Mesa, 2019). These objectives and commitments pursued by citizenship education, as pointed out by Gavaldón and Ambrosy (2023), revolve around the common good. These authors pursue the idea that the economic, political and legal planes influence educational policy, thus configuring the general conditions and objectives that are established for a society to know its obligations, respect and fight for its rights and achieve its fullness. An example of the above is the simplistic, fragmented and superficial assessment that Sureda et al. (in Ibarra and Calderón, 2022) made about the mention of the SDGs and the 2030 Agenda in the LOMCE, and after this research several conclusions can be drawn regarding the changes in Spanish education policy based on citizenship education, since there has been no significant change in citizenship education since the LOE. Although it is true that with the LOMLOE the

	LOMLOE	LOE	LOMCE
To assume their duties responsibly, to know and exercise their rights with respect for others, to practice tolerance, cooperation and solidarity among individuals and groups, to practice dialogue by strengthening human rights as common values of a pluralistic society and to prepare for the exercise of democratic citizenship.		X	X
Value and respect the difference between sexes and the equality of rights and opportunities between them . Reject stereotypes that discriminate between men and women.		X	He adds, "As well as any manifestation of violence against women."
To develop and consolidate habits of discipline, study and individual and team work as a necessary condition for an efficient performance of learning tasks and as a means of personal development.		X	X
To strengthen their affective capacities in all areas of their personality and in their relationships with others , as well as to reject violence, prejudices of any kind, sexist behaviors and to resolve conflicts peacefully.		X	X
To develop basic skills in the use of information sources in order to acquire new knowledge with a critical sense. To develop basic technological competences and to advance in an ethical reflection on their operation and use.		X	X
To conceive scientific knowledge as an integrated knowledge , which is structured in different disciplines, as well as to know and apply the methods to identify problems in the different fields of knowledge and experience.		X	X
To develop entrepreneurial spirit and self-confidence , participation, critical sense, personal initiative and the ability to learn to learn, plan, make decisions and assume responsibilities.		X	X
Understand and express correctly, orally and in writing, in the Spanish language and, if any, in the co-official language of the autonomous community, complex texts and messages, and be initiated in the knowledge, reading and study of literature.		X	X
Understand and express themselves in one or more foreign languages in an appropriate manner.		X	X
To know, value and respect the basic aspects of one's own and others' culture and history , as well as artistic and cultural heritage.		X	X
Know and accept the functioning of one's own body and that of others , respect differences, strengthen body care and health habits and incorporate physical education and the practice of sports to promote personal and social development.		X	X
To know and value the human dimension of sexuality in all its diversity.		X	X
Critically evaluate social habits related to health, consumption, care, empathy and respect towards living beings, especially animals , and the environment, contributing to their conservation and improvement.		X	Eliminates "especially animals".
Appreciate artistic creation and understand the language of different artistic manifestations , using different means of expression and representation.		X	X

Table 2. Exit profile of students in Compulsory Basic Education

Note. The table shows the exit profiles of ESO students pursued by LOMLOE compared to LOE and LOMCE marked with an "X" if the wording is the same.

Spanish state recovers the work of education for citizenship through the three curricular approaches, there are hardly any changes in the exit profile of students, which leads us to think that the reforms that have been made with the Spanish educational policy have only served to incorporate, eliminate or transform aspects of little importance. This leads us to think that the reforms that have been made with Spanish educational policy have only served to incorporate, eliminate or transform aspects of little importance, in educational terms, but which have given rise to controversy among Spanish

citizens and between political ideologies as a result of the enactment of a different educational law issued by the political party that led the government at each change of democratic legislature. Although the current educational law, from the preamble onwards, is committed to working from the educational institutions to train a critical, reflective, inclusive, active and committed citizenship with the community and the environment, the real transformation of citizenship lies with the teachers, since they are the agents who must adapt to the changes enacted by the laws, which, as we have seen, are

merely bureaucratic changes, However, they are trapped between the curricular objectives that encourage their incorporation in the classroom and the cultural norms of nationalism or the lack of practical resources that hinder their ability to truly teach citizenship education, leading to the outcome of perpetuating a citizenship that is not prepared to respond to the global and local challenges of the 21st century.

Finally, this study has shown that changes in citizenship education in Spanish educational policy are not significant and, therefore, it

is concluded that legislative changes have not helped to evolve citizenship competencies in a significant way. It is therefore necessary that citizenship awakens in order to participate in an educational policy that really makes valid changes to grow and evolve in order to respond to social demands, with teachers being an essential part of the change and assuming their importance in the process since they are the ultimate agents of curricular concretion and on them depends the real transformation/citizenship education.

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