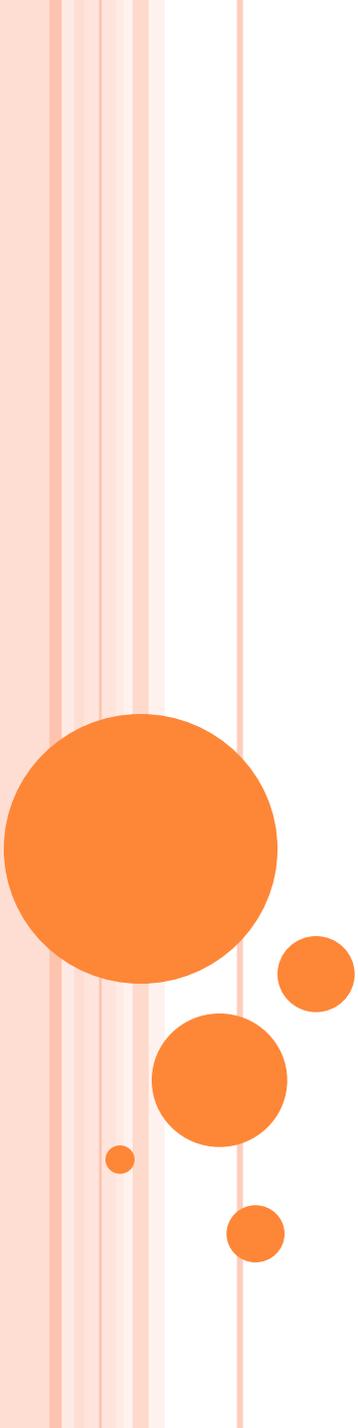

Title	Education for future-oriented citizenship: The implications of education for the 21 st century competencies
Author(s)	Lee Wing On
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**EDUCATION FOR FUTURE-
ORIENTED CITIZENSHIP:
THE IMPLICATIONS OF EDUCATION
FOR THE 21ST CENTURY
COMPETENCIES**

Lee Wing On

National Institute of Education, NTU

Singapore

MY 'CIVIC ENGAGEMENT'

- 1995 Review Committee for Guidelines on Civic Education for Schools
- 1995 IEA Civic Education Study:
 - National Research Coordinator for HK
 - International Steering Committee member
- 2009 IEA International Civic and Citizenship Studies (ICCS)
 - National Research Coordinator for HK
 - International Project Advisory Group member



CIVIC EDUCATION DEBATE IN HK TOWARDS 1997

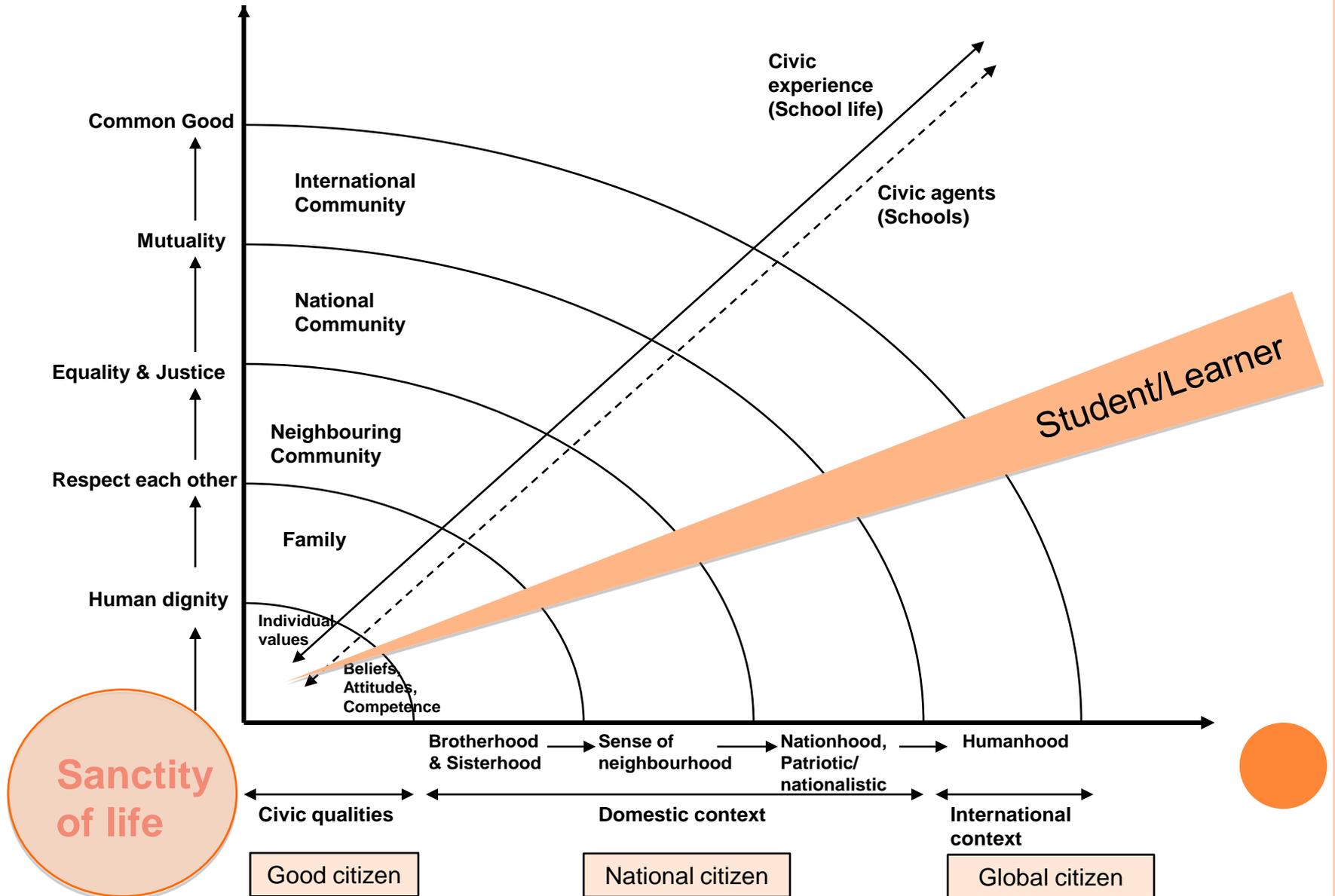
Democracy and
Human Rights
Education

VS

Patriotic and
Nationalistic
Education



CONCEPTUAL FRAMEWORK OF THE 1996 CIVIC EDUCATION GUIDELINES, HK



ACTIVE CITIZENSHIP: YOU CAN MAKE A DIFFERENCE

- Individuals can make a difference
- Group efforts can make a difference
- Values can make a difference
- Education can make a difference

CIVIC EDUCATION DEBATES IN INTERNATIONAL STUDIES

- 1999 IEA Civic Education Study
- 2009 IEA International Civic and Citizenship Study

Western paradigms ↔ Asian paradigms



CONCEPTS & PRACTICES OF ASIAN CITIZENSHIP

CERC Studies in Comparative Education 14

CITIZENSHIP EDUCATION IN ASIA AND THE PACIFIC Concepts and Issues

Edited by

W.O. Lee
David L. Grossman
Kerry J. Kennedy
Gregory P. Fairbrother

CERC Studies in Comparative Education 22

CITIZENSHIP CURRICULUM IN ASIA AND THE PACIFIC

Edited by

David L. Grossman
Wing On Lee
Kerry J. Kennedy

CERC Studies in Comparative Education 28

CITIZENSHIP PEDAGOGIES IN ASIA AND THE PACIFIC

Edited by

Kerry J. Kennedy
Wing On Lee
David L. Grossman



Comparative Education Research Centre
The University of Hong Kong
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Springer Comparative Education Research Centre
The University of Hong Kong



Springer Comparative Education Research Centre
The University of Hong Kong



ASIAN PERFORMANCE IN INTERNATIONAL CITIZENSHIP STUDIES

- 1999 IEA Civic Education Study:
- HK ranked 5th out of 28 countries

- 2009 IEA International Civic and Citizenship Study: Out of 38 countries,
- Korea: 3rd
- Chinese Taipei: 4th
- Hong Kong: 5th

- Also, in 2009 the Regional Modules were developed, including Europe, Asia and Latin America



VALUES EDUCATION



AUSTRALIA (2005)



VALUES FOR AUSTRALIAN SCHOOLING

Care and Compassion

Care for self and others

Doing Your Best

Seek to accomplish something worthy and admirable, try hard, pursue excellence

Fair Go

Pursue and protect the common good where all people are treated fairly for a just society

Freedom

Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others

Honesty and Trustworthiness

Be honest, sincere and seek the truth

Integrity

Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds

Respect

Treat others with consideration and regard, respect another person's point of view

Responsibility

Be accountable for one's own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment

Understanding, Tolerance and Inclusion

Be aware of others and their cultures, accept diversity within a democratic society, being included and including others

CHARACTER IS DESTINY

— George Eliot

CHINA

The Socialist Views on Glory and Shame (2006)

八荣八耻

树立社会主义荣辱观 “八个为荣、八个为耻”

胡锦涛总书记提出“八荣八耻”的社会主义荣辱观，为推进依法治国和以德治国相结合的治国方略，加强社会主义思想道德建设，构建社会主义和谐社会提供了强大的思想武器。

3月4日,中共中央总书记、国家主席、中央军委主席胡锦涛在全国政协十届四次会议的民盟、民进联组会上关于树立社会主义荣辱观的讲话中提出:

以热爱祖国为荣

以危害祖国为耻

以服务人民为荣

以背离人民为耻

以崇尚科学为荣

以愚昧无知为耻

以辛勤劳动为荣

以好逸恶劳为耻

以团结互助为荣

以损人利己为耻

以诚实守信为荣

以见利忘义为耻

以遵纪守法为荣

以违法乱纪为耻

以艰苦奋斗为荣

以骄奢淫逸为耻

热爱祖国、服务人民、崇尚科学、辛勤劳动、团结互助、诚实守信、遵纪守法、艰苦奋斗，这八个方面是一个有机整体，是一条基本道德底线，也是新世纪新阶段的一部社会风尚规范。

EIGHT GLORIES, EIGHT SHAMES

Glorified:

- Loving the motherland
- Serving the people
- Advocating science
- Hard work
- Honesty
- Law abiding
- Mutual support
- Perseverance

Shameful:

- Harming the country
- Betraying the country
- Ignorance
- Laziness
- Harmful to others
- Profit-making without justice
- Law breaking
- Arrogance, extravagance, promiscuity.

Hong Kong Curriculum Reform: Learning to Learn (2002)

Five Essential Learning Experiences:

- Moral and civic education
- Intellectual development
- Community service
- Physical and aesthetic development
- Career-related experiences

Five Priority Values:

- Responsibility
- Commitment
- Perseverance
- Respect for others
- National identity



VIRTUES IN THE TAIWAN CURRICULUM

18 key moral virtues in Life and Ethics (1983):

- filial piety
- diligence
- cooperation
- law-abiding
- bravery
- patriotism
- honesty
- frugality
- responsibility
- a sense of shame
- perseverance
- justice
- peace

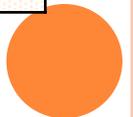
8 key moral virtues in Morality and Health (1994)

- filial piety
- law-abiding
- Patriotism
- Honesty
- Frugality
- Humanity
- courtesy
- justice



UK: CRICK REPORT (1998): SHARED VALUES

Marshall	 Crick
Civil Citizenship Personal liberty and regime of individual rights	Social and Moral Responsibility Social virtues and a regime of individual responsibilities
Political Citizenship Political participation and democratic representation	Political Literacy Effective participation in public life and the public sphere
Social Citizenship State intervention/Welfare State to reduce economic inequalities and increase social justice	Community Involvement Active involvement in the community to revitalise civic networks and associations, in part to offset reduced state involvement



UNITED STATES: NATIONAL STANDARDS FOR CIVICS AND GOVERNMENT (1994)

Basic Values and Principles of American Democracy

- Fundamental values and principles
- Distinctive characteristics of American society
- American identity
- Diversity in American society
- Prevention and management of conflicts
- Promoting ideals



SINGAPORE

Minister Heng Swee Keat, Speech at the Work Plan Seminar 2011:

- Singapore's education has to move towards 'student centric, **values**-driven education' .
- We need to put **values** to enable each of us to have the confidence and self awareness, and the grit and determination to succeed.
- We need social and moral **values**, such as respect, responsibility, care and appreciation towards others, to guide each of us to be a socially responsible person.
- We need **values** of citizenship.
- If **values** provide the philosophical underpinning, character development makes these **values** come alive.

SHARED VALUES

Our Shared Values (1991)

- **Nation** before community and society above self;
- **Family** as the basic unit of society;
- **Community** support and **respect** for the individual;
- **Consensus**, not conflict; and
- Racial and religious **harmony**.

Civic and Moral Education (2006)

Six core values:

- Respect
- Responsibility
- Resilience
- Integrity
- Care
- Harmony (R³ICH)



CITIZENSHIP EDUCATION IN SINGAPORE



THE SINGAPORE CONTEXT

- A small city-state (710 sq km) with limited natural resources
- Population of 5.08 million as at end-June 2010
- Multi-ethnic: Chinese (74.1%), Malay (13.4%), Indian (9.2%), Others (3.3%)
- Multi-religious: Buddhism, Christianity, Islam, Taoism, Hinduism
- Multi-lingual: English (language of administration), Mandarin, Malay (National Language), & Tamil



THREATS, CRISIS & OPPORTUNITIES

- Independence - 9 Aug 1965: poverty-stricken, rife with racial tensions and social unrests
- Acute sense of national vulnerability: lack of natural resources, wedged between two larger Malay-Muslim states, a large Chinese majority
- Peoples' Action Party (PAP): politics of survival and economic pragmatism; economic growth over political ideology
- Discipline and order, tight system of political control to maintain social order for economic development
- In three decades or so, Singapore was transformed into a thriving first world economy, with its citizens enjoying one of the highest standards of living in the world



NATION BUILDING & INTERNATIONALISATION: LOCAL & GLOBAL

Mission of the Ministry of Education:

- To mould the future of the nation, by moulding the people who will determine the future of Singapore

Singapore 21 , Together We Make the Difference

- Singapore 21 has a culture of internationalisation, where overseas assignments are perceived as part and parcel of career development and working overseas, a social norm. The institutional and social infrastructure facilitate and support the Cosmopolitan Singaporean.

○ *Social Studies Syllabus*

- Being Rooted, Living Global



SOME GENERAL OBSERVATIONS

- Unfailing pursuit of citizenship education
- Compulsory citizenship education programme in the school system with tenacity and vigour
- Active experimentation with a growing number of curriculum packages
- Attuned towards nation-building and globalisation



UNFAILING PURSUIT: CITIZENSHIP EDUCATION CURRICULUM

- Ethics (1959)
- Civics (1967)
- Education for Living (1973)
- Review of the Moral Education (1978)
- Good Citizen (Pri) (1981)
- Being and Becoming (Sec) (1981)
- Religious Knowledge (1984)
- Social Studies (Pri, 1981)
- Civics and Moral Education (1995)
- National Education (1997)
- Social Studies (2001)
- Character & Citizenship Education (2010)



CITIZENSHIP EDUCATION CURRICULUM

- Ethics (1959) 8 years
- Civics (1967) 6 years
- Education for Living (1973) 6 years
- Review of Moral Education (1978) 5 years
- Good Citizen (Pri) (1981) 5 years
- Being and Becoming (Sec) (1981) 3 years
- Religious Knowledge (1984) 3 years
- Social Studies (Pri, 1981) 5 years
RK de-emphasised 1989
- Civics and Moral Education (1994) 3 years
- National Education (1997) 3 years
- Social Studies (2001) 4 years
- Character & Citizenship Education (2010) 9 years



Reasons for Change – Reflection & Self-critique

- Ethics (1959) →
- Civics (1967) →
- Education for Living (1973) →
- Review of the Moral Education (1973) →
- Good Citizen (Pri) (1981) →
- Being and Becoming (Sec) (1981) →
- Religious Knowledge (1984) →
- Social Studies (Pri, 1981) →
- Civics and Moral Education (1997) →
- National Education (1997) →
- Social Studies (2001) →
- Character & Citizenship Education (2010) →

Self respected individuals
Nation building/civic knowledge
Combine civics, history & geog
Asian values as anchor In eco
success/face of Westernisation
Values clarification
Ethnic and religious values
Inter-ethnic understanding &
appreciation of cultures
Balance globalisation & core values
Politically viable, socially
cohesive, eco viable
21st century skills



Responsive to changing needs in changing times

- **Self-critique:**
 - Always reviewing the insufficiency of the last efforts and thinking of a better way
 - New problems, new solutions
 - **Attempting different approaches:**
 - **Instructional approaches** (e.g. *Ethics, Civics, Ethics and Religious Knowledge*),
 - **Values-neutral approaches** (*Being and Becoming*),
 - **Values sharing approaches** (*Civics and Moral Education, National Education*),
 - **Rationalisation approaches** (*Social Studies*)
- 

CITIZENSHIP EDUCATION FOR THE 21ST CENTURY

SINGAPORE 21

- Singapore's positioning in the 21st century as a global and cosmopolitan city.
- The Singaporean of the 21st century is a cosmopolitan Singaporean, one who is familiar with global trends and lifestyles and feels comfortable working and living in Singapore as well as overseas....
- *Singapore 21* has “a culture of internationalisation.”
- Globalisation is not a choice, but a necessity.



CLOSE TO ACTIVE GLOBAL CITIZENSHIP

- Skills in perspective consciousness to **understand points of views of people** different from themselves;
 - **Intercultural competence** to participate effectively in today's multicultural societies;
 - **Critical thinking skills**, especially the ability to evaluate conflicting information;
 - Habits of mind compatible with **civic responsibilities** in a global age, such as to approach judgments and decisions with **open-mindedness**, anticipation of complexity, resistance to stereotyping, and develop the **habit of asking** – is this the common good. (Merryfield with Duty, 2008)
- 

Multiple Citizenship

Citizenship Education for the 21st Century

Personal

A personal capacity for and commitment to a civic ethic characterized by responsible habits of mind, heart, and action

Social

Capacity to live and work together for civic purposes

Spatial

Capacity to see oneself as a member of several overlapping communities – local, regional, national, and multinational

Temporal

Capacity to locate present challenges in the context of both past and future in order to focus on long-term solutions to the difficult challenges we face



SOCIAL CAPITAL & 21ST CENTURY SKILLS

- Globalisation and the knowledge economy
 - **Intellectual capital** of citizens i.e., political, social and economic advances in any country will be possible only if the intellectual potential of its people is developed
 - Similar to Putnam's (1995) **social capital**, or 'soft skills' (trust, teamwork, social cohesion, and social networks)
 - Worldwide curricular reforms to develop '**21st century skills**' (critical, creative and inventive thinking; information, interactive and communication skills; civic literacy, global awareness and cross-cultural skills)
- 

THINKING SCHOOL, LEARNING NATION (1997)

“Thinking schools”

- Involved the development of future generations of **thinking and committed citizens, capable of making good decisions** to keep Singapore vibrant and successful in future.



“Learning nation”:

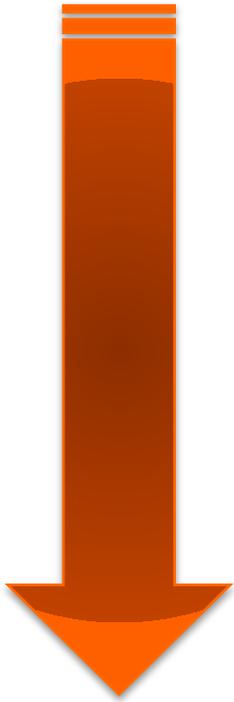
- about creating a culture of **lifelong learning**, and developing **the ability to adapt and respond** quickly to change.
- The TSLN vision required a fundamental review of curriculum, pedagogy and assessment so as to develop in **students creative thinking** and learning skills required for the future. To achieve the TSLN vision, schools would be given **greater autonomy**



CURRICULUM 2015

C2015 Student Outcomes	Associated C2015 Skills & Mindsets
<ul style="list-style-type: none">• Confident Person<ul style="list-style-type: none">• Thinks Independently/ Communicates effectively/Has good inter-personals skills	<ul style="list-style-type: none">• Thinking skills/Communication skills/ Collaborative skills/Interpersonal skills/ Leadership skills
<ul style="list-style-type: none">• Self-Directed Learner<ul style="list-style-type: none">• Takes responsibility for own learning/ Questions, reflects, perseveres/ Uses technology adeptly	<ul style="list-style-type: none">• Self-management skills• Problem-solving skills• Information and Media literacies• Technological literacy and skills
<ul style="list-style-type: none">• Concerned Citizen<ul style="list-style-type: none">• Is informed about world and local affairs/ Empathises with and respect others/ Participates actively	<ul style="list-style-type: none">• Multicultural literacy• Cross-cultural skills• Civic literacy
<ul style="list-style-type: none">• Active Contributor<ul style="list-style-type: none">• Exercises initiative and takes risks/Is adaptable, innovative, resilient/ Aims for high standards	<ul style="list-style-type: none">• Planning skills• Management and organizational skills• Innovative skills

CITIZENSHIP CONCEPTS / MODELS



- Classical citizenship
- Liberal citizenship
- Social citizenship
- National citizenship
- Post-national citizenship
- Global citizenship
- Multiple citizenship



What's Next?



What's Next?

- Citizenship Education for the Future
- Future-oriented Citizenship Education



What's Next?

- Citizenship Education for the Future
- Future-oriented Citizenship Education
- An Answer in Singapore



What's Next?

- Citizenship Education for the Future
- Future-oriented Citizenship Education
- An Answer in Singapore
- **→ Future-oriented Citizenship** ●

THINKING SCHOOL, LEARNING NATION (1997)

“Thinking schools”

- Involved the development of **future** generations of thinking and committed citizens, capable of making good decisions to keep Singapore vibrant and successful in **future**.

Mission of the Ministry of Education:

- To mould the **future** of the nation, by moulding the people who will determine the **future** of Singapore



Prime Minister Goh (1997) Speech: “Shaping our **future**: thinking schools, learning nation.”

- We know three things about the **future**. First, it will be an intensely global **future**.... Competition between cities, countries, sub-regions and regions will be intense.
- Second, knowledge and innovation will be absolutely critical.
- Third, it will be one of **change**, and increasingly **rapid change**. It will be **change** as a permanent state... **Change** will be unpredictable but it will affect everything we do at work, in society and at home.
- We have to prepare ourselves for a bracing **future** – a **future** of intense competition and shifting competitive advantages, a **future** where technologies and concepts are replaced at an increasing pace, and **a future of changing values**.



IMPLICATIONS OF FUTURE-ORIENTED CITIZENSHIP

- Change-oriented
- Uncertainty
- Confidence
- Trust
- Inviting
- Open
- Collaborative
- Co-construction of the future
- Active participation



IMPLICATIONS OF FUTURE-ORIENTED CITIZENSHIP

- It is a **Learning Agenda**
 - *Singapore 21*: A nation's wealth in the 21st Century will depend on the capacity of its people to learn.
- There is a faith in learning:
 - *Soft Skills*: Still working on how to measure effectiveness and impacts, but it's a leap of faith.
 - UNESCO Delors Report (1996):
learning to know, learning to do, learning to be and learning to live together (as a team player)



Learning Theory: Have Faith in What's to be Learned

- Jerome Bruner's Learning Theory also requires a faith in learning:
- Faith in learning something yet to know.
- Faith in the unknown, but worthy to know
- Sandwich interaction in the process of learning:
 - Known – Unknown – Known
 - Unknown – Known – Unknown
- The process of learning has some 'suspension' or uncertainty – the uncertainty and the surprise is where the unexpected discovery comes – the peak experience



REQUIREMENTS FOR FUTURE-ORIENTED CITIZENSHIP

A good person:

- Good personal quality, good character, healthy personality
- It requires socio-emotional learning that facilitates character education
- This forms a foundation for the acquisition of the 21st Century Skills

A good citizen:

- It requires an active citizen, a concerned citizen
- A citizen who cares about what's beyond the self: others, organisations, and the nation



CHARACTER AND CITIZENSHIP EDUCATION: PREPARE CITIZENSHIP FOR THE FUTURE

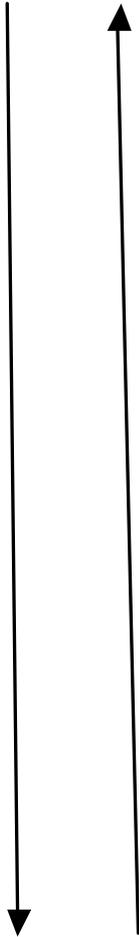
- Character and Citizenship Education (CCE) is the fundamental focus to realize the desired outcomes of education
- Learning outcomes are described as **soft outcomes**, and skills as soft skills that contains citizenship attributes
- **Person-centred** as a balance towards **nation-centred** citizenship education
- CCE is a platform; undergirding the curriculum, unifying domains rather than subject, programme, & message specific
- *Singapore 21*: Feeling passionately about Singapore, and be active citizens: making the difference.



Nation Oriented

Global Oriented

Top down:
Planned Curriculum



Nationalistic
Ideological
Didactic
Inculcating
Persuasive
Expository
Content-based
Exam-oriented
Conservative

International and
universal practices
Promoting democracy
Rationalistic
Dialogic
Participatory
Critical thinking
Progressive

Political neutral/
Depoliticized
Respect
Community-
service
National identity
Personal identity

Experiential
Reflective
Action
Relevant to daily life
Affective
Aesthetic
Resistance
Constructivist

Bottom up:
Implemented Curriculum

Person Oriented



TOTAL CURRICULUM APPROACH

- National Education + Character and Citizenship Education + c2015, building upon Singapore 21 and TSLN + 21st Century development agenda + whole school approach
- **A total package of CCE:** individual → organisation → policy → the whole nation's development direction
- **A total package of:**
- Person-oriented, societal-oriented, nation-oriented, and global oriented + a faith in future-oriented citizenship



SIGNIFICANCE OF THE TOTAL CURRICULUM APPROACH

- IEA Civic Education Study: 1999, 2009
- Citizenship Education as Independent Subject or taught across the curriculum?
- 50 : 50 = no consensus
- Problems with independent subject:
 - Being required to talk about civic and moral issues
 - Problems for the assigned teachers
 - Easier to teach the knowledge rather than the moral issues
- Values Across the Curriculum
 - Education is value laden
 - We teach values, whether we are aware of it.



EDUCATION THEORY

- Education = values education
 - Tomlinson & Qinton: Values across the curriculum
 - John White: *The Good Life*
- Education = citizenship education
 - Richard Peters: The Educated Person (Transformation criteria)
 - Crick & Porter, Patricia White: Education for citizenship



CURRICULUM THEORY

Definitions of Curriculum:

- A.V. Kelly: Total Curriculum –
 - We need to see the curriculum in totality, not just content, product, knowledge or process
- Lee: Curriculum concepts vary
 - Organisation of study
 - Learning orientations
 - School operations – school ethos
 - Co-curriculum activities increasingly become part of the curriculum
 - Learning requires integration rather than compartmentalisation



MOVING FORWARD: FROM THE THINKING PHASE TO THE LEARNING PHASE

- **Future-oriented citizenship education** demonstrates foresight in seeing the future as change, acknowledging uncertainty but facing it, showing self-confidence in the government, showing trust in the people when inviting active participation, showing invitation to co-construct the future collectively – Congratulations, Celebration
- To make it work, it's important to let teachers know we need a different teaching approach:
- Instead of, or in addition to, *teaching*, we invite the students to *learn together, explore together, and build the future together*.



- The whole nation will embark on a learning journey for the future, but confident that by doing so, we learn for the better, and build for the better. It requires not only all teachers to teach, but school echoes to embrace it, with the nation's development direction in mind.
- Lots of work has been done on the Thinking part of the TSLN, e.g. criticality, creativity, rationality.
- We can further explore on the **Learning part of the TSLN**: what counts as learning, learning to learn, how to build knowledge in the process of learning, and how to translate and disseminate good learning for nation-wide and international benefit.



NIE-MOE: WE WILL WORK TOGETHER FOR A BETTER FUTURE

- NIE Projects related to CCE:
 - Lee, Sim & Koh: Enhance teacher capacity
 - Ho & Alviar: Diversity and multi-cultural education
 - Sim & Alviar: Student perception of citizenship
 - Chee: State-craft (governance & citizenship)
 - Ee, Zhou & Wong: Social emotions learning
 - Khoo: Cyberwellness
 - Hung, Lim & Kim: CCA, Informal learning
 - Chia, Mukherjee & Wong: PE, CCA & CCE
 - Stankov, Morony & Lee: Non-cognitive skills/self-confidence
 - Zhang: Student's motivation, efficacy, self-regulation and language learning



THANK YOU

