

Citizenship education in contemporary England

A socio-pedagogical study

Summary

Citizenship education in contemporary England: a socio-pedagogical study corresponds logically with the author's research interests, which can be located in the fields of comparative education and the sociology of education. The author points to Luckman's and Berger's social construction of reality. Thus, the problem of citizenship education is not developed from an 'ideal' reality, but it is always analysed in the social, cultural, political and economic context. Citizenship is explored as dynamic and changing concept within time and space.

The book is an interdisciplinary study, where the problem of citizenship and citizenship education are explored in different contexts – educational, sociological and political. It also includes different socio-political and cultural examples of citizenship education in England.

The first part of the book explores key ideas and issues within local, national and global dimensions. The author analyses the contemporary problems of citizenship education in general socio-political and cultural processes, including the crisis of the nation state, nationalism, globalization, multiculturalism, identity, technology, consumption and the culture of fear. D. Hejwosz-Gromkowska argues that citizenship and citizenship education are dynamic and changing notions.

The second part of the book explores the problems and issues of citizenship education in England. Although the issues presented refer to the changes in educational policy in the field of citizenship education after 2002, the historical background of citizenship discourse is explored. The author analyses education policy, including the key documents on citizenship education i.e. the Crick Report, Ajebo Report and National Curriculum. Moreover, cultural references are also explored, including the role of popular culture in citizenship education i.e. James Bond, English soccer, Britpop or Cool Britannia. The author also argues that history education and religious education in English schools play a supporting role in citizenship education. She explores the relationship between history, religious education and citizenship education.

The author argues that citizenship education seems to be a complex problem and challenging issue in the contemporary world, and points out that there are many different and conflicting points of view and ideas about its future. On the one hand, social changes bring about the diffusion of power in citizenship education, while on the other, the school system's attempts at exercising control are observed. The aims and scope of citizenship education are also dynamic, fluid and changing. The case of England shows that the debate on the aims of citizenship education seems to be negotiated and different, often conflicting, proposals are put forward by divergent ideological and political options. The ongoing debate on issues and problems of citizenship education reveals the validity of the thesis about the 'discursive fight' over the 'right' model and policy for citizenship education. Ultimately, the author asserts that contemporary citizenship education is a vital part of educational policy in the Western countries, including England.