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The provision of citizenship education through NGOs: Case studies from England and South Korea

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RESEARCH DEGREE ABSTRACTS

The provision of citizenship education through NGOs: Case studies from England and South Korea

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This study examines the role of Non-Governmental Organizations (NGOs) in the provision of citizenship education in England and South Korea. The practice of citizenship education is investigated through comparing four NGOs, and the gap between formal education and less-formal education is explored. The four NGOs in this research are Community Service Volunteers (CSV) in England, UNICEF in England, YMCA in Korea and Young Korean Academy (YKA) in Korea.

The literature and theoretical review provides a relevant conceptual understanding of informal learning and non-formal education, in relation to the role of NGOs in delivering citizenship education. The key concepts are identified as democracy, civil society, civic republicanism and citizenship education.

In order to explore the implantation of citizenship education and the role of NGOs, in-depth case studies were carried out using interviews, observations, and documentary analysis according to Crick's three strands of citizenship education: social and moral responsibility, community involvement and political literacy. Participants included children, teachers and NGO staff. The study contributes to the methodology of comparative studies between the UK and South Korea by defining concepts in a way that is common in the two settings, and developing culturally relevant approaches that provide comparable data from the two settings.

The research identifies the aims and the practice of citizenship education both in schools and NGOs, and finds that there are common notions of citizenship education. However, this research finds that none of the NGOs in this research would fully meet the requirements of Crick's three strands, or has equal balance between them. Issues in the delivery of NGOs' citizenship education were also explored. The study argues that the NGOs as citizenship education providers have different roles in delivering such education and these roles need to be acknowledged in citizenship education policy. The crucial aspects identified are that NGOs play a

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key role in connectivity between schools and community, and that non-formal settings are a significant but important influence on the development of citizenship among young people.

The study proposes that more research is necessary to understand the connectivity role of NGOs in the future development of citizenship education within a global citizenship education framework. Finally the study argues that citizenship education should be developed beyond Crick's three strands and should help citizens to show concerns for cultural diversity and to respect others. NGOs should be able to provide citizenship education to meet social needs by offering their particular strengths.

Reference

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The geography of Europe in the school textbooks of European countries

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The dissertation looks first at the treatment of the geography of Europe in the textbooks of various European countries and then turns to a search for a fundamental approach for textbooks which will be most accessible to Slovene high school students. However, before the research could approach these questions, it was necessary to resolve a range of theoretical dilemmas. The first chapter is thus devoted to a theory of (geography) instruction and of the (geography) textbook. Next, a comprehensive review of the development of, first, 'scientific' regional geography, followed by regional geography as taught in schools, both abroad and in Slovenia is provided. The applied part of the research begins with an outline of the system of geographical sciences and fundamental approaches from the standpoint of the internal organization of teaching materials in textbooks, followed by a comparative analysis of 63 textbooks with a specific treatment of Europe from 35 European countries. It included a survey covering 1387 pupils from 19 schools and 63 teachers. The research discovered significant differences between lower and higher age groups as well as among textbooks from the western, central, and eastern parts of Europe. Using a new method of evaluation of simulation of textbook approaches, it was found that Slovene secondary school (Gymnasium) students and teachers preferred a combined regional approach, according to regions and countries and their central problems. From a strictly didactic view this regional approach could be characterized as thematic geography organized within a regional framework. The study concludes with a proposal for topics which could be included in a new Slovene textbook for the geography of Europe.

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Policy and practice in guidance and counselling in secondary schools in Kenya

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This thesis explores the policy and practice of the secondary school guidance and counselling programme in Kenya. The study was conducted in three stages beginning with an initial survey followed by case studies. During the third stage of the study, discussions were held with various stakeholders including a focus group discussion with students. The theoretical framework for the study is based on prismatic society (Riggs, 1964; Harber & Davies, 1997), and Fullan's (2001) model of educational change, using the person-centred counselling approach as the background to counselling. Findings suggest that despite the emphasis on guidance and counselling in schools, the provision of guidance and counselling services is highly variable and somewhat fragmented in scope largely depending on individual schools. The main implication of the study is the need for a more comprehensive guidance and counselling policy in this increasingly important area of education. These relate to the appointment of counsellors, professional issues including a code of conduct for counsellors and the need for a more comprehensive programme that is learner friendly.

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