



Review of the Book:

**Kerry J. Kennedy and Andreas Brunold (Ed.)
2016. Regional context and citizenship
education in Europe and Asia, London:
Routledge, ISBN: 1138908150, 184 pp., £100.00**

citizenship', such as civil, political and social rights (p. 14). Following the discussion of the nature of citizenship, Davies analyses citizenship education in the UK that can be seen as a mixture of civic republican and liberal perspectives and also further explains the appearance of citizenship education in the National Curriculum regarding the unseen issue of politics of curriculum policy making. To be specific, the politics of curriculum policy making directly touch on the notion of economic downturn and low level of political engagement among young people. As can be known, these inner and outer factors brought about the advanced discussion concerning which forms of citizenship education is required for the young people and how government evaluate the effectiveness of citizenship curriculum.

Chapter 3 by Nataša Ondrušková deals with the question about how Slovak Republic created a new face of citizenship and the transformation of democratic system in response to the context of European integration. Ondrušková critically points out the theoretical problems of citizenship education that linked the principles of plurality and European civilization to the operation of the educational system. Ondrušková stressed that the purpose of education process is to 'prepare an individual for a life with both moral and professional dimensions in a society' (p.31). To cut the chase, Ondrušková compared the differences between citizenship education and civic education in relation to educational meaning and teaching practice. Generally speaking, the former (including historical, geographical and social knowledge entities) is broader than the latter in understanding 'the past and present social realities from regional, European and global perspectives' (p. 35). However, civic education in Slovak Republic centers more on the reciprocal relations between citizen and society. The primary purpose of civic curriculum and assessment is to educate students to be an 'independent and responsible citizen' who actively participated in multi-dimensional civic life (p. 36). Last but not the least, 'European education' and 'global education' are also carefully considered and extensively discussed in the context of citizenship education due to the fact that students in Slovak Republic are faced with inescapable challenges of new identity construction of 'European citizenship' and the mushrooming development of 'globalized economy' (pp. 37-38).

Chapter 4 by Eugeniusz Switala moves on to discuss how Polish citizenship education catered to national, regional and global citizenship. The purpose of civic education was to build social equality and socialist society during the era of Republic of Poland and,

This book primarily focuses on the development of citizenship education in the EU and ASEAN regions. It is divided into two main parts according to geographical locations. In the EU part, the authors examine in separate chapters the well-developed regionalism in European countries. The ASEAN part, contrarily, points to the ideal of developing a regional dimension in citizenship education through a comparative research in different Asian countries. Overall, this book is a useful tool to understand regional experience in citizenship education in different parts of the globe where there are different histories and values between the two continents. However, limited by the fundamentally different contexts between the EU and ASEAN, structured comparisons between the two continents are not included. That said, this book does very interestingly illuminate some common themes in citizenship education in the EU and ASEAN. These will be discussed below.

In part one, the authors center their discussions on the development of citizenship education in five European countries, including the United Kingdom, Slovak Republic, Poland, Germany and Spain. Chapter 2 by Ian Davies discusses the development of citizenship education in the UK with reference to the ideological debate between the 'civic republican' and the 'liberal'. The notion of citizenship education can be rightly traced back to the debate of citizenship which is largely influenced, as argued by Davies, by 'Marshall's mapping of

subsequently, at the end of twentieth century, the purpose was directed to deal with 'the reality of a modern democratic society and state building (p. 40)'. Civic education in Poland can be implemented in and out of school practice, both of which complemented each other (p. 40). In terms of formal education setting, the civic education as a subject in 1998 was taught in primary school level, lower secondary school level and secondary school level. The aim in the primary level is to stress the importance of 'possibility of influencing the events in the immediate surrounding by active participation in civic life' (p. 41). The lower secondary and secondary levels surround the issue of national (such as Polish political, social, cultural, economic and legal system), regional (such as the integration of Poland into EU) and global citizenship (such as international orders and the problems of the contemporary world). When it comes to non-formal civic education, some programs are designed by non-government organizations to assist children in developing skills, comprising self-reliance, responsibility, decision making and collaborative team work (p. 47). At last, Switala suggests a stratified layer of module for civic education in Poland, which assumes that different levels of school stage shall be taught different citizenship issues (from practical life experience to categorical knowledge), such as regional issues at the primary school stage, national issues at the primary school stage and global issues at the secondary school stage (pp. 49-51).

Chapter 5 by Georg Weisseno introduces how political didactics and political education can be taught in German schools. Weisseno fairly elaborates on the beginning of political didactics and political didactics professionalization. This transformation sparks a legitimate debate between the apolitical social (the early stage) education and political education (professionalisation stage). Finally, the agreement was reached based upon the making of 'Beutelsbach Consensus', including (i) prohibition against overwhelming the pupils, (ii) treating controversial subject as controversial and (iii) giving weight to the personal interest of pupils (p. 57). The political didactics is related to the development of normative idea, and three kinds of issues are further discussed in political education, embracing moral education, democracy and social constructivism. Weisseno also analyses the theoretical as well as empirical approach to political competence in parallel with political education. In short, Weisseno explains the scientific underpinning of Detjen et al's political competence model, including political judgement, capacity for political action, political knowledge and attitude and motivation. The development of political didactics and political education in German shed light on the association between academic debate and teaching practice with 'its theoretical work on wide-ranging competence model and empirical research'(p. 65).

Chapter 6 by Maria Puig and Juan Antonio Morales reviews the development of citizenship education in Spain. It focuses on the topics of European reference framework, the framework of education laws, citizenship education approach and empirical perspectives of

teachers. Puig and Morales argue that 'citizenship education in Europe was playing a key role in the formation of lifelong learning policy' (p.69). The key competences for lifelong learning confirmed by European Parliament can be seen as transferrable knowledge, attitude and skills in personal development and employment of individuals. Puig and Morales map out the landscape of educational framework on the basis of three kinds of law making and, in particular, the 'Organic Law of Education' (Ley Organica de Educacion; LOE) which firstly incorporated citizenship education into different levels of education system, such as the subject title of 'education for citizenship' and human rights in elementary and secondary education and 'ethical and civic education' as well as 'philosophy and citizenship' in baccalaureate (p. 71). Puig and Morales examine the empirical survey of teacher's perspective by educational centers and conclude that the notion of organizational model is suitable for the development of citizenship education in Spain. This model which based on democratic values also explains why schools could be seen as an ideal place to teach citizenship education because there are advantages in the learning process, including 'using dialogue to solve conflicts, connection between theory and reality to understand their roles, working in a group and class participation'(p.80).

In part two, the chapters on ASEAN focus on a project which aimed at evaluating the current state of citizenship education in different countries whereby the authors propose a conceptual framework that could guide the future of citizenship education in ASEAN countries. In chapter 7, Toshifumi Hirata, the representative of the research project, first defines citizens and citizenship education, which include five important issues including cross-cultural understanding, environment, war and peace, human rights and development problems. Results of several surveys are discussed. The first is a questionnaire survey involving students which analyses their study of citizenship in three dimensions, namely knowledge and understanding, skills and abilities and values and attitudes. According to the survey results, Hirata proposes four learning models of citizenship education, for instance, the human rights learning model. The second Delphi survey evaluated the citizenship education at four levels, namely, local, national, global and universal levels, in Japan and Thailand. The third project was to reconstruct the educational framework of the previous two studies to include the regional aspect of citizenship education.

Chapter 8 by Megumi Shibuya expands the discussion of the third project. She suggests that the framework to study citizenship for ASEAN countries in a global age was multi-faceted, multi-layered and multi-dimensional. By being multi-faceted it refers to the three-dimensional framework introduced in the previous chapter to analyze educational policies and curricular of different countries. Multi-layered is defined as the various parallel levels of understanding citizenship in a globalizing world, including individual, local community level, nation state level, regional level and world level. Multi-dimensional

citizenship, finally, 'has four key dimensions, namely, personal, social, spatial, temporal' (p.113).

Chapter 9 by Sunate Kampeeraparb and Koro Suzuki elicits the formation of the concept of 'ASEAN community', which was proposed in 1997, and its basic principles. ASEAN community emphasized the importance of regional cooperation in terms of economics, politics and security, culture, etc. The ASEAN charter in 2008 formalized the concept and provided the legal status and institutional framework for countries to follow. One of the most important institutions related to citizenship education was the ASEAN Socio-cultural community (ASCC). It promoted a sense of community through cultural heritage preservation, cultural creativity and engagement with the community. Thus, Kampeeraparb and Suzuki argue that the term 'ASEANness', which has neither been used in the ASEAN charter nor in the roadmap for the ASEAN community, is on its emergence for ASEAN citizens to develop their own identity and characters. They also recognized the significant role of citizenship education in contributing to the development of this sense of belonging to the ASEAN community.

In chapter 10, Minoru Morishita analyzes the results of the student questionnaire that is introduced in chapter 7. The questionnaire comprised two parts. While part one asked about citizenship according to the conceptual framework mentioned above, part two focused on the knowledge and attitudes towards the ASEAN. In general, students were still more inclined to identify with their respective countries of ASEAN, rather than with a region. In particular, most students still believed the importance of learning national history, tradition and culture. Most students also shared the moral conduct and pride as a nation. On the contrary, they did not share the same level of knowledge and understanding in relation to the ASEAN as an international organization and other ASEAN member states. Although they understood the benefits of ASEAN for their respective countries and for them personally, they did not have the pride as a member state of ASEAN. Thus, in short, compared to the EU, the nation-states in ASEAN retained much more control over their national identity. In other words, the emergence of the region in citizenship education in ASEAN does not erode the identity of each member state.

The last chapter in this section demonstrates a case study of citizenship education in Thailand. Apart from conducting surveys similar to the comparative study discussed in the previous chapters, the authors also introduce the concept of 'ASEAN literacy', which is defined as 'the capacity of a person to utilize his/ her broad understanding in interpreting how he/she and other ASEAN members can influence and relate to each other...and support each other to contribute to a prosperous and peaceful community in the region' (p. 149). The survey results raised questions about the state of ASEAN literacy in Thailand, where students only focused on obtaining general knowledge of ASEAN countries. The authors argue that citizenship education in Thailand should focus on encouraging students' awareness and

understanding of the ASEAN aims and mission and equipping them with the knowledge and skills necessary to respond with actions.

To be critical and reflexive, this book structure clearly separates the two parts to discuss the development of citizenship education policy and civic curriculum in the context of Asia and Europe respectively where the nature of citizenship is situated and embedded. Each chapter contextualizes and reconceptualizes the evolution and transformation of citizenship education and civic curriculum. It is worth to mention that the common characteristics in each chapter not only illustrate the origins and development of citizenship education, but also justifies well how citizenship education can be carried out based upon either the discourses of political debate or evidence of scientific surveys. However, this book was limited by the absence of the 'cross-country' and 'cross-region' comparisons in the different dimensions of citizenship education. To be specific, it purely sets out the contexts, policies and implementation of citizenship education without actually dipping into comparison through various perspectives. Future comparative exploration could further sharpen the meso (cross-country) and macro (cross-region) levels of perspectives of citizenship education in the regional and global context. Moreover, in terms of analytical approach, both parts of the book shed considerable light on how citizenship education of each state, to some extent, corresponds with the developmental needs of regionalism and globalism rather than on the exploration of how it is possible for national citizenship policy to have the potential capacity to resist against 'the crisis of globalized homogeneity' and 'over-emphasis of pervasive economism'.

Ming-Lun Chung

Doctoral Candidate at the University of Sheffield

Email: s898000335@gmail.com

Adrian Chiu

Master Graduate at the School of Oriental and African Studies, University of London

Email: adrianchiuuk@gmail.com

