

THE POSSIBILITY OF CITIZENSHIP
EDUCATION IN JAPAN:

A CASE STUDY OF THE UNITED KINGDOM
AND THE UNITED STATES

220052

Haruka OKAJIMA



Background

- Japanese curriculum guidelines are established to maintain educational standards
- In the 2017 version from MEXT
 1. think and act independently
 2. citizenship education and consumer education

Theme

→ explore education that contributes to fostering these abilities

I set “**citizenship education**” as the theme of this thesis

Research questions

Q 1 What is the situation of citizenship education in the UK and the USA

- **The UK**...the birthplace of citizenship education
- **The USA**...emphasizes knowledge in social studies

Q2 How can we introduce citizenship education in Japan

What is Citizenship Education?

- Citizenship education aims to foster “active and engaged citizens who voluntarily act to improve society”
- Introduced in the UK in 2002.
- Before the introduction, an advisory committee led by Bernard Crick was established.

Current Citizenship Education in the UK

- There is a dedicated national citizen course, but not unified
- Has regulations: the government publishes the curriculum
- Implementation varies from school to school
- Emphasise practical knowledge



Current Citizenship Education in the USA

- Civic education is in public schools
- Has a dedicated course but it is based on states
→ not nationally unified
- Regulations and content are decided by states
- Knowledge focused on political
→ Lacks practical knowledge

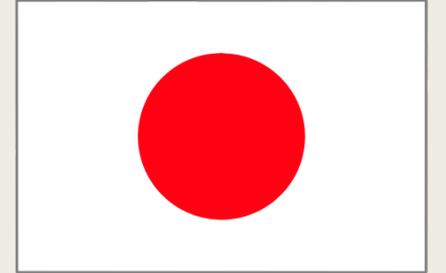


-
-
-



Current Citizenship Education in Japan

- No unified specific class
→ lack of nationally unified course



- Localized curriculum → lack of oversight and regulations

- Moral Education classes focus on individual responses
→ lack of practical knowledge
as the USA



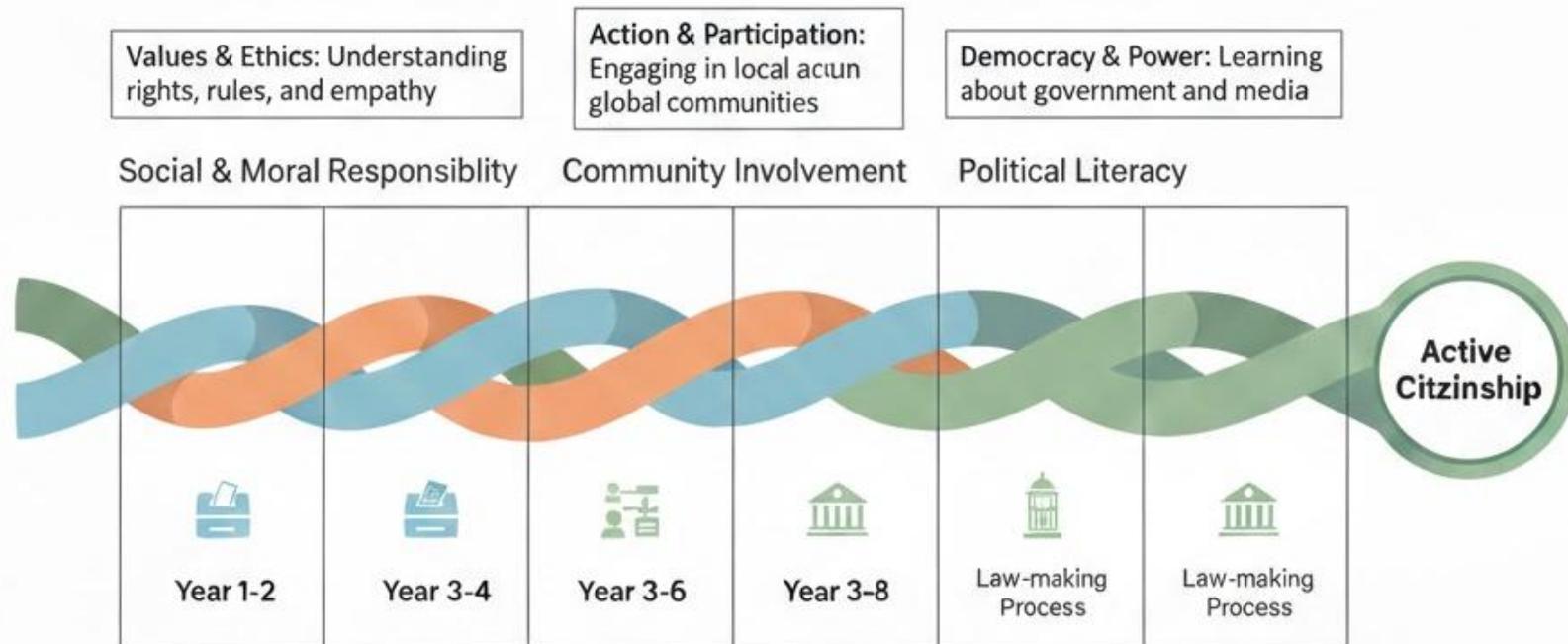
■ Current Japanese curriculum

- Goal and contents are strictly regulated
- Lacks teachers ownership

→ Introduce **Strand Form**

- Introduced in the UK and the USA
- Goal and contents are not combined by curriculum
- Teachers can arrange their course

Picture of strand form



Strand-Based Curriculum: Weaving together core themes for continuous progression

Effectiveness of strand form

- Teachers can arrange content based on the goal they choose
 - Teacher-Created Materials: Customization
 - They can arrange courses based on learners' interests
 - Focuses on practical knowledge
- Increasing practical knowledge leads to enhancing learners' citizenship skills

Examples for strand form

- Change the form of the curriculum of...
 - moral education
 - special activities
 - period for inquiry-based cross-disciplinary study

to strand form

Reform for English classes

<What>

- Introduce **Global Citizenship Education** in the English course
 - ↳ framework that explores how education can make the world more peaceful, inclusive, secure, and sustainable

<Why>

It helps students acquire ...

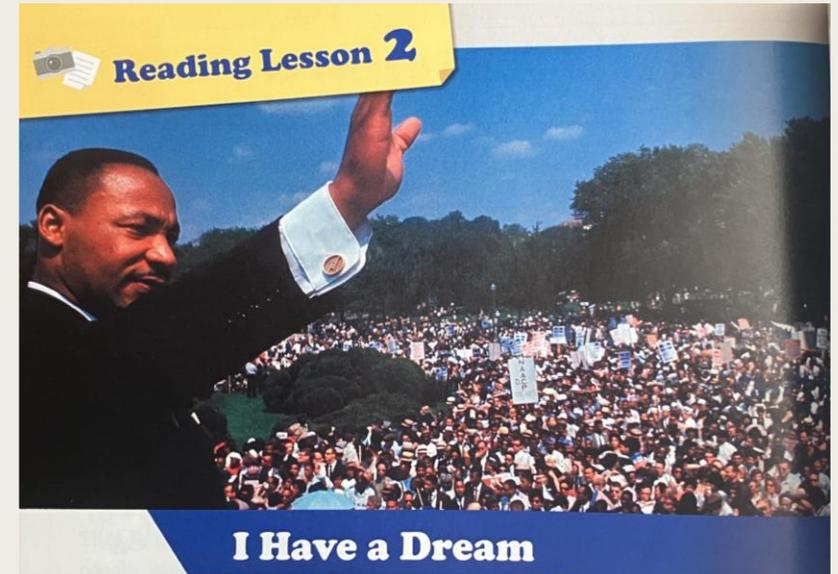
- problem-finding skills
- critical thinking skills

Examples of reforms

- Integrate **CLIL** into English course to introduce GCED
 - **CLIL** : Combining theme learning with foreign language study
- Enhances learners' communication competence and cultural awareness.

Examples of reforms

- In English textbooks, there are a lot of content related to GCED
- Teachers should...
 - choose which parts they use to introduce CLIL
 - create questions which arouse students' interest



(工藤洋路, New CROWN English Series 3, 78)

Conclusion

- **Perspective of Curriculum**

The curriculum structure of Integrated Studies, Special Activities, and Moral Education should be changed to make them more flexible.

- **Perspective of English Classes**

Should introduce CLIL to acquire the skills of GCED.