

Citizenship Education for a Sustainable Society: Curriculum Development and Brexit in the United Kingdom

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ABSTRACT

Before 1998, England already had the idea of citizenship education, but it received little attention from the government and schools. After 1998, citizenship education experienced a revival. In England, we refer to citizenship education as "Citizenship Education," a curriculum that emphasizes citizenship knowledge, civic society, and the development of values, skills, and understanding to form a citizenship identity. England categorizes the citizenship education curriculum into two categories: compulsory citizenship education at secondary education levels 3 and 4, and non-compulsory citizenship education at elementary education levels 1 and 2, both of which are cross-curricular. The field of citizenship education covers three dimensions, namely the dimensions of social and moral responsibility, community involvement, and political literacy. Kerr's concept incorporates the English citizenship education curriculum into a comprehensive continuum of citizenship education, which includes an education for citizenship approach and a citizenship education paradigm based on republican citizenship theory. In relation to Britain Exit (Brexit), Brexit has the potential to have implications for changes or development of the citizenship education curriculum in England.

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1. INTRODUCTION

At the turn of the 21st century, England introduced a new subject of citizenship to the school curriculum (Capel et al., 2022). Governments have used citizenship education to foster loyalty to a nation-state since the 19th century, during the height of nation-building and state formation (Kubow, 1997). Throughout the world, citizenship education necessitates that students acquire knowledge about and identify with a specific nation that is of greater importance than all others. The curriculum or program of study frequently encompasses the recognition of the alignment of nation with territory, the veneration of a national constitution, and the reverence of national symbols such as flags and anthems (Lekitlane, 2023; Lim, 2024).

In line with the description above, the results of Kerr's study (Kerr, 1999) in 16 countries highlighted civic education as an important topic, a new century approach, and an urgent consideration for many countries to prepare young citizens to fulfill their roles and responsibilities. In this instance, we formulate civic education from two perspectives: firstly, it encompasses the broad process of equipping the younger generation to assume their civic roles and responsibilities, and secondly, it focuses on the role of education, including schooling, teaching, and learning, in preparing these citizens. This is useful for addressing global challenges related to pluralism, multiculturalism, ethnic heritage, culture and diversity, tolerance, social cohesion, individual rights, social justice, national identity and awareness, and freedom.

In reality, the development of citizenship and civic education in various countries has witnessed quite dynamic developments. The social and political shifts in several countries have led to the emergence of various studies on the comprehensive development of citizenship and civic education. This is because the meaning of citizenship will always change according to regime and political, social, and cultural changes that occur in the country (Sassen, 2012; Staeheli, 2003). We can view civic education from various perspectives because several contextual factors, including historical traditions, geographical location, socio-political structure, economic system, and globalisation trends, influence its development. These structural factors will influence the nature of a number of structural organisations and government systems in each country.

The social, political, economic, and ideological context of a country inherently shapes civic education. As a result, the concept of citizenship is often vulnerable to political indoctrination and the ideological impositions of each country. In this context, Cogan and Dericot (2014; 1996) recommends that future civic education policies should be based on a multidimensional citizenship conception, a concept that aligns with the needs and desires of the 21st century population.

To put it another way, the goal of developing a multidimensional citizenship concept should guide all aspects of education, including curriculum, learning, government, educational organizations, and school community networks. Therefore, in this case, civic education in schools has a strategic role in preparing the multidimensional skills of young citizens to actively participate in community life.

One of the concepts in the civic education curriculum in England emphasizes the urgency of schools in developing civic education. As is well known, the evolution of the civic education curriculum in England can be attributed to the country's initial disregard for civic education as a democratic form of education. Therefore, the national curriculum for primary and secondary education levels does not include civics education as a compulsory subject (O'Connor & Faas, 2012).

The position of the Civics curriculum in England eventually underwent a change marked by the introduction of Civics as a national subject in English schools in August 2002. Civics became a compulsory subject in the junior secondary education curriculum in England, namely at level 3 (ages 11-14 years) and level 4 (ages 14-16 years) (Annette & McLaughlin, 2005, 1992). At elementary education levels 1 and 2, civics is not a compulsory subject, but it integrates with personal, social, and health education. The compulsory subject of civics not only aims to develop skills and transfer knowledge, but also aims to influence citizens' values and actions (Pike, 2007).

One of the factors underlying the paradigm shift of citizenship education in England was the publication of the Final Report of the Advisory Group on Citizenship on September 22, 1998, also known as the Crick Report, entitled Education for Citizenship and the Teaching of Democracy in Schools. The document was the result of a critical review by the Labour Party, which began to worry about the phenomenon that threatened the British democratic system. One of the findings from The British Election Study, published in the Final Report of the Advisory Group on Citizenship on September 22 (Moorse, 2020), indicated that up to 25% of citizens aged 18-24 years expressed their intention to not participate in the 1972 general election. In 1977, the percentage continued to rise, reaching 32%. In 1977, the A MORI survey yielded data revealing that 28% of citizens would abstain from voting, 55% expressed a lack of interest and a desire to avoid disruption, 17% expressed a lack of belief in politics, and 10% expressed no belief at all. The results of this study indicate that the participation and understanding of young people towards politics is very worrying, so the British government emphasises that schools must have a coherent and important civic education program (Johnson & Morris, 2012).

In addition to the Civic Education curriculum, the recent Brexit referendum in England is a noteworthy development. On June 23, 2016, the British government, or the United Kingdom, successfully held a referendum in four regions of the United Kingdom: England, Wales, Scotland, and Northern Ireland. The results of the referendum showed that 52% of British citizens chose to leave the European Union, and the remaining 48% of citizens chose to remain in the European Union (Curtice, 2016, 2017). The results of the referendum decision will certainly affect economic, political, social, cultural, and even educational aspects. The Brexit referendum could potentially impact the civic education curriculum, given that contextual factors like historical traditions, geographical location, socio-political structure, economic systems, and globalisation trends influence civic education.

Based on the description above, the author is interested in studying the development of the civic education curriculum in England and the implications of Britain Exit (Brexit) on the development of civic education in England. The rationale behind the author's selection of this topic stems from England's lengthy history of civic education development, culminating in the publication of the Final Report of the Advisory Group on Citizenship on September 22, 1998, also known as the Crick Report 1998, which is considered the "master of ideas" for the civic education curriculum in England (Osler, 2000). Another rationale is that England was one of the first countries of immigrant origin to establish the United States and develop ideas about "civic education" there. However, until 1996, England only began to recognize the importance of systemic democratic education in its country (Osler & Starkey, 2006). Furthermore, England is the only country that implements a cross-curricular civic education curriculum, which sets it apart from other countries. What's even more intriguing is that England recently made history by becoming the only country to decide to leave the European Union through the Brexit referendum, making this a truly fascinating topic to study.

The review above suggests a thorough investigation to gain a comprehensive understanding of the impact of Brexit on the evolution of citizenship education in England. Therefore, in this article's discussion, the author will concentrate on the evolution of civic education in the UK, addressing several key topics, including: What is the history of civic education in the UK? What is the background to the UK's development of civic education? How is the UK's civic education curriculum designed? What are the possible implications of Britain Exit (Brexit) for the UK civic education curriculum?

2. METHOD

The research in question employs a qualitative method with a descriptive approach, using books and journal articles as data sources (Aliyah, 2020). The methodology involves qualitative research with a literature review approach (Aliyah, 2020). This is consistent with the study, which explains and describes the impact of Brexit on the UK Citizenship Education curriculum. In addition, this research method is expected to be able to describe the phenomenon of Brexit implications on curriculum development in the UK using a qualitative method with a descriptive approach in this study.

Furthermore, this study employs a qualitative approach to examine the impact of Brexit on the development of the Citizenship Education curriculum in the UK, incorporating a comprehensive literature review from diverse sources like books and national and international research journals (Nursanti, 2023). This reinforces the qualitative character of the ongoing research. This study will follow a qualitative methodology with a descriptive approach, referring to a literature review of books and journal articles as the main data sources, in line with established practices in educational research.

3. RESULTS AND DISCUSSION

3.1. History of Citizenship Education in UK

Historically, one cannot separate the birth of civic education in England from the long history associated with the British Empire. Derricot's research (1996) reveals that experts have been covering the history of civic education thinking in Great Britain for 50 years, with the government or officially formed associations initiating the process. In the 1930s, advocacy for civic education in schools called on schools to combat the rise of fascism in Germany. In 1949, the government released "Citizens Growing Up" as a follow-up. The document encouraged the active role of schools in building society and government to have obligations and responsibilities as beneficial citizens. In its journey, the "Citizens Growing Up" document was unable to have a major impact on schools in the British Empire (Fergus O'sullivan, 2014). Legislation governing the curriculum does not support the document. In addition, schools and the British Empire strongly reject any changes. Thus, there are no significant changes to the civic education program.

After 20 years, several experts developed political education programs from 1974 to the period before the birth of the 1988 education reform law. The law aimed to shift the focus of teaching and learning about political life from political knowledge to political skills or intelligence (political literacy) through discussion, debate, problem solving, and simulation. The Inspectorate of His Majesty noticed the political education program, leading to the inclusion of a political intelligence-focused approach in the 1977 secondary school curriculum review. Furthermore, in the 1980s, the inspectorate issued discussion documents that provided a structure and framework of power for learning traditional curriculum subjects from the age of 5 to 16 years (Heater, 2001).

As the 1990s approached, the official body of the British Empire released two reports: the Speaker's Commission on Citizenship, which encouraged citizenship, and the National Curriculum Council, which focused on education for citizens. The development of Encouraging Citizenship stemmed from a survey on citizenship in schools and research on young people's views, which revealed that the term citizenship is often vague. During its preparation, the Speakers Commission faced challenges in defining the term "citizenship" to align with Marshall's definition of civil, political, and social society.

At this level, the National Curriculum Council Education for Citizenship (NCC) document was finally published, followed by the formation of the Education Reform Act of 1988 for ages 5-16. The NCC serves as a legislative body that advises the Secretary of State for Education on the implementation of the national curriculum (Keast & Craft, 2009; Maw, 1993). The implications of this document have an impact on the national curriculum, which includes three core subjects, namely English, mathematics, science, and seven basic subjects, namely history, geography, technology, music, physical education, art, and modern foreign languages. The document also encompasses aspects such as multicultural education, gender issues, and special educational needs. Thus, citizenship education should be a cross-curricular theme for students aged 5 to 16 years (I. Davies & Chong, 2016; Heater, 2001).

Tabel 1. The main components of citizenship education are based on documents
National Curriculum Council Education for Citizenship

Three Broad Areas	Five Contexts of Everyday Citizenship
The nature of society	Family
Roles and relationships in a pluralist society	Citizens and the law
Obligations, responsibilities, and rights of citizenship	Work, employment, and leisure
Public democratic activities	

Sumber: (J. Cogan & Derricott, 2014; J. J. Cogan & Derricott, 1996)

We can conclude from the above-described history of civic education development in England that the idea of civic education has been emerging for a long time. However, due to the strong role of the British government in controlling the curriculum and the apathetic attitude of schools, the idea stagnated. Hodgson noted that the National Curriculum initially introduced the idea of citizenship in England as a cross-curricular theme in 1990, but schools largely ignored this (Hodgson, 2008a, 2008b).

The description above identifies two periods in the history of civic education in England: before 1998 and after 1998. Several documents supported the emergence of civic education in the period before 1998, but the government and schools failed to address its urgency. The publication of the Final Report of the Advisory Group on Citizenship in the post-1998 period marked a revival of civic education, leading to its inclusion as a compulsory subject in the junior secondary education curriculum in England in 2002. Therefore, we can conclude that historical factors and the socio-political structure of the British government inextricably influence and underpin the civic education curriculum in England (Kiwani, 2007, 2008).

3.2. Citizenship Education Curriculum Design in UK

According to Kerr (1999, 2011), the survival of civic education in schools and beyond requires addressing four key challenges: curriculum, community, professional development, and transformative challenges. In this context, one of the challenges of civic education is the curriculum, which plays a strategic role in relation to materials, frameworks, tools, strategies, methods, materials, and anything else that aims to achieve an effective and efficient learning process. Therefore, the learning design of the curriculum should focus on cognitive processes, self-actualization, technology, academic rationality, social reconstruction, and a blend of various orientations (Law, 2014; Wing, 2011)

British Civic Education has three interrelated elements in the curriculum: knowledge and understanding of being a citizen, developing skills in investigation and approach, and developing skills in participating and taking responsible action (Kerr et al., 2008). England uniquely organises the curriculum by applying civic education subjects in a cross-curriculum or cross-curricular model. The cross-curricular approach integrates civic education systemically into the entire curriculum structure through existing subjects, rather than standing out as a separate subject (Winataputra and Budimansyah, 2012: 29). In the learning process, schools are advised to dedicate 5 percent of the curriculum to cross-curricular subjects through the pastoral or tutorial system, extracurricular activities, or special events, special curriculum days, and school assemblies (Nelson & Kerr, 2006).

Tabel 3. Comparison of British Citizenship Education Curriculum Before and After 2002

Level	Before 2002	After 2002
(Basic education)	Cross curricular not mandatory	Not mandatory, Cross curricular. Civic education is integrated with personality, social and health education
(Middle education)	Not mandatory Cross curricular	Compulsory (at junior high school level), Cross curricular

Resoursec: McLaughlin, 2000: 541

Tabel 5. Scope of Civic Education in the Secondary Education Curriculum

Level 3 (11-14 years)	Level 4 (14-16 years)
1. The development of a democratic political system in the UK. 2. The operation of Parliament including voting, elections and the role of political parties. 3. Citizens' freedoms and rights 4. Norms, laws and the justice system, including the role of the police and their operation. 5. The role played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities. 6. The functions and uses of money, budgeting practices and risk management.	1. Parliamentary democracy and key elements of the UK constitution. 2. The different electoral systems in the UK and citizen participation in the electoral process of democratic parties. 3. Forms and systems of government, democratic and non-democratic. 4. Local, regional, international government, the UK's relationship with former European countries, the Commonwealth, the UN and more widely. 5. Human rights and international law. 6. The legal system in the UK and other sources of law. 7. The diversity of national, regional, religious and ethnic identities in the UK and the need for mutual respect and understanding. 8. How to actively participate. 9. Income and expenditure, credit and debt, insurance, savings and pensions, financial products and services.

Resource: Department for Education, 2013 Diakses dari:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239060/SECONDARY_national_curriculum_-_Citizenship.pdf

Looking at the tables above, it is clear that the organization of citizenship education in England is not mandatory at the elementary level and compulsory at the junior high school level. Meanwhile, the curriculum continues to incorporate citizenship education learning into other subjects, a practice known as cross-curricular integration. Kerr's concept of the citizenship education continuum integrates the English citizenship education curriculum into the maximum citizenship education continuum, emphasizing its focus on various societal elements, value orientation, student participation, and interactive processes within and beyond the classroom. The education for citizenship approach, in the meantime, equips students with knowledge, understanding, skills, and attitudes rooted in character values, enabling them to actively and wisely participate in their roles and responsibilities in the future.

In relation to the citizenship education paradigm, the English system typically employs the republican citizenship theory. This theory places emphasis on citizenship education by positioning society as the hub of political life, referred to as the public community, enabling each individual citizen to actively participate as a servant within the public community that upholds their rights. The objectives of British Citizenship Education, which strive to enhance public participation and comprehension of democracy, law, and human rights, and its focus on morality and social responsibility, community involvement, and community political literacy, clearly demonstrate this.

3.3. Implications of Britain Exit (Brexit) on the Citizenship Education Curriculum in UK

Davies (2016; 2015) stated that the economic downturn since 2008 and the change of government in 2010 from the Republican Labour Party government to a conservative coalition and in 2015 to a Conservative government more influenced by liberal ideas have caused several changes and characteristics of civic education in the UK. This experience demonstrates that economic factors and political structures have an impact on the identity of civic education.

In the context of Brexit, the outcome of the referendum will undoubtedly impact the UK's ideology, political system, education system, and even the field of civic education. As is well known, the ruling government in the UK initiated civic education in response to concerns about a growing civic deficit among young citizens who are beginning to show apathy towards the public interest. As a member state of the European Union, the UK is bound by several principles known as European nationalism. Therefore, the study of civic education in the UK also teaches values related to strengthening relations and brotherhood between European countries. These principles include human rights values, law, the Bologna agreement, European citizenship, and more.

Based on the above description, Keating & Keating (2009a, 2009b; 2009) outlines the European Union's approach to citizenship education in EU member states, which encompasses two key aspects. First, the fall of communism in Central and Eastern Europe has raised awareness among European policymakers about the importance of political education, as well as the reform of history and citizenship curricula in former European countries. Second, in the 1992 Maastricht Treaty, the European Union introduced official citizenship status for its member states' citizens. This inspired the

European Union to start the Education for Democratic Citizenship project to identify democratic citizenship values and skills.

Furthermore, Keating (2009b) explains that the European dimension has two implications for the development of citizenship education in EU member countries, including the UK. First, member countries can choose not to implement the European policy on citizenship education or teach a new policy on Europe that is more general regarding citizenship competencies. Although not forced, each member country does teach about European integration. Secondly, the issue arises as to how member nations decide to construe the supranational policies of the European Union, particularly the concept of European citizenship, within their national citizenship and citizenship education strategies.

Discourse on European disintegration has arisen as a result of Brexit, raising the possibility that the British government may either maintain or eliminate everything associated with the European dimension, including the concept of European citizenship and European nationalism. Despite these uncertainties, one thing remains certain: Brexit has impacted various aspects of life, including diplomatic relations, social structures, politics, economics, culture, education, and global trends. Therefore, it's plausible that Brexit will also impact the evolution of citizenship education in the UK. Thus, it can be concluded that the curriculum of citizenship education in England is influenced by contextual factors in the form of historical factors, geographical location in the European Union region, socio-political structure in the form of a parliamentary monarchy, an economic system influenced by European Union and Brexit policies, and globalisation trends in the form of modernisation and immigration. Structural factors, such as government organizations responsible for education, values, goals, and education funding related to membership in the European Union, also influence the curriculum (Halász & Michel, 2011; Sultana, 1995).

4. CONCLUSION

Provide We can view the historical development of civic education in England from two periods: the period before 1998 and the period after 1998. Several documents emerged in the period before 1998, supporting the idea of civic education, but the government and schools failed to acknowledge its urgency. In the post-1998 period, the position of civic education experienced a revival marked by the publication of the Final Report of the Advisory Group on Citizenship entitled Education for Citizenship and the Teaching of Democracy in Schools. The report then became the basis for consideration and background for the development of civic education in England, so that in 2002 civic education became a compulsory subject in the curriculum of junior high school education levels 3 and 4. Therefore, we can conclude that historical factors and the socio-political structure of the British government inextricably influence and underpin the civic education curriculum in England.

The curriculum in England refers to civic education as "Citizenship Education," emphasizing aspects of civic knowledge, civic society, and the development of values, skills, and understanding. The development of the British Citizenship Education curriculum is motivated by four considerations, namely: 1) The delay in compiling a systematic form of Citizenship Education as a national policy; 2) The discourse of Citizenship Education in political education in England has interesting reasons; 3) The concept of citizenship education incorporates disagreements about citizenship, subsequently guiding school-based research; 4) Education professionals, political experts, and educators have proposed and discussed political citizenship education as a component of the educational rights of youth in a liberal democratic society.

Regarding curriculum design, we can categorize the Citizenship Education curriculum in England into two categories: compulsory Citizenship Education at secondary education levels 3 and 4, and non-compulsory Citizenship Education at elementary education levels 1 and 2. The organisation of the Citizenship Education curriculum in England is unique because England is a country that implements Citizenship Education subjects in a cross-curricular or cross-curricular model by dedicating up to 5 percent of the curriculum as cross-curricular subjects. The field of work on the Citizenship Education curriculum focuses on three dimensions, namely social and moral responsibility, community involvement, and political literacy. By using Kerr's concept of the citizenship education continuum, the English citizenship education curriculum is included in the maximum citizenship education continuum with an education for citizenship approach and using the citizenship education paradigm in the form of republican citizenship theory.

Brexit's impact on the evolution of the Citizenship Education curriculum in England has sparked discussions about the disintegration of Europe, potentially leading the British government to either uphold or abolish the European dimension, European citizenship, and European nationalism. Despite these uncertainties, one thing is for sure: Brexit has had implications in various aspects of life, including diplomatic relations, social structures, politics, economics, culture, education, and global trends, so it is possible that it will also have implications for the development of civic education in the UK. Therefore, we can conclude that historical factors, geographical location within the European Union region, a parliamentary monarchy's socio-political structure, the influence of European Union and Brexit policies on the economic system, and globalization trends such as modernization and immigration shape the civic education curriculum in the UK. In addition, it is also influenced by structural factors, including government organisations responsible for education, values, goals, and funding for education related to membership in the European Union.

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Contribution of the authors:

Matang- study framework development, instrument development; data analysis; manuscript review; and manuscript submitting. Muh Fahrudin Alawi -data analysis; manuscript writing; and english proofreading.

Fredik Lambertus Kollo– data collection and visualization/presentation of data in the text. Eni Kurniawati-data collection and evidence; data input, typing; correction; and edition.

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